Sample Assessment Materials (SAMs) Optional Units- Mental Health

NCFE CACHE Level 3 Technical Occupational Entry in Senior Healthcare Support (Diploma)
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Contents

Assignment 1

Scenario

A robust understanding and knowledge, and excellent communication skills are required for mental health support practitioners to enable safe and effective practice, and to promote and advocate for the rights of individuals with mental health conditions.

The aim of this assignment is to identify your understanding of legal and current policy, service frameworks, and the importance of communication skills in facilitating change when applied to your area of practice.

Task 1

Write a report, using appropriate headings in which you will show your understanding of the legal and current policy framework for mental health. In your report you should consider the following:
- explain the key points of mental health legislation and how these relate to both the individual with mental health conditions and their carers' (MH 1 AC1.1, 1.5)
- explain how the key points of legislation influence service provision in relation to individuals behaviour (MH 5 AC1.1, 1.2, 1.3)
- describe two national policy initiatives that aim to improve mental health and explain how this might improve mental health services (MH 1 AC1.3, 1.4)
- outline and evaluate how mental health services are provided across different agencies. For each of the key agencies, provide examples of how the rights of individuals with mental health conditions are promoted positively (MH 1 AC2.1, 2.2, 3.2)
- explain the term 'independent advocacy' and how the role is used to support individuals, and others in mental health. (MH 1 AC3.5, 3.6)

Task 2

Produce a presentation to show your understanding of the key principles and four main theories of communication. The presentation should:
- identify the key principles that underpin effective communication. For each principle identified, give an example to show how you incorporate this into your role when working with individuals, carers and others.
- outline four main theories of communication and evaluate how you utilise the outlined theories to build and maintain positive relationships within your role. (MH 7 AC1.2, 1.3)

Task 3

Create an information guide on "Managing Change" that could be given to service users or mental health practitioners.

You will need to ensure that the information is accessible and engaging to the chosen group, using appropriate terminology for your intended audience. Your guide should refer to theories of change and how this can help support and manage change.

Your guide should include the following:
- types of positive and negative change experienced
- the challenges of coping with change and how change affects individuals differently
- how change can be supported. (MH 8 AC1.1, 1.2, 1.3, 1.4)

Task 4

Referring to the following points, collate supporting evidence and produce an information leaflet to demonstrate how they apply to your own area of practice:

- how other important legislation, such as Data Protection Act (DPA) 2018, supports individuals with mental ill health
- the roles and responsibilities of key professionals and others that provide support
- how your area of practice promotes the rights and responsibilities of those you support, including challenging discrimination (MH 1 AC1.2, 2.3, 2.4, 3.1, 3.3, 3.4)
- explain how you demonstrate good clinical practice when managing an individual's risk to themselves and others. Discuss potential ethical issues when managing potentially harmful behaviours, and provide examples of sources for support with challenging behaviour (MH 5 AC1.4, 1.5, 1.6)
- evaluate how you and your organisation contribute to building relationships and promote recovery through effective communication. (MH 7 AC1.1)

Assignment 2

Scenario

This assignment requires you to demonstrate how you provide an active approach in supporting an individual, carers and families in managing change and patterns of behaviours that have a negative impact.

You are required to undertake a case study of an individual you support and evidence your support through witness testimonies, observation records and written evaluations.

You must ensure that you have sought written permission to undertake this case study with your chosen individual and your workplace manager / supervisor. You must ensure that the purpose of this case study, any persons included within the work, identification is kept anonymous ensuring you follow the principles for GDPR for best practice and safety.

Case study tasks

1) Gather and use relevant information to inform a plan of action in helping an individual to manage unhelpful patterns of behaviours. Aspects to consider include:
- client history / review notes / initial assessment notes
- client discussions to identify patterns of behaviours such as triggers, own vulnerabilities, and behaviours they find challenging / cause of negative impacts / patterns they would like to change for example, exploring options, identifying obstacles, identify losses and gains
- feedback from carers / mental health practitioners involved in supporting the individual
- identifying potential challenges that may arise, and further aspects of support required to support your role and the individual, for example, maintaining motivation and acknowledging and anticipating potential setbacks
- develop and agree a plan of action with the individual and identify how you will approach the process.

2) Implement, monitor and review your plan of action. Aspects to consider:
- working with SMART goals to achieve desired outcomes – short, medium, and long term
- openness in communication with individuals and others
- maintaining hopefulness and finding ways to keep motivation
- shared problem solving
- identifying and maintaining support
- acknowledging setbacks
- regular reviews with all parties involved in supporting the individual to maintain a shared supportive approach.

3) Review and evaluate the effectiveness of your strategies. Aspects to consider:
- review with the individual to evaluate their perceived effectiveness of strategies, for example, what they consider to be positive, negative, challenges and achievements
- review with others involved in the support to evaluate their perceived effectiveness of strategies and outcomes
- produce a strategy review and communicate the results to all those that have a right and a need to receive them.

MH5: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4

MH7: AC4.3

MH8: AC2.3, 2.4, 2.5, 2.6

Assignment 3

This assignment requires you to take part in a professional discussion/s with your manager or supervisor within your workplace setting. The purpose of the professional discussion is for you to demonstrate how you communicate with individuals you support to help build and sustain relationships and help those you support to manage change effectively. You should prepare for your professional discussion in advance, to ensure you can provide relevant examples to evidence your understanding and demonstrate your skills within your practice.

Task 1

Prepare for a professional discussion surrounding the role of senior healthcare support worker.
You are expected to prepare notes to assist you on the criteria below.
Within your professional discussion you should:

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- explain how key communication skills can be used to build and sustain relationships in mental health care context (AC2.1)
- explain how mental health conditions may impact on an individual's ability or wish to communicate and form relationships (AC2.2)
- explain common barriers to communication and relationships between:
  - service users and mental health workers
  - others and mental health workers (AC2.3)
- explain how to overcome common barriers to communication and relationships between:
  - service users and mental health workers
  - others and mental health workers (AC2.4)
- identify situations in which a mental health worker may need additional support to communicate and build relationships (AC2.5)
- evaluate the potential contribution to communication and relationship building of specialist health support workers (AC2.6)
- explain the importance of relationships for promoting and maintaining wellbeing and mental health (AC3.1)
- describe the factors that can impact on the ability of an individual with mental health conditions to develop and maintain a strong social network (AC3.2)
- describe the impact of mental health conditions on relationships between individuals and others (AC3.3)
- describe the support needs of others at the key stages of mental health (AC3.4)
- explain how mental health workers may support an individual as they go through the various stages of their relationship, from initiating to ending (AC3.5)
- explain how to enable others with mental health conditions to access support (AC3.6)
- explain the importance of effective communication when building therapeutic relationships with individuals, carers and their families (AC4.1)
- explain techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families. (AC4.2)

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- explain how mental health conditions may affect an individual's ability to cope with and manage change (AC2.1)
- explain how to involve service users with mental health conditions and encourage them to make and maintain change. (AC2.2)

Task 2

Once you have completed your professional discussion, write a summary reflective account of your experience of the process and what you have learnt from this exercise.

Assignment 4

This assignment requires you to demonstrate your understanding of the care and support planning process in relation to helping individuals with positive risk taking. You must show your understanding through explaining current legislation and organisational requirements.

You must then provide evidence of work-related tasks to show how you have supported an individual in positive risk taking through the process of support planning and a risk assessment, ensuring all parties involved are communicated with effectively.

Task 1

Written report

Discuss, providing relevant examples, how risk taking is part of everyday life and outline factors that may have prevented individuals with mental health conditions in taking such risks. You must consider links to risk taking such as: (MH 4 AC1.1, 1.2, 1.3)
- responsibility
- empowerment
- social inclusion

Explain how a human-rights based approach through legislation and national and local policies provide a framework for mental health practitioners to support individuals to maintain control over their lives by making decisions and taking risks. (MH 4 AC4.1, 4.2)

Evaluate the importance of mental health practitioners and services working together with individuals and their families / carers to manage and support risk taking, using the principles and values that underpin effective care and support planning with individuals when managing risk.

You should consider the following aspects:
- the stages in the support planning process and the reasons for each one
- the importance of a person-centred approach in the planning process in relation to risk management and how this differs from a service-focused approach
- how to enable families / carers to be part of the planning process in relation to risk management
- management of any conflicts, difficulties and behaviours that may appear, navigating any issues as they arise as part of the planning process in relation to risk management
- how the principle of duty of care should be maintained and actions needed if an individual takes an unplanned risk that places them or others in imminent danger
- the importance of accurate record keeping, following your organisational policies.

(MH 11 AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, MH 4 AC2.1, 2.2, 2.3, 2.4, 3.1, 3.2)

Task 2

Supporting Individuals to make decisions about taking risks

Gather, record, and use relevant information from your own work role to evidence how you have supported individuals to take positive risks, evidence could be in the form of:
- work related products – risk assessment, planning cycle, individual client assessment forms (agreed discussions around risk assessment)
- observation
- discussion with individuals around risk taking
- reviewing risk assessments with individual / others
- witness testimony

- records of conversations with individual / others, meeting to plan, monitor and review risk assessment, GDPR.

Evidence should include:
- how you have supported individuals to recognise potential risks in different areas of their lives
- how you have supported individuals to make balanced choices with their own and others health, safety, and wellbeing in mind
- how you have managed your own values, belief systems, and experiences when working with the individual to plan and manage risk taking
- a completed risk assessment with an individual you are supporting following agreed ways of working
- how you have supported the individual to take the positive risk agreed within the risk assessment
- how you evaluated the risk identified and whether undertaking the risk has contributed to the wellbeing of the individual
- how you ensured appropriate communication, record keeping, monitoring, and reviewing of the identified risk and outcomes are maintained throughout the risk planning process.

(MH 4 AC5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5)

Assignment 5

This assignment requires you to demonstrate how you provide an active approach in supporting an individual, carers, and families in managing change and patterns of behaviours that have a negative impact.

You are required to undertake a case study of an individual you support and evidence your support through witness testimonies, observation records and written evaluations.

You must ensure that you have sought written permission to undertake this case study with your chosen individual and your workplace manager / supervisor. You must ensure for the purpose of this case study, any persons included within the work, identification is kept anonymous.

Case study tasks

1) Gather and use relevant information to inform a plan of action in helping an individual to manage unhelpful patterns of behaviours. Aspects to consider include:
- client history / review notes / initial assessment notes
- client discussions to identify patterns of behaviours such as triggers, own vulnerabilities and behaviours they find challenging / cause negative impacts / patterns they would like to change, for example, exploring options, identifying obstacles, identify losses and gains
- feedback from carers / mental health practitioners involved in supporting the individual for example, identify frequency, intensity and duration (FID) of behaviours that are challenging or unhelpful
- identifying potential challenges that may arise, and further aspects of support required to support your role and the individual, for example, maintaining motivation, acknowledging and anticipating potential setbacks
- developing and agreeing a plan of action with the individual and identify how you will approach the process.

(MH 5 AC2.1, 2.4, 2.5, 2.6, 3.2, 3.3, MH 8 AC2.3, 2.4, 2.5)

2) Implement, monitor and review your plan of action, considering the following:
- working with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to achieve desired outcomes – short, medium and long term
- openness in communication with individuals and others
- maintaining hopefulness and finding ways to keep motivation
- shared problem solving
- identifying and maintaining support
- acknowledging setbacks
- a regular review with all parties involved in supporting the individual to maintain a shared supportive approach.

(MH 5 AC2.2, 2.7, 2.8, 4.4, MH 7 AC4.3, MH 8 AC2.3, 2.5)

3) Evaluation of strategies and review of your action plan:
- review with individual to evaluate their perceived effectiveness of strategies, for example, what they consider to be positive and negative, challenges and achievements
- review with others involved in the support to evaluate their perceived effectiveness of strategies and outcomes
- produce a strategy review and communicate the results to all those that have a right and a need to receive them.

(MH 5 AC2.3, 2.7, 4.1, 4.2, 4.3, MH 8 AC2.6)

Assignment 6

"Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons." (https://learning.nspcc.org.uk/child-health-development/child-mental-health, accessed July 2023)

As a mental health practitioner, it is important to understand legal organisational roles, responsibilities and limitations on how to protect children and young people, as well as appropriate interventions to best support their individual needs.

Task 1

Written report

Write a report, using appropriate headings in which you will show your understanding of the following:
- legal and organisational requirements that protect children and young people with mental health conditions
- outline and evaluate government guidelines that relate to education provision for children and young people within mental health settings
- identify and evaluate types of educational provision supporting children and young people with mental health conditions and how support can assist in reintegration to school settings
- discuss best practice for information sharing within a multi-disciplinary team when supporting school reintegration for children and young people with mental health conditions and describe your role within this process.

(MH 10 AC1.1, 4.1, 4.2, 4.3, 4.4, 4.5)

Task 2

Booklet

Create a booklet that can be used as an information guide for new mental health practitioners who work with children and young people. Ensure your booklet is eye catching and appealing to your audience, include relevant examples where appropriate. In your booklet you must:
- describe the range of challenges that can be experienced by children and young people with mental health conditions. You must consider:
  - emotional
  - physical
  - social challenges
- outline the impacts that the challenges you have described have on children and young people with mental health conditions and analyse factors that can increase or reduce the needs of children and young people with mental health conditions
- identify a range of therapeutic interventions and support available for children and young people with mental health conditions, and their parents or carers. You could include national and local support and interventions
- choose 2 interventions to explain in detail. You must include both a therapeutic group and a non-therapeutic group to compare and contrast.

(MH 10 AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3)

Task 3

Observation

This task requires you to be observed within your work role demonstrating your knowledge and understanding of supporting children and young people. You must demonstrate:
- strategies you have used to help build the confidence, and self-esteem and increase independence in daily living of a child or young person you support
- how you have accurately maintained records in line with your organisational policies to meet current legislation and good practice.

(MH 10 AC5.1, 5.2, 5.3)

Criteria not covered by this observation can be captured through a witness testimony provided by your supervisor.

Assignment 7

This assignment requires you to demonstrate your understanding of legislation and organisational requirements in relation to substance misuse when working to support individuals with mental health conditions, through written questions and the risk assessment and referral process within your own work role.

Task 1

Written report

Demonstrate your knowledge and understanding of the following:
* outline key regulation and legislation that applies to the misuse of substances and how these relate to your own organisational policies and procedures
* discuss relevant theories that explain substance misuse, you must include the following:
    o a range of substances that can be misused
    o their effects on individuals such as physical, psychological and social
    o possible indications of substance misuse as well as being able to identify factors that can produce similar indications that could be misinterpreted as a result of substance misuse
    o evaluation of the importance of being able to differentiate various indications of substance misuse when working with individuals you support
* within your role, discuss how you keep your knowledge current regarding substance misuse and identifying indications of substance misuse
* within your role, discuss how you access and obtain substance misuse specialist assistance to support individuals you work with
* explain the importance of following organisational requirements when handling information and maintaining records
* outline how this links to your own organisation's working practices in relation to the rights of the individual and confidentiality.

(MH 12 AC1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.1, 4.2)

Task 2

Risk assessment and referral

Gather and use relevant information from your own work role that allows you to assess and monitor risk to individuals you support in relation to substance misuse. You must be able to demonstrate how you:
* assess the risk to an individual and others resulting from substance misuse in line with your organisation's policies and procedures (MH 12 AC3.1)
* describe appropriate interventions that can be used to support individuals, as identified as part of your risk assessment (MH 12 AC3.1, 3.5)
* take appropriate action to monitor and review any changes to levels of risk to ensure appropriate support to the individual and others in line with organisational procedures (MH 12 AC3.2, 3.3, 3.6)
* maintain good practice in the risk assessment process (MH 12 AC3.4)
* identify and access a range of services that are available to support the individual both nationally and locally (MH 12 AC5.1)
* refer individuals you support to appropriate substance misuse services and provide information regarding the referral in line with your organisational requirements. (MH 12 AC5.2, 5.3)
(MH 12 AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3)

Assignment 8

Scenario

Maintaining and promoting physical, mental, and emotional health is vital for all. Mental health practitioners have a demanding role helping individuals aim towards achieving these. High levels of empathy, working with individuals in crisis and managing limited resources can take its toll.

Practicing self-care can be an antidote to burn out. Self-care can help to build resilience and promote a work life balance.

Introduction

This unit assignment asks you to consider your own self-care as a practitioner through the completion of an ongoing reflective account completed over a period of six months, along with a Personal Development Plan (PDP) and a witness testimony from your manager / supervisor to evidence how you have accessed support strategies to maintain and promote your own personal wellbeing.

Task 1

Reflective journal

Complete a monthly reflective journal covering 6 months based upon, supporting self and wellbeing when working in mental health services, that considers the following points:
- developing understanding of own meaning of wellbeing and factors that impact on your wellbeing
- developing understanding and maintaining improving your own wellbeing, including being able to access support as required
- identifying own personal development needs which informs your personal development plan.

(MH 13 AC1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4)

Task 2

Personal development plan

Complete a personal development plan that focuses on supporting your own wellbeing through:
- identifying factors that influence and impact on your own wellbeing
- identifying own indicators for wellbeing, both positively and negatively
- identifying strategies and tools available to support your own wellbeing, including recognising when to access support.

(MH 13 AC1.2, 1.3, 4.1, 4.3, 5.1)

Task 3

Witness testimony and learning review

- provide a copy of a witness testimony from your supervisor / manager to evidence when you have accessed support, tools or strategies to help with your own wellbeing when working within services, this could include, for example:
  - accessing supervision
  - mentoring
  - undertaking appropriate CPD as part of your role

- write a learning review, to evaluate what you have gained from completing this unit and how you will continue to manage your own wellbeing, highlighting your own strengths and limitations.

(MH 13 AC1.1, 1.2, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2)

Assignment 9

Scenario

As a senior healthcare support practitioner, you may supervise or guide less experienced staff in your team. Your manager has asked you to put some training material together for the next intake of work experience students to help support their placement with you.

Task 1

Presentation

Produce a presentation, including a title, introduction, and summary slides that include on the following:
- explanation of the need to work with the key principles when working with individuals to identify their needs
- description of the range and complexities of an individual's needs, the importance of diversity and difference as well as common needs and how these can all impact on the clear identification of appropriate interventions
- explanation of the importance of applying key principles when considering mental health interventions.

(MH 6 AC1.1, 1.2, 1.3, 1.4, 3.2)

Task 2

Booklet

Create a booklet that can be used as a reference guide for the work experience students. Ensure your booklet is eye catching and appealing to your audience, include relevant examples where appropriate. Your booklet should include the following:
- research of a range of mental health interventions
- explanations relating to their strengths and limitations, and how a range of factors can influence the choice of interventions from a service user, practitioners or service perspective
- identification of three interventions within your local area and how individuals can access these, outlining any potential barriers faced.

(MH 6 AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1)

Assignment 10

Introduction

A key role of a mental health practitioner is to support individuals in identifying and using approaches for managing their own recovery from mental health conditions. Having a robust understanding of the principles of promoting and supporting recovery is therefore important in helping individuals reach their full potential. This assignment requires you to demonstrate the knowledge and skills required to be able to support individuals to manage their own recovery from mental health problems. The tasks below will also assess your ability to support individuals with strategies to manage their behaviours.

Task 1

Write an essay demonstrating the knowledge and applications necessary to promote wellbeing and recovery in individuals with mental health difficulties:
- outline and evaluate biopsychosocial factors affecting mental wellbeing and recovery and explain how these factors can influence an individual's behaviour
- define and discuss the term 'recovery' in individuals managing their mental health. Provide examples of how you would promote the individual's recovery
- compare and contrast approaches to managing behaviour in self-recovery and evaluate its efficacy
- explain the role of a support worker promoting recovery and independence.

(MH 2, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, MH 9 AC1.2, 2.1, 2.2)

Task 2

Develop a recovery plan that promotes positive wellbeing using goals and interests that are meaningful to the individual; justify how you explored the individual's issues and the associated behavioural responses.

The recovery plan should be comprehensive and reviewed within an adequate timeframe to ensure that the plan is accurate and appropriate. This task is intended to be completed in your placement and observed by a senior member of staff. Ensure consent is provided by the individual prior to engaging in the activity, and that any reference to the individual is anonymised due to confidentiality.

The plan should include the following:
- examples of how you incorporated activities that are meaningful to the individual
- explanation of how the recovery plan reflects the individual's definition of 'recovery'
- explanation of what interventions were used in the plan to promote recovery and how this is person centred
- identification of the importance of developing relationships with friends, family, and professionals. Explore situations influencing behaviours, how it can affect social and professional relationships, and what behavioural approaches can be used to promote positive outcomes
- identification of potential factors motivating positive behaviours and outline strategies useful in managing behaviour
- how the individual is supported in identifying triggers implicating recovery, previous coping behaviours and, what strategies will be used to manage behaviour.

(MH 2, 2,1, 3,1, 3.2, 3.3. 3.4, MH 9, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2. 4.3, 4.4, 4.5, 4.6)

Assignment 11

Scenario

As a healthcare support worker, there is a likelihood that you will encounter individuals with suicidal ideation. This might present as a verbal indication, physical indication, or in some cases there will be no indication at all. There may be a time in your career in healthcare where suicidal intervention is necessary. This assignment requires you to demonstrate knowledge and understanding of suicidal behaviours and the key components of suicide interventions.

Task 1

Presentation

You have been asked to make a presentation informing a group of new mental health support workers on your ward about suicidal behaviours and Interventions. You have been given 10 minutes to present, and the purpose of your presentation is to:
- help new mental health support workers understand the prevalence and causes of suicidal behaviours:
    - outline and evaluate the demographics and prevalence of suicidal behaviour
    - discuss the social and psychological factors leading to suicidal behaviour
    - explain how media platforms and social factors affect suicidal behaviours
- describe and explain the suicide intervention process:
    - outline and evaluate 2 suicide interventions
    - describe how suicide reduction strategies are used and how they can influence the risk management process
    - discuss factors affecting the efficacy of risk assessment tools identifying suicidal ideation
    - discuss the benefits of early intervention in suicidal behaviours
    - explain how directive and non-directive approaches should be used in suicide interventions
    - explore the similarities and differences between the stages of suicide intervention and how they meet the needs of the individual.

Task 2

Written responses

Scenario

As a healthcare support worker, you will work with professionals from multi-disciplinary teams (MDTs) to promote the recovery of individuals, as well as members of the public that are close to the individual such as family and friends.

This task requires you to demonstrate your understanding of the roles and responsibilities of the MDT in managing suicide interventions through a professional discussion with three members of the MDT. All three healthcare professionals must have separate roles and responsibilities, and you should evidence this by answering the following:
- what are the pros and cons of a population-based approach to preventing suicide
- explain how healthcare professionals and main caregivers can collaborate to develop and maintain suicide interventions
- in your own words, detail the policies and procedures of your organisation when navigating suicide intervention
- explain how other mental health services can be beneficial in delivering suicide interventions and why it is important to have an up-to-date knowledge of the local network.

(MH 3 AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4)

Change history record

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V1.0	First publication	August 2025