

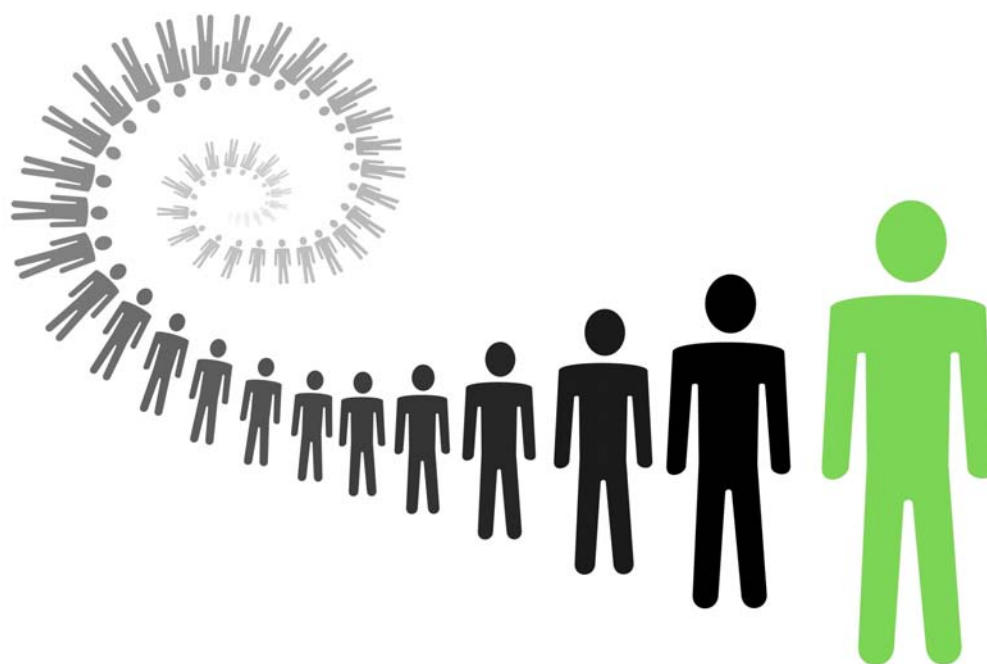
Level 2 Certificate in Community Mental Health Work (3061)

Qualification handbook

QCA reference: 500/3801/1

3061-02

www.cityandguilds.com
April 2008
Version 1.1 (May 2008)



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Contents

1	About this document	5
2	About the qualification	6
2.1	Accreditation details	6
2.2	Aim of the qualification	7
2.3	Rules of combination	8
2.4	Relevant sources of information	9
3	Candidate entry and progression	11
4	Centre requirements	12
4.1	Obtaining centre and qualification approval	12
4.2	Approval for global online assessment (GOLA)	14
4.3	Resource requirements	15
4.4	Administration, registration and certification	16
4.5	Quality assurance	17
5	Course design and delivery	19
6	Assessment	21
6.1	Summary of assessment requirements	21
7	Units	24
Unit 001	Principles and values in mental health work	27
Unit 002	The experience of mental distress	32
Unit 003	Effective communication in mental health work	37
Unit 004	Working in a mental health environment	41
Unit 005	Developing as a mental health worker	46
Appendix 1	Connections to NVQs and other qualifications	51
Appendix 2	Key/Core Skills signposting	53
Appendix 3	The wider curriculum	55
Appendix 4	Funding	56
Appendix 5	Sources of information about level accreditation, qualification and credit frameworks and level descriptors	57

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1 About this document

This document contains the information that centres need to offer the following certificate:

Level 2 Certificate in Community Mental Health Work

City & Guilds qualification number **3061-02**

QCA accreditation number **500/3801/1**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms.

2 About the qualification

2.1 Accreditation details

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF).

The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from guided learning hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed in Appendix 5.

About the qualification

2.2 Aim of the qualification

This qualification has been designed by City & Guilds in order to

- support Government initiatives towards the Qualification and Credit Framework (QCF). For further information on the QCF, visit the QCA websites www.qca.org.uk and www.openquals.org.uk
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the mental health sector
- contribute to the knowledge and understanding towards the related Level N/SVQs in Health and Social Care, and the NOS in Mental Health, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ Relationship mapping in Appendix 1 for further details
- contribute towards key and core skills achievement whilst also providing additional skills and knowledge. See the mapping in Appendix 2 for further details
- replace the City & Guilds Level 2 Initial Award in Mental Health Work (3594-04).

This qualification functions

- as a stand alone qualification, accredited as part of the QCF at Level 2
- to provide valuable accreditation of skills and knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence.

Target group

This qualification is particularly aimed at new workers in the adult mental health sector, including full and part time; paid and voluntary; and temporary and permanent workers. It is designed to meet the learning needs of new entrants into the field. It provides the introduction to and foundation for a career in mental health.

The Level 2 Certificate in Community Mental Health Work is intended to complement employers' Induction programmes and also standards published by National Training Organisations.

It is expected that staff or volunteers from a wide range of employment situations in the mental health field will benefit from completing this Certificate, be they support time recovery workers, rehabilitation workers, healthcare assistants or community support workers.

Progression

This qualification enables candidates to progress on to our Level 3 Certificate in Community Mental Health Care (3056). It will also allow progression to the Level 2 NVQ in Health and Social Care.

2 About the qualification

2.3 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

A full certificate will be awarded to successful candidates on completion of all five units, plus the online multiple choice test*, as shown in the table below. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

QCA unit reference	City & Guilds unit number	Unit title	Guided learning hours	Credit value	Mandatory or optional
K/501/5207	3061-001	Principles and values in mental health work	20	3	Mandatory
T/501/5209	3061-002	The experience of mental distress	20	3	Mandatory
K/501/5210	3061-003	Effective communication in mental health work	15	2	Mandatory
M/501/5211	3061-004	Working in a mental health environment	20	3	Mandatory
T/501/5212	3061-005	Developing as a mental health worker	15	2	Mandatory
T/501/5646	*3061-006	Effective working in mental health promotion	1	1	Mandatory
Total			91	14	

Value statement

The key purpose for those working in health and social care settings has been identified by the sector skills councils: 'to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health or social care.' Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

This qualification links with and builds upon health and social care workforce development structures across the UK. Through its linkage to the core units of the NVQs, this qualification provides a thorough and practical way to support and embed some of the key service and staff performance measures within the field of mental health care.

2 About the qualification

2.4 Relevant sources of information

Related publications

City & Guilds provides this handbook as a download on the website **www.cityandguilds.com**

There are also some support materials planned to be available for this qualification from Pavilion Publishing. Please contact

Pavilion Publishing (Brighton) Ltd
Richmond House
Richmond Road
Brighton
BN2 3RL
Tel: 01273 623222
Fax: 01273 625526
Email: info@pavpub.com
Web: **www.pavpub.com**

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*: This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials. Note SmartScreen content has not yet been developed for all our qualifications.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none">• requesting a replacement certificate• information about our qualification• finding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">• setting up an account• resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

There are no academic entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualifications, and as part of the assessment for this qualification, candidates must be providing support to individuals with mental health problems.

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. Information on funding is provided in Appendix 4.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Progression

The skills, knowledge and values the candidates learn will, to some extent, feed in to a large number of roles within the field of health and social care. The skills will include basic communication skills, the knowledge will cover knowledge of mental wellbeing, and the values will be person-centred.

Specifically this qualification will allow a progression on to level 3 qualifications, particularly in mental health. We offer a Level 3 Certificate in Community Mental Health Care, and these qualifications are designed to work in tandem and allow progression from the level 2 to the level 3.

Candidate work placement requirements

As part of the assessment for this qualification is based on practical activities, candidates are expected to have access to a work setting in the field of mental health.

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as **scheme approval**). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Fast track approval

Centres approved to offer the qualification Level 2 Initial Award in Mental Health Work (3594-04) may apply for approval for the new Level 2 Certificate in Community Mental Health Work using the Fast Track Form available from the regional/national office or downloadable from the City & Guilds website, on the 3061 webpages.

Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.

Centres may use the Fast Track Form for 12 months from the introduction of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

4 Centre requirements

4.2 Approval for global online assessment (GOLA)

This qualification is assessed by **global online assessment (GOLA)**.

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval* for further information on GOLA.

4 Centre requirements

4.3 Resource requirements

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. They should

- be technically competent in the areas for which they are delivering training and/or should have experience of providing training.
- have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed and evidence the quality of occupational experience to ensure the credibility of the assessment judgements. Assessors' experience and competence could be evidenced by
 - curriculum vitae and references
 - possession of a relevant NVQ/SVQ
 - corporate membership of a relevant professional institution
 - continuing professional development (CPD).

Assessor and verifier requirements

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

Candidate work placements

Candidates are expected to have access to a work environment, working with individuals with mental health problems, in order to complete this qualification.

4 Centre requirements

4.4 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from www.cityandguilds.com/QCFIT.

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the *Directory of qualifications*.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*. Centres should follow all guidance carefully, particularly noting that fees, and registration and certification end dates for the qualification are subject to change.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds online examinations
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier/moderator
- examinations secretary
- invigilator.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme. In particular, staff should consider the skills and knowledge related to the national occupational standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification. As the multiple choice test, 3061-006, is a synoptic test, it is recommended that this is taken by candidates towards the end of their course, after they have completed the other units.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the national occupational standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Relationship to the NOS/NVQs can be found in Appendix 1 of this handbook.
- Signposting to Key and core skills for the qualification can be found in Appendix 2.
- Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification has been identified, and can be found in Appendix 3.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

The importance of maintaining confidentiality is paramount. Candidates will be expected to change the names of individuals in their care, and their placement to preserve confidentiality.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the Qualifications and Credit Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

The assessments

For this qualification, candidates will be required to complete the following assessments:

Each unit will be assessed by a variety of different assessment methods (mainly questioning, observations and assignments). These assessments will be devised by centres and will assess the practical activities within each unit.

In addition to this, there will be a synoptic multiple choice test, 3061-006, assessing the underpinning knowledge for the five units. This is an unscheduled online test that must also be completed in order to achieve the full qualification.

6 Assessment

Grading and marking

Grading of assessments for this qualification are pass or fail only. In normal circumstances, candidates may re-submit their assignment only once. The marking of the online multiple choice test will be done by City & Guilds, and will also be pass/fail only.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise the contribution a person's previous experience might contribute to a qualification. The components that a candidate has completed within other courses can therefore be recognised within this course, and would not need to be repeated. Equally the learning undertaken in this course could be accredited within another level 2 qualification with any common components.

Simulation

Simulation may be used by centres, where appropriate, to assess a candidate. Generally the circumstances for this would arise when candidates are not able to use examples from their practice, eg in the case of emergencies.

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval* and in the *Directory of qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

6 Assessment

Test specification

City & Guilds provides a synoptic test specification for the qualification which follows.

The knowledge requirements of the Certificate will be assessed by a multiple choice test covering units 1 to 5.

Paper 3061–02–006

Test Duration 1 hour		Total questions 30
Unit	Learning outcomes	Number of questions
Principles and values in mental health work	1 describe the context of mental health work.	6
	2 describe the key principles and values in mental health work.	
	3 demonstrate the application of key principles and values in mental health work.	
The experience of mental distress	1 describe the experience of mental distress and of being a service user.	6
	2 identify the needs of people with mental health problems.	
	3 support people with mental health problems in achieving their potential.	
Effective communication in mental health work	1 communicate effectively with people with mental health problems, carers/supporters and colleagues	6
	2 communicate effectively using written records.	
Working in a mental health environment	1 explain their role and responsibilities and the boundaries of their role.	6
	2 describe their responsibilities in working in a healthy and safe way in a mental health environment.	
	3 describe what to do in emergency situations.	
Developing as a mental health worker	1 explain how they can contribute to maintaining and improving service quality.	6
	2 use essential skills to develop their competence within their role.	
	3 produce a plan for their development within their role.	

7 Units

Availability of units

The units for this qualification follow. They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds unit reference number
- title
- level
- credit value
- unit aim
- statement of guided learning hours
- connections with NOS and other qualifications
- Key/Core Skills mapping
- assessment and grading details
- learning outcomes in detail expressed as practical skills and underpinning knowledge
- notes for guidance.

Philosophy and principles behind the qualification

Philosophy

The content of the Certificate is underpinned by the philosophy that to provide effective mental health services, practitioners at all levels need to understand the individual's perspective. They should respect diversity and deliver appropriate, individualised responses to meet the needs of individuals. Effective practice is centred on the user and recognises and values the experience and insight of the individual in respect of his or her own mental health. Workers should enable and empower individuals to enhance the overall quality of their lives.

Principles and values

The core principles that underpin the Certificate in Community mental Health Work can be summarised as

- The importance of respecting and acknowledging diversity and cultural identity
- Individuals having access to, and a choice of, appropriate and useful management and treatment approaches.
- The expertise and experience of individuals and families/carers being acknowledged as valid and important.
- Mental health services empowering individuals, supporting families/carers and being aimed at and accessible to those in greatest need.
- A skilled and competent workforce being the bedrock of safe, sound and supportive services.
- A spirit of social inclusion which constantly challenges stigma and prejudice.
- The location of mental health problems within a broader understanding of mental health, which includes concepts of mental wellbeing and positive mental health.

- The broad range of perspectives and approaches that are used in mental health care and support services, and the role that all these play in taking a holistic approach to mental health.
- The importance of working with individuals to manage their mental health problems rather than doing things to or for individuals.
- The importance of providing mental health care and support based on individual need, rather than 'fitting' individuals into rigid services.
- Understanding and working with people in the context of their personal system, including social networks, work and family.
- The importance of evaluating and reflecting upon practice and of using research evidence to inform and develop practice.

The units in this qualification are:

- Unit 1 Principles and values in mental health work
- Unit 2 The experience of mental distress
- Unit 3 Effective communication in mental health work
- Unit 4 Working in a mental health environment
- Unit 5 Developing as a mental health worker

The final module, 3061-006, is an online multiple choice test covering the underpinning knowledge in the qualification. This must be completed before a full certificate can be awarded.

On the next page, there is a Candidate assessment record form that should be copied and completed with each unit in order to track the candidate's progress.

Candidates' assessment record

Unit number and title:

Candidate name

City & Guilds enrolment number

Assessor's name

Centre number

Date assignment submitted 1st

2nd

Task

1st submission outcome

2nd submission outcome

Pass/refer

Pass/fail

Assessor's comments to candidate/student

Target date and action plan for resubmission (if applicable)

Outcome of second submission

Date of final assessment decision

Assessor's signature

Date

Candidate signature

Date

Internal verifier's signature

Date

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles and values that are at the core of mental health work and to demonstrate these in their practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Describe the context of mental health work
- Describe the key principles and values of mental health work
- Demonstrate the application of key principles and values in mental health work

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has been mapped to the national occupational standards in Mental Health and the national occupational standards in Health and Social Care.

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

This unit will be assessed by an assignment covering practical skills and a synoptic multiple choice test covering the underpinning knowledge of all five units.

Unit 001

Outcome 1

Principles and values in mental health work

Describe the context of mental health work

Assessment Criteria

Practical skills

The learner can:

- 1.1 identify the factors that have influenced the wellbeing and mental health of a person who has mental health problems
 - a physical factors
 - b social and environmental factors
 - c psychological factors.
- 1.2 describe how stereotyping, assumptions, labelling and discrimination have affected a person with mental health problems.

Underpinning knowledge

The learner can:

- 1.3 describe some of the physical factors that can influence wellbeing and mental health.
- 1.4 describe some of the social and environmental factors that can influence wellbeing and mental health.
- 1.5 describe some of the psychological factors that can influence wellbeing and mental health.
- 1.6 describe how people with mental health problems may be viewed within society
 - a stereotypes
 - b assumptions.
- 1.7 describe the range of ways in which people with mental health problems may experience labelling and discrimination
 - a in employment
 - b in relationships with people and within their community
 - c in accessing services.
- 1.8 explain the meaning of the term 'social exclusion'.

Unit 001

Outcome 2

Principles and values in mental health work

Describe the key principles and values in mental health work

Assessment Criteria

Practical skills

The learner can:

- 2.1 identify the key principles and values for mental health work that are relevant within their own work setting.
- 2.2 identify three principles or values that are important to people with mental health problems.
- 2.3. identify three key principles or values that are important to the family or carers/supporters of people with mental health problems.

Underpinning knowledge

The learner can:

- 2.4 explain why it is important to be guided by key principles and values in mental health work.
- 2.5 describe the main sources of principles and values for mental health work
 - a the law
 - b moral and human rights
 - c national and local policy and guidance
 - d the needs and views of service users
 - e the needs and views of family or carers/supporters of people with mental health problems
 - f codes of practice and professional ethics.
- 2.6 describe the key principles and values that are relevant to mental health work
 - a equality and diversity
 - b promoting rights and responsibilities
 - c working in partnership
 - d person centred and needs led
 - e holistic approach
 - f active support
 - g socially inclusive
 - h positive risk taking
 - i choice, capacity and consent.

Unit 001

Outcome 3

Principles and values in mental health work

Demonstrate the application of key principles and values in mental health work

Assessment Criteria

Practical skills

The learner can:

- 3.1 demonstrate the application of four key principles or values in their work with a person with mental health problems or with the carer/supporter of a person with mental health problems.

Underpinning knowledge

The learner can:

- 3.2 explain how the key principles and values can be applied in mental health work with people with mental health problems
- 3.3 explain how the key principles and values can be applied in mental health work with the carers/supporters of people with mental health problems.
- 3.4 explain the role of independent advocacy in promoting the rights of service users and carers.
- 3.5 explain how to challenge poor practice in order to promote key principles and values in mental health work.

Unit 001 Principles and values in mental health work

Notes for guidance

The phrase 'people with mental health problems' is used to describe those who may or may not have been diagnosed by a psychiatrist as having a specific type of mental health problem and who may or may not be in contact with mental health services. The phrase 'service user' is used to describe a person who is likely to have had a formal diagnosis and who is in contact with mental health services.

The following key words and terms are used in this unit.

Term	Definition
Principle	A basic rule or code of conduct
Value	What a person believes to be important
Stereotype	Perceiving people with particular characteristics as all the same
Assumption	Taking something for granted or supposing something is true, often based on stereotypes
Discrimination	Treating an individual or group differently (either better than or less well than others) because of a particular characteristic
Culture	The shared beliefs, practices and social rules of a particular group
Ethnicity	Belonging to a particular group by birth or descent and often based on common characteristics such as skin colour or language
Social class	A group of people sharing the same economic or social status in society such as 'working class' and 'middle class'
Gender	Being male or female
Sexual orientation	Being heterosexual, lesbian, gay or bisexual
Ability	Being able to do or not do something such as reading and writing, being mobile or being independent in relation to looking after yourself
Person centred	Putting the person and their needs, views and wishes at the heart of something rather than putting the needs of a service or other people first
Social inclusion	Making sure that a person continues to be an equal member of society and able to take part in the life of the community as other people do, having the opportunities that others would expect

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the experience of mental distress and its impact on people in order to understand the importance of a person centred and holistic approach in helping people to achieve their potential.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Describe the experience of mental distress and of being a service user
- Identify the needs of people with mental health problems
- Support people with mental health problems in achieving their potential

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has been mapped to the national occupational standards in Mental Health and the national occupational standards in Health and Social Care.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

This unit will be assessed by an assignment covering practical skills and a synoptic multiple choice test covering the underpinning knowledge of all five units.

Unit 002

The experience of mental distress

Outcome 1

Describe the experience of mental distress and of being a service user

Assessment Criteria

Practical skills

The learner can:

- 1.1 identify the ways in which mental health problems have had an impact on a person a psychological and emotional
 - b practical
 - c financial
 - d social.
- 1.2 identify the ways in which mental health problems have had an impact on the family or carers / supporters of a person with mental health problems
 - a psychological and emotional
 - b practical
 - c financial
 - d social.
- 1.3 describe the benefits and problems a person may encounter in becoming a 'service user'.

Underpinning knowledge

The learner can:

- 1.4 explain how mental wellbeing and mental health problems can be seen as part of the continuum of mental health that encompasses everybody.
- 1.5 describe some of the changes in thoughts, feelings and behaviour that may be associated with the main forms of mental health problems.
- 1.6 describe the range of ways in which mental health problems may have an impact on the person in the medium to long term
 - a psychological and emotional
 - b practical
 - c financial
 - d social.
- 1.7 describe the range of ways in which mental health problems may have an impact on family, carers / supporters and others in a person's social network
 - a psychological and emotional
 - b practical
 - c financial
 - d social.
- 1.8 describe a range of experiences of using mental health services from the perspective of service users.

Unit 002

Outcome 2

The experience of mental distress

Identify the needs of people with mental health problems

Assessment Criteria

Practical skills

The learner can:

- 2.1 identify four key needs of a person with mental health problems.
- 2.2 demonstrate a holistic approach to identifying the needs of a specific person with mental health problems.

Underpinning knowledge

The learner can:

- 2.3 describe the range of needs of people with mental health problems
 - a psychological and emotional
 - b physical
 - c practical
 - d cultural
 - e social
 - f spiritual.
- 2.4 explain why it is important to have a holistic view of a person's needs.
- 2.5 explain how people with mental health problems may have shared and different needs that are influenced by their
 - a age
 - b culture and ethnicity
 - c social class
 - d gender
 - e sexual orientation.
- 2.6 explain how the needs of people with mental health problems may change over time.
- 2.7 explain the difference between a needs-led and service-led approach in mental health work.

Unit 002

Outcome 3

The experience of mental distress

Support people with mental health problems in achieving their potential

Assessment Criteria

Practical skills

The learner can:

- 3.1 demonstrate three ways in which they have worked with a person with mental health problems in helping the person achieve their potential.
- 3.2 investigate three local resources that each offer a different type of intervention or approach for people with mental health problems.

Underpinning knowledge

The learner can:

- 3.3 describe the range of other approaches that may be used to help people with mental health problems
 - a work, education and volunteering
 - b creative
 - c physical activity and diet
 - d spiritual and religious support
 - e complementary
 - f group work
 - g user-led initiatives.
- 3.4 explain the meaning of the term 'recovery' in mental health work.
- 3.5 describe methods of working with service users to prevent relapse.

Unit 002 The experience of mental distress

Notes for guidance

The phrase ‘people with mental health problems’ is used to describe those who may or may not have been diagnosed by a psychiatrist as having a specific type of mental health problem and who may or may not be in contact with mental health services. The phrase ‘service user’ is used to describe a person who is likely to have had a formal diagnosis and who is in contact with mental health services.

The following key words and terms are used in this unit.

Term	Definition
Need	Something required by a person to achieve a goal, defined in the person’s own terms rather than in terms of what can be offered by a service. For example a person may need to make friends (in order to have someone to talk to) and this is different from saying that the person ‘needs to go to a day centre’.
Complementary	Approaches such as acupuncture or aromatherapy that may be used with or as alternatives to the main treatments offered within mental health services.
Spiritual	A broad term that can include a wide range of ideas such as those to do with finding meaning in life, the nature of the soul and belief in a higher consciousness or being. It may or may not be associated with an organised religion.

Level: 2

Credit value: 2

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of effective communication and to be able to apply these principles in their practice.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- Communicate effectively with people with mental health problems, carers/supporters and colleagues
- Communicate effectively using written records

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has been mapped to the national occupational standards in Mental Health and the national occupational standards in Health and Social Care.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Assessment and grading

This unit will be assessed by an assignment covering practical skills and a synoptic multiple choice test covering the underpinning knowledge of all five units.

Unit 003

Effective communication in mental health work

Outcome 1 Communicate effectively with people with mental health problems, carers/supporters and colleagues

Assessment Criteria

Practical skills

The learner can:

- 1.1 describe the communication needs of a specific person with mental health problem.
- 1.2 demonstrate three essential communication skills in an interaction with a person with mental health problems or a carer / supporter or a colleague.
- 1.3 distinguish behaviours that can have a negative affect on communication from those which promote effective communication.

Underpinning knowledge

The learner can:

- 1.4 describe the range of factors that can impact on effective communication with people with mental health problems
 - a the effects of mental health problems
 - b the effects of medication for mental health problems
 - c environmental factors
 - d personal and interpersonal factors
 - e institutional factors.
- 1.5 describe the range of factors that can impact on effective communication with the carers / supporters of people with mental health problems
 - a confidentiality of information
 - b personal and interpersonal factors
 - c institutional factors.
- 1.6 describe the factors that can impact on effective communication with colleagues
 - a personal and interpersonal factors
 - b institutional.
- 1.7 describe the range of communication needs a person with mental health problems may have.
- 1.8 describe the range of communication skills that are essential for effective communication
 - a active listening
 - b turn-taking
 - c open, closed and focusing questions
 - d checking understanding
 - e validation and empathy
 - f summarising.
- 1.9 describe the behaviours that can have a negative affect on communication with people
 - a inappropriate physical contact
 - b talking down to someone
 - c language insensitivity
 - d threatening, blaming, persuading or manipulating
 - e not listening or making assumptions.

Unit 003

Effective communication in mental health work

Outcome 2

Communicate effectively using written records

Assessment Criteria

Practical skills

The learner can:

- 2.1 use three different types of record to communicate effectively with service users or colleagues or carers.
- 2.2 record accurate, appropriate and relevant information about a service user.
- 2.3 demonstrate how to maintain the confidentiality of records.

Underpinning knowledge

The learner can:

- 2.4 explain the reasons why records are kept about service users.
- 2.5 explain why it is important that records are kept correctly.
- 2.6 state the main requirements under data protection legislation that are relevant to writing and storing records about people.
- 2.7 describe key principles for keeping effective records
 - a accurate
 - b appropriate language
 - c relevant
 - d factual
 - e concise
 - f signed and dated.

Unit 003 Effective communication in mental health work

Notes for guidance

The phrase ‘people with mental health problems’ is used to describe those who may or may not have been diagnosed by a psychiatrist as having a specific type of mental health problem and who may or may not be in contact with mental health services. The phrase ‘service user’ is used to describe a person who is likely to have had a formal diagnosis and who is in contact with mental health services.

The following key words and terms are used in this unit.

Term	Definition
Personal and interpersonal factors	Personal factors are positive and negative factors relating to an individual's current situation and state of mind, their attitudes and beliefs or their particular personality traits. Interpersonal factors are positive and negative factors arising from the relationship between two or more people and could include similarities or differences in culture, gender or age, differences of opinion, personality clashes or power issues.
Institutional factors	Positive and negative aspects of the way the organisation works that impact on communication including structures and systems, custom and practice, hidden agendas, dominating routines or conflicts.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of their role and responsibilities in order to work in a healthy and safe way and within the policies and procedures of a mental health environment.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Explain their role and responsibilities and the boundaries of their role
- Describe their responsibilities in working in a healthy and safe way in a mental health environment
- Describe what to do in emergency situations

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has been mapped to the national occupational standards in Mental Health and the national occupational standards in Health and Social Care.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Assessment and grading

This unit will be assessed by an assignment covering practical skills and a synoptic multiple choice test covering the underpinning knowledge of all five units.

Unit 004

Outcome 1

Working in a mental health environment

Explain their role and responsibilities and the boundaries of their role

Assessment Criteria

Practical skills

The learner can:

- 1.1 produce a diagram to show their role and responsibilities in relation to others in their immediate team and in relation to the wider team and the agencies providing mental health services in their local area.
- 1.2 identify the limits of their role.
- 1.3 identify the triggers for when they should seek help and advice.
- 1.4 identify who to go to for help and advice when a situation is beyond the limits of their role.
- 1.5 explain the organisation's policy and procedure in relation to abuse and neglect.
- 1.6 explain when and how to report any concerns about operational difficulties or the practice of others.

Underpinning knowledge

The learner can:

- 1.7 list the main statutory and independent agencies involved in providing mental health services.
- 1.8 explain the importance of agencies working in partnership.
- 1.9 explain the importance of following local policies and procedures in any practice setting.
- 1.10 describe the different types and forms of abuse and neglect
 - a physical
 - b sexual
 - c psychological
 - d financial
 - e institutional
 - f neglect by self or others.
- 1.11 recognise the signs and symptoms associated with different types and forms of abuse and neglect.
- 1.12 state their rights and responsibilities under 'whistle-blowing' legislation.

Unit 004

Outcome 2

Working in a mental health environment

Describe their responsibilities in working in a healthy and safe way in a mental health environment

Assessment Criteria

Practical skills

The learner can:

- 2.1 identify the main risk situations and hazards in their workplace.
- 2.2 use risk assessments before starting three different types of work activities.
- 2.3 demonstrate how to minimise the risk of harm to self and others in relation to three different work activities.

Underpinning knowledge

The learner can:

- 2.4 explain the purpose of risk assessment.
- 2.5 describe their responsibilities under health and safety legislation.
- 2.6 describe the range of situations that may present hazards in mental health work
 - a people
 - b hazardous equipment
 - c hazardous substances and materials
 - d contamination and infection
 - e moving objects and people
 - f the environment
 - g managing pressure and demands.
- 2.7 describe the actions they should take and what they should not do in situations that may present hazards in mental health work
 - a lone working
 - b hazardous equipment
 - c hazardous substances and materials
 - d contamination and infection
 - e moving objects and people
 - f the environment
 - g managing pressure and demands.

Unit 004

Outcome 3

Working in a mental health environment

Describe what to do in emergency situations

Assessment Criteria

Practical skills

The learner can:

- 3.1 describe the appropriate and immediate actions they should take in the event of three types of emergency in their workplace
 - a fire
 - b bomb scare
 - c health emergency, incident or accident
 - d mental health crisis.
- 3.2 complete an accurate and legible incident report.

Underpinning knowledge

The learner can:

- 3.3 describe the range of emergencies that may occur in a mental health setting
 - a fire
 - b security
 - c health
 - d incidents or accidents
 - e mental health crisis.
- 3.4 describe safe and unsafe actions in the event of a fire.
- 3.5 describe how to support people during an incident or emergency.
- 3.6 explain why it is important to complete accurate and legible incident reports.
- 3.7 explain why it is important to spend time after an emergency discussing and reflecting on what happened.

Unit 004 Working in a mental health environment

Notes for guidance

The following key words and terms are used in this unit.

Term	Definition
Accidents	Accidents include people falling or being injured by something in the environment
Security emergencies	Security emergencies include people who are not allowed to be on the premises, bomb scares, failure of a security device, people missing, lost keys, break-ins
Health emergency	Health emergencies may be linked to a person's known condition such as epilepsy or diabetes or they may sudden or unexpected
Mental health crisis	A crisis may occur when a person's mental health has suddenly or gradually deteriorated and they appear to be at risk of further deterioration or harm or may harm others. The crisis may also take the form of a particular behaviour that is causing a problem for the person or others such as being out in the road at night without any clothes on.

Level: 2

Credit value: 2

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of their role in maintaining and improving service quality and how they can continue to develop their knowledge and skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Explain how they can contribute to maintaining and improving service quality
- Use essential skills to develop their competence within their role
- Produce a plan for their development within their role

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit has been mapped to the national occupational standards in Mental Health and the national occupational standards in Health and Social Care.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving
- Information Technology
- Improving own learning and performance

Assessment and grading

This unit will be assessed by an assignment covering practical skills and a synoptic multiple choice test covering the underpinning knowledge of all five units.

Unit 005

Outcome 1

Developing as a mental health worker

Explain how they can contribute to maintaining and improving service quality

Assessment Criteria

Practical skills

The learner can:

- 1.1 identify the key performance standards against which their service is judged.
- 1.2 identify their contribution to ensuring that their service achieves the key performance standards and continues to improve.
- 1.3 describe one step they have taken to improve their practice and contribute to overall service improvement.

Underpinning knowledge

The learner can:

- 1.4 describe the key standards against which a mental health service is judged
 - a externally set standards
 - b internally set standards
 - c the views of service users / customers.

Unit 005

Outcome 2

Developing as a mental health worker

Use essential skills to develop their competence within their role

Assessment Criteria

Practical skills

The learner can:

- 2.1 list the main features of an effective mental health worker.
- 2.2 demonstrate their ability to reflect on their practice.
- 2.3 demonstrate how to organise and manage their time effectively.
- 2.4 research information about three resources that are useful in their mental health work using information and communication technology.
- 2.5 use feedback about their own performance to improve their practice.

Underpinning knowledge

The learner can:

- 2.6 describe what is meant by 'reflective practice'.
- 2.7 explain why it is important that mental health workers organise and manage their time effectively.
- 2.8 explain why mental health workers need the ability to network and seek out new resources.
- 2.9 explain why mental health workers should keep up-to-date and continue to develop their practice.

Unit 005

Outcome 3

Developing as a mental health worker

Produce a plan for their development within their role

Assessment Criteria

Practical skills

The learner can:

- 3.1 identify three steps they can take to promote their own wellbeing and mental health and manage the stress associated with their role.
- 3.2 demonstrate learning through using two different learning methods.
- 3.3 produce a plan for their continuous development over the next year.

Underpinning knowledge

The learner can:

- 3.4 describe ways of promoting our own wellbeing and mental health at work.
- 3.5 explain the advantages and disadvantages of different methods for learning and developing.
 - a reading journals and magazines
 - b supervision
 - c training courses
 - d coaching from a skilled person
 - e using electronic media.

Unit 005 Developing as a mental health worker

Notes for guidance

Candidates may be in situations where performance standards are not immediately explicit. Tutors may need to help candidates interpret the criteria and support the candidate in considering which standards may be relevant. Standards could include those associated with health and safety or those based on ethical codes or current ideas about best practice.

The following key words and terms are used in this unit.

Term	Definition
Performance standards	These are statements about what should be achieved or how something should be achieved. For example they could be statements such as 'all service users should be given written information about their right to complain'.
Reflect on practice	The ability to look back on a work experience and identify what you did well, what you could have done differently, what you have learned from the experience and what you may do differently in future in a similar situation
Information and communication technology	In this unit, ICT refers to the Internet and electronic mail
Network	To make contact with new people and build new relationships

Appendix 1 Connections to NVQs and other qualifications

City & Guilds has identified the connections to linked NVQs and other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in an NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This table identifies possible links between the units in the Level 2 Certificate in Community Mental Health Work and the national occupational standards (NOS) for Health, and for Health and Social Care. It also identifies links to the NHS Knowledge and Skills Framework.

Note: where NOS have extensive links to the unit, these are shown in **bold**.

Level 2 Certificate in Community Mental Health Work		Links to NOS Competences		Links to NHS Knowledge and Skills Framework	
Unit number	Unit title	Health & Social Care NOS	Health and Mental Health NOS	Dimension number	Level
3061-001	Principles and values in mental health work	HSC21	MH1	Core 1	2
		HSC23	MH3	Core 1	3
		HSC24	MH44	Core 2	1
		HSC226		Core 6	2
		HSC234		HWB4	2
				HWB4	3
				Core 6	3
3061-002	The experience of mental distress	HSC21	MH2	Core 1	2
		HSC24	MH6	Core 6	2
		HSC27	MH14	HWB4	2
		HSC226	MH18	HWB2	2
		HSC328		HWB2	3
3061-003	Effective communication in mental health work	HSC21	MH1	Core 1	2
		HSC24	MH46	Core 1	3
		HSC226		Core 6	2
		HSC227		HWB4	2

Level 2 Certificate in Community Mental Health Work		Links to NOS Competences		Links to NHS Knowledge and Skills Framework	
Unit number	Unit title	Health & Social Care NOS	Health and Mental Health NOS	Dimension number	Level
3061-004	Working in a mental health environment	HSC22	MH3	Core 3	1
		HSC23	MH46	Core 2	1
		HSC24		Core 6	2
		HSC226		HWB4	2
		HSC240		HWB4	3
		HSC244		HWB3	1
		HSC3117		Core 5	1
				Core 3	3
			GEN 3	Core 3	2
3061-005	Developing as a mental health worker	HSC23		Core 2	1
		HSC24		Core 6	1
		HSC241		Core 5	1
		HSC244		Core 5	1

Contacting the sector skills council

These units were developed by City & Guilds, and they have been endorsed by the following sector skills councils

Name of SSC Skills for Health
Address 2nd Floor, Goldsmiths House
Broad Plain
Bristol BS2 0JP
Telephone 0117 922 1155
Fax 0117 925 1800
e-mail office@skillsforhealth.org.uk
URL www.skillsforhealth.org.uk

Name of SSC Skills for Care and Development
Address 2nd Floor, City Exchange
Albion Street
Leeds LS1 5ER
Telephone 0113 241 1251
Fax 0113 243 6417
e-mail sscinfo@skillsforcareanddevelopment.org.uk
URL www.skillsforcareanddevelopment.org.uk

Appendix 2 Key/Core Skills signposting

The Level 2 qualification provides opportunities to gather evidence for the accreditation of **Key Skills** as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as an additional qualification.

Unit number	Communication	Application of Number	Information Technology
001	C2.1 C2.3	N/A	N/A
002	C2.1 C2.3	N/A	N/A
003	C2.1 C2.2 C2.3	N/A	N/A
004	C2.1 C2.3	N/A	N/A
005	C2.1 C2.3	N/A	ICT2.1

Unit number	Problem Solving	Improving own learning and performance	Working With Others
001	N/A	N/A	WO2.1 WO2.2
002	N/A	N/A	WO2.1 WO2.2
003	PS2.1	N/A	WO2.1 WO2.2
004	PS2.1 PS2.2 PS2.3	N/A	WO2.1 WO2.2
005	PS2.1 PS2.2	LP2.1 LP2.2 LP2.3 LP3.2.3	WO2.2 WO2.3

The Level 2 qualification provides opportunities to gather evidence for the accreditation of **Core Skills** as shown in the table below. However, to gain Core Skills certification the Core Skills would need to be taken as an additional qualification.

Unit number	Communication	Application of Number	Information Technology
3061-001	Intermediate 1: WC (R) WC (W) Oral	N/A	N/A
3061-002	Intermediate 1: WC (R) WC (W) Oral	N/A	N/A
3061-003	Intermediate 1: WC (R) WC (W) Oral	N/A	N/A
3061-004	Intermediate 1: WC (R) WC (W) Oral	Intermediate 1: UGI	N/A
3061-005	Intermediate 1: WC (R) WC (W) Oral	N/A	Intermediate 1: UIT

Unit number	Problem Solving	Improving own learning and performance	Working With Others
3061-001	Intermediate 1: CT	N/A	Intermediate 1: WO
3061-002	Intermediate 1: CT	N/A	Intermediate 1: WO
3061-003	Intermediate 1: CT P&O	N/A	Intermediate 1: WO
3061-004	Intermediate 1: CT P&O	N/A	Intermediate 1: WO
3061-005	Intermediate 1: CT P&O R&E	N/A	Intermediate 1: WO

Appendix 3 The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, Environmental education and Health and Safety

Unit No and Title	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
3061-001	✓			✓
3061-002	✓			
3061-003	✓			✓
3061-004	✓			✓
3061-005	✓			

Appendix 4 Funding

This qualification is accredited and included on the Qualifications and Credit Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	

Appendix 5 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework (QCF)	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	Scottish Credit and Qualifications Framework (SCQF)	The Scottish Qualifications Authority	www.scqf.org.uk www.sqa.org.uk
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Education, Culture and Welsh Language (DECWL)	www.wales.gov.uk
Northern Ireland	Qualification and Credit Framework (QCF)	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

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