

# Level 3 Certificate in Working in Community Mental Health Care (3561-03)

**Qualification handbook for centres**  
501/1157/7

[www.cityandguilds.com](http://www.cityandguilds.com)  
October 2010  
Version 1.1



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# 1 Introduction to the qualification

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

For a single qualification, use the table below:

<b>Qualification title and level</b>	Level 3 Certificate in Working in Community Mental Health Care
<b>City &amp; Guilds qualification number</b>	3561-03
<b>Qualification accreditation number</b>	501/1157/7
<b>Last registration date</b>	31/08/2013
<b>Last certification date</b>	31/08/2016

Area	This qualification...
Who is the qualification for?	<p>The focus of the qualification is on practice with adults with mental health problems aged from 18 up to 65 years who are in contact with mental health and care and support services. The qualification has been redeveloped in order to continue to provide an opportunity for individuals to reflect upon their own experience as practitioners and so enhance their practice, skills and knowledge in the area of mental health care.</p> <p>The emphasis has shifted to focus more on good mental health and its maintenance outside of specialist mental health services. The knowledge requirements for this certificate can provide candidates with some evidence towards the underpinning knowledge for their competence-based qualification.</p>
What does the qualification cover?	<p>The Certificate combines the development of knowledge with the development of practical skills with the aim of improving people's practice in whatever form it might take. It aims to provide a clear, coherent framework which relates to the type of practical issues that practitioners are encountering in their practice which are generally complex and non-routine. The focus is very much on best practice across the sector – it aims to be generic, bridging the artificial boundaries of different types of service providers.</p>
What will learners be able to do?	<p>This qualification is relevant to people doing or wanting to do a variety of roles, including housing officer, support worker, Care assistants, Healthcare assistants, support workers in acute health environments or in domiciliary services, support workers in day services, Support workers in supported living projects, Community-based care assistants, Senior care workers or Team leaders, emerging new types of workers and multidisciplinary health roles</p>

## 1.1 Qualification structure

To achieve the Level 3 Certificate in working in community mental health care, learners must achieve 30 credits from the mandatory units.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required units and credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Guided learning hours
F/602/0097	3561-301	Understand mental well-being and mental health promotion	Mandatory	3	14
J/602/0103	3561-302	Understand mental health problems	Mandatory	3	14
R/602/0153	3561-303	Understand mental health interventions	Mandatory	4	14
J/602/0165	3561-304	Understand the legal, policy and service framework in mental health	Mandatory	5	16
R6020167	3561-305	Understand care and support planning and risk management in mental health	Mandatory	4	14
R6020170	3561-306	Use effective communication and build relationships in mental health work	Mandatory	5	17
Y6020171	3561-307	Enable mental health service users and carers to manage change	Mandatory	3	11
D6020172	3561-308	Effective team and joint working in mental health	Mandatory	3	13

## 1.2 Opportunities for progression

Candidates can progress on to the following awards:

4222: Level 3 diplomas in health and social care

3565: Level 3 qualifications in Dementia care

3062: Level 3 certificate in Supporting the mental health and well-being of older people



### 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification.

Description	How to access
Assignment/marking guide for centres	City & Guilds website
Assignment guide for candidates	City & Guilds website
Fast track approval forms	City & Guilds website

## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 Certificate in Community Mental Health Care (for people aged 18 to 65 years) (3056-31) may apply for approval for the new Level 3 in Certificate in Working in Community Mental Health Care (3561-03) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch 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.

### 2.1 Resource requirements

#### Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of caring for people with dementia for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### Assessors and internal verifiers

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

#### Continuing professional development (CPD)

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

## **2.2 Candidate entry requirements**

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully. Additionally, candidates would be expected to work with or care for individuals with mental health issues, in a paid, voluntary or personal capacity.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

### **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.

## 3 Course design and delivery

### 3.1 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. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

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.

If candidates do not have a person with mental health problems that they can work with – they can use a case study in its place. The importance of maintaining confidentiality is paramount. Candidates must ensure that names of individual clients and carers are not disclosed in any part of their work in order to preserve confidentiality.

### 3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

## 4 Assessment

### 4.1 Summary of assessment methods

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

- **one** assignment for **each** mandatory unit
- all the assignments are available on the website.

Unit No.	Title	Assessment Method
301	Understand mental well-being and mental health promotion	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
302	Understand mental health problems	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
303	Understand mental health interventions	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
304	Understand the legal, policy and service framework in mental health	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
305	Understand care and support planning and risk management in mental health	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
306	Use effective communication and build relationships in mental health work	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.

Unit No.	Title	Assessment Method
307	Enable mental health service users and carers to manage change	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assignment, locally marked and externally verified.
308	Effective team and joint working in mental health	A portfolio of evidence.

## 4.2 Evidence requirements

Only units that have specifically been mentioned as being eligible for simulation may use simulation as part of the assessment method. All other competence based units are expected to be assessed in real situations.

For the knowledge-based units, the marking criteria are available to centres to assess the candidates' assignments.

## 5 Units

### Structure of units

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

- City & Guilds reference number
- title
- level
- credit value
- unit accreditation number
- unit aim
- learning outcomes
- guided learning hours
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment

**Level:** 3  
**Credit value:** 3  
**UAN number:** F/602/0097

**Unit aim**

This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

**Learning outcomes**

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

1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

**Guided learning hours**

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to NOS MH25.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 301

## Understand mental well-being and mental health promotion

### Outcome 1

Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span

#### Assessment Criteria

The learner can:

1. evaluate two different views on the nature of mental well-being and mental health
2. explain the range of factors that may influence mental well-being and mental health problems cross the life span, including:
  - a biological factors
  - b social factors
  - c psychological factors.
3. explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health
  - a. risk factors including inequalities, poor quality social relationships
  - b. protective factors including socially valued roles, social support and contact.

#### Learning outcome 1

Assessment criteria 1 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems across the life span'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

## **Unit 301**

## **Understand mental well-being and mental health promotion**

### **Outcome 2**

Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

### **Assessment Criteria**

The learner can:

1. explain the steps that an individual may take to promote their mental well-being and mental health
2. explain how to support an individual in promoting their mental well-being and mental health.
3. evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
4. describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
5. evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

**Level:** 3  
**Credit value:** 3  
**UAN number:** J/602/0103

**Unit aim**

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

**Learning outcomes**

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

1. Know the main forms of mental ill health
2. Know the impact of mental ill health on individuals and others in their social network

**Guided learning hours**

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the NOS MH14.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 302**

### **Outcome 1**

## **Understand mental health problems**

### **Know the main forms of mental ill health**

#### **Assessment Criteria**

The learner can:

1. describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
2. explain the key strengths and limitations of the psychiatric classification system
3. explain two alternative frameworks for understanding mental distress
4. explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

#### **Learning outcome 1**

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

## Unit 302

### Outcome 2

## Understand mental health problems

Know the impact of mental ill health on individuals and others in their social network

### Assessment Criteria

The learner can:

1. explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
2. explain how mental ill health may have an impact on the individual including
  - a. psychological and emotional
  - b. practical and financial
  - c. the impact of using services
  - d. social exclusion
  - e. positive impacts
3. explain how mental ill health may have an impact on those in the individual's familial, social or work network including:
  - a. psychological and emotional
  - b. practical and financial
  - c. the impact of using services
  - d. social exclusion
  - e. positive impacts
4. explain the benefits of early intervention in promoting an individual's mental health and well-being.

**Level:** 3  
**Credit value:** 4  
**UAN number:** R/602/0153

**Unit aim**

This unit aims to provide the learner with an understanding of the diversity of needs of people with mental health problems and the importance of an individual approach to exploring options for interventions. It also focuses on key principles for supporting individuals including enabling self-management wherever possible. The term 'interventions' is explored in its widest sense and is relevant to the promotion of mental health in all settings, not just specialist mental health services.

**Learning outcomes**

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

1. Understand the needs of people with mental health problems
2. Understand the strengths and limitations of the main interventions in mental health
3. Know the key principles and factors that underpin the choice of mental health interventions

**Guided learning hours**

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is linked to the NOS MH94.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by Skills for Health.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 303

### Outcome 1

## Understand Mental Health Interventions

Understand the needs of people with mental health problems

### Assessment Criteria

The learner can:

1. explain the following key principles for working with an individual to identify their needs:
  - a. needs-led not service-led approach
  - b. person centred
  - c. promoting self-direction
  - d. focusing on strengths, hope and recovery
2. explain how a person with mental health problems may have needs in common as well as individual needs
3. describe the range, complexity and inter-related nature of the following needs:
  - a. physical needs
  - b. practical and financial needs
  - c. social needs
  - d. psychological needs
  - e. cultural needs
  - f. spiritual needs
4. explain how diversity and difference may influence the identification of needs:
  - a. gender
  - b. age
  - c. culture
  - d. beliefs
  - e. sexual orientation
  - f. social class
  - g. ability.

## Unit 303

### Outcome 2

## Understand Mental Health Interventions

Understand the strengths and limitations of the main interventions in mental health

### Assessment Criteria

The learner can:

1. describe the argument for and against the two main physical interventions that are used within the mental health system:
  - a. drug treatment
  - b. electro-convulsive therapy
2. explain the strengths and limitations of other interventions that may be available to people with mental health problems:
  - a. complementary/alternative approaches for example acupuncture, reflexology
  - b. 'food and mood'
  - c. self-management approaches
  - d. talking therapies
  - e. arts therapies
  - f. peer support
  - g. social prescribing (eg bibliotherapy, green gyms)
  - h. work, education and volunteering
  - i. spiritual support
3. explain the strength and limitations of the main forms of service interventions in mental health:
  - a. in-patient treatment
  - b. home treatment
  - c. crisis services
  - d. assertive outreach
4. explain how an individual may access a range of intervention options in their local area.
5. explain the following barriers that an individual may face in accessing a range of intervention options in their local area:
  - a. service or professional bias
  - b. financial barriers
  - c. equalities issues
  - d. availability
  - e. physical access.



## Unit 303

### Outcome 3

## Understand Mental Health Interventions

Know the key principles and factors that underpin the choice of mental health interventions

### Assessment Criteria

The learner can:

1. identify factors that may underpin the choice of intervention from the point of view of:
  - a. service users
  - b. mental health practitioners
2. explain the importance of applying key principles in selecting interventions in relation to:
  - a. individuality of experiences, needs and wants
  - b. avoiding unwanted effects
  - c. equality of opportunity
  - d. promoting social inclusion
  - e. a collaborative approach
  - f. sharing information
  - g. strengthening networks of support
  - h. anticipating setbacks and promoting problem solving focusing on recovery.

## Unit 304

## Understand the legal, policy and service framework in mental health

**Level:** 3  
**Credit value:** 5  
**UAN number:** J/602/0165

### Unit aim

This unit aims to provide the learner with an understanding of the framework within which mental health services are delivered. It focuses on systems, roles and responsibilities within the current legal and policy context. The unit also explores sources of rights for service users and informal carers and the role of advocacy in promoting rights.

### Learning outcomes

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

1. Know the legal and current policy framework for mental health
2. Know the service framework for mental health
3. Understand the rights of individuals using services and of those who give informal support

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to the MH44 NOS.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 304

## Understand the legal, policy and service framework in mental health

### Outcome 1

Know the legal and current policy framework for mental health

#### Assessment Criteria

The learner can:

1. explain the key points of mental health legislation within their own country
2. explain the relevance of other legislation within their own country to working with a person with mental health problems including legislation relevant to at least four of the following:
  - a. Mental capacity
  - b. Disability rights
  - c. Human rights
  - d. Eligibility for services
  - e. Safeguarding vulnerable adults
  - f. Health and safety
  - g. Data protection
3. describe two current national policy initiatives that are relevant to mental health in their own country
4. explain how both of the current national policy initiatives that are relevant to mental health are intended to change or improve service provision
5. identify the key points of legislation relating to carers of people with mental health problems within their own country.

## Unit 304

## Understand the legal, policy and service framework in mental health

### Outcome 2

Know the service framework for mental health

#### Assessment Criteria

The learner can:

1. describe the framework of national mental health service provision within their own country
2. describe the role and responsibilities of the key statutory, voluntary or private agencies involved in mental health care in their own country
3. describe the role and responsibilities of the main professionals and workers within mental health care in their own country:
  - a. mental health nurses
  - b. support workers
  - c. general practitioners
  - d. psychiatrists
  - e. occupational therapists
  - f. psychologists
  - g. social workers/care managers
  - h. independent advocates
4. describe the contribution of carers and those who give informal support to people with mental health problems
5. explain why and how carers/informal supporters should be involved in service delivery.

## Unit 304

## Understand the legal, policy and service framework in mental health

### Outcome 3

Understand the rights of individuals using services and of those who give informal support

#### Assessment Criteria

The learner can:

1. identify the rights and responsibilities of people with mental health problems
2. explain why workers should promote the rights of and challenge discrimination against people with mental health problems in relation to the following:
  - a. legal basis within their own country
  - b. moral/human rights
  - c. promote mental health and well-being
  - d. codes of conduct/professional ethics
  - e. policy and charters
3. explain how to promote the rights of people with mental health problems within their own practice context
4. explain how to challenge discrimination against people with mental health problems within their own practice context
5. explain the role of independent advocacy in promoting the rights of people with mental health problems
6. explain the role of independent advocacy in promoting the rights of carers and those giving informal support.

**Level:** 3  
**Credit value:** 4  
**QAN number:** R/602/0167

### Unit aim

This unit aims to provide the learner with an understanding of the general principles and processes involved in care planning and risk management within a mental health context.

### Learning outcomes

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

1. Understand how to work within the care and support planning process
2. Understand how to work within a risk management process

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the MH25 NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 305

## Understand Care and Support Planning and Risk Management in Mental Health

### Outcome 1

Understand how to work within the care and support planning process

#### Assessment Criteria

The learner can:

1. explain the following key principles and values which should underpin effective care and support planning:
  - a. person centred
  - b. needs led
  - c. holistic approach
  - d. collaboration and full participation
  - e. building on strengths
  - f. anti-discriminatory practice
  - g. promoting social inclusion
  - h. recovery focused
  - i. effective record keeping
2. describe the tasks associated with each stage of the care and support planning process:
  - a. assessment of need
  - b. planning goals
  - c. monitoring progress
  - d. reviewing plans
3. explain the key principles and values that should be implemented at each stage of the care and support planning process:
  - a. assessment of need
  - b. planning goals
  - c. monitoring progress
  - d. reviewing plans
4. explain how to enable a service user to take a full and active part in the care planning process
5. explain how to enable carers and family members to take an effective and appropriate part in the care planning process
6. explain why and how agencies and workers should work together within the care planning process
7. describe three possible differences or conflicts that may occur between those involved in the care planning process and identify ways of overcoming each of these differences or conflicts
8. explain how to keep effective, accurate and concise records of the care planning process.

## Unit 305

## Understand Care and Support Planning and Risk Management in Mental Health

### Outcome 2

Understand how to work within a risk management process

#### Assessment Criteria

The learner can:

1. explain the key principles and values that should underpin effective risk management and how these contribute to the protection of individuals:
  - a. positive risk taking in addition to risk of harm
  - b. considering a range of types of risks
  - c. evidence based approach
  - d. forward planning to reduce risk of harm
  - e. specifying warning signs
  - f. contingency planning
  - g. specifying roles and responsibilities
  - h. anti-discriminatory practice
  - i. regular review
  - j. effective record keeping
2. explain why and how agencies and workers should work together within the risk management process
3. explain how to involve carers and family members effectively and appropriately in the risk management process
4. describe the range of risk factors that should be considered during risk assessment for an individual in different types of risk situations:
  - a. Risk of harm to self
  - b. Risk of harm to others
  - c. Risk of being harmed by others
  - d. Risk of being harmed by mental health services
5. describe the role of suicide reduction strategies and explain how they can inform actions within a risk management process.



## Unit 306

## Use Effective Communication and Build Relationships in Mental Health Work

**Level:** 3  
**Credit value:** 5  
**UAN number:** R/602/0170

### Unit aim

This unit aims to enable the learner to use effective communication skills to develop and sustain relationships with service users, carers and colleagues. It also looks at how to support service users in building and managing their social networks because the strength of an individual's social network is a key factor in maintaining mental health.

### Learning outcomes

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

1. Understand key principles for communication and relationships in mental health work
2. Apply effective communication skills in building and sustaining relationships in mental health work with individuals and carers
3. Understand how to support individuals in their relationships

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to the MH1, MH27 NOS 000.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 306

## Use Effective Communication and Build Relationships in Mental Health Work

### Outcome 1

Understand key principles for communication and relationships in mental health work

#### Assessment Criteria

The learner can:

1. evaluate the role of effective communication in building relationships and promoting recovery of individuals
2. explain the following key principles that should underpin communication and relationships in mental health work:
  - a. reliability
  - b. clarity about boundaries
  - c. being genuine
  - d. positive attitude and hopefulness
  - e. open to ideas
  - f. non-judgemental
  - g. active listening
  - h. showing respect
  - i. realistic expectations
  - j. sharing information
  - k. working together as equal partners
3. explain how to build positive relationships using principles from at least one of the following theories about communication:
  - a. person centred
  - b. cognitive-behavioural
  - c. transactional analysis
  - d. motivational interviewing
  - e. solution focused
  - f. psychodynamic
  - g. systemic

## Unit 306

## Use Effective Communication and Build Relationships in Mental Health Work

### Outcome 2

Apply effective communication skills in building and sustaining relationships in mental health work with individuals and carers

#### Assessment Criteria

The learner can:

1. apply key communication skills to build and sustain relationships in a mental health context including:
  - a. active listening
  - b. empathy and validation
  - c. types of questions
  - d. checking understanding
  - e. summarising
2. explain how mental health problems may impact on an individual's ability or wish to communicate and form relationships
3. explain common barriers to communication and relationships between service users and mental health workers including:
  - a. conflicting opinions
  - b. powerful emotions
  - c. past experiences
  - d. stereotypes and assumptions
  - e. environment
  - f. personality clashes
  - g. unrealistic expectations
  - h. issues of power and control
  - i. cultural differences
  - j. overload
  - k. organisational dynamics
4. demonstrate how to overcome at least two common barriers to communication and relationships between service users and mental health workers
5. explain common barriers to communication and relationships between carers/family members and mental health workers and explain how these may be overcome
6. identify situations in which a mental health worker may need additional support to communicate and build relationships
7. evaluate the potential contribution to communication and relationship building of the following main sources of specialist support:
  - a. interpreters
  - b. translators
  - c. speech therapy
  - d. psychologists
  - e. advocacy
  - f. equipment
  - g. communication aids.

## Unit 306

## Use Effective Communication and Build Relationships in Mental Health Work

### Outcome 3

Understand how to support individuals in their relationships

#### Assessment Criteria

The learner can:

1. explain the importance of relationships for promoting or maintaining well-being and mental health
2. describe the factors that can impact on the ability of an individual to develop or maintain a strong social network
3. describe the impact of mental health problems on relationships between individuals and their carers, family and friends
4. describe the support needs of carers, family and friends of individuals at key stages:
  - a. when a person first develops mental health problems
  - b. if an individual goes into psychiatric care
  - c. over the longer term
5. explain how mental health workers may support an individual in their relationships at different stages in a relationship including:
  - a. initiating
  - b. developing/changing
  - c. maintaining
  - d. ending
6. explain how to enable carers, family and friends of people with mental health problems to access support.

## Unit 307

## Enable Mental Health Service Users and Carers to Manage Change

**Level:** 3  
**Credit value:** 3  
**UAN number:** Y/602/0171

### Unit aim

This unit aims to provide the learner with an understanding of the different ways in which change may impact on individuals. The unit also focuses on how to support service users and carers through a change process. Changes may include changes which an individual wants to make and those which are due to circumstances.

### Learning outcomes

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

1. Understand the different ways in which individuals may react to change
2. Apply an active approach in supporting service users or carers to manage change

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the MH47, MH90, and MH94 NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 307**

## **Enable Mental Health Service Users and Carers to Manage Change**

### **Outcome 1**

Understand the different ways in which individuals may react to change

### **Assessment Criteria**

The learner can:

1. explain the positive and negative changes that may be experienced by people with mental health problems
2. explain the positive and negative changes that may be experienced by carers, family, friends and others in the individual's network
3. explain how change may impact on mental health workers
4. explain how a theory about the impact of change may help us understand the different ways in which people respond to change.

## Unit 307

## Enable Mental Health Service Users and Carers to Manage Change

### Outcome 2

Apply an active approach in supporting service users or carers to manage change

#### Assessment Criteria

The learner can:

1. explain how mental health problems may affect an individual's ability to cope with and manage change
2. explain how to help service users and carers take each of the following active approaches to managing change:
  - a. encouraging openness
  - b. exploring options
  - c. identifying losses and gains
  - d. exploring obstacles
  - e. problem solving
  - f. goal planning
  - g. identifying sources of support
  - h. finding ways of keeping motivated
  - i. maintaining hopefulness
  - j. acknowledging and anticipating setbacks
  - k. reinforcing achievements
3. apply an active approach to enable service users or carers to manage change.

## Unit 308

## Effective team and joint working in mental health

**Level:** 3  
**Credit value:** 3  
**UAN number:** D/602/0172

### Unit aim

This unit aims to provide the learner with an understanding of what they need to do to contribute to effective team working. The unit also focuses on the common barriers that prevent effective team working and aims to enable learners to overcome barriers and promote positive working relationships.

### Learning outcomes

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

1. Understand how to contribute to an effective team working environment
2. Apply strategies to promote effective team and joint working

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the MH25, MH92 NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- a portfolio of evidence.



## Unit 308

## Effective team and joint working in mental health

### Outcome 1

Understand how to contribute to an effective team working environment

#### Assessment Criteria

The learner can:

1. explain the contribution of effective working relationships in promoting the well-being and mental health of:
  - a. service users
  - b. carers
  - c. workers
2. explain how the following key elements contribute to an effective team working environment:
  - a. effective and accessible policies and procedures
  - b. clear job descriptions
  - c. defined boundaries of role
  - d. clear aims and objectives
  - e. regular review of team working
  - f. continuous development for workers
  - g. supervision and support
  - h. access to current information on best practice, help and guidance
  - i. audit and quality management
  - j. effective communication systems
3. explain how an individual worker can contribute to an effective team working environment.

## Unit 308

## Effective team and joint working in mental health

### Outcome 2

Apply strategies to promote effective team and joint working

#### Assessment Criteria

The learner can:

1. explain common barriers to establishing and maintaining effective working relationships arising from:
  - a. differing values
  - b. differing approaches
  - c. structures and systems
  - d. power dynamics
  - e. access to resources
  - f. group processes and dynamics
  - g. inter-personal conflicts
  - h. communication channels
  - i. differing pressures and demands
  - j. physical environment
2. explain how to overcome common barriers to effective working relationships between individuals within a home team, in a multi-disciplinary context and between agencies.
3. apply a strategy to promote effective team working within either a home team, multi-disciplinary or multi agency context.

## Appendix 1 Relationships to other NOS

This table gives information on how the Health and Social National Occupational Standards are aligned to the Mental Health National Occupational Standards.

WBA ref	UAN	NLH	GLH	Unit title	H&SC NOS	MH NOS
CMH301	F6020097	29	14	Understand mental well-being and mental health promotion	HSC3112, HSC3119	MH25
CMH302	J6020103	32	14	Understand mental health problems	HSC3111	MH14
CMH303	R6020153	42	14	Understand mental health interventions	HSC393, HSC396, HSC3111, HSC3119	MH94
CMH304	J6020165	52	16	Understand the legal, policy and service framework in mental health	HSC3111, HSC3119	MH44
CMH305	R6020167	35	14	Understand care and support planning and risk management in mental health	HSC328, HSC392, HSC396, HSC3111, HSC3119	MH25
CMH306	R6020170	51	17	Use effective communication and build relationships in mental health work	HSC387, HSC389, HSC396, HSC3111, HSC3119, HSC397 HSC31, HSC390, HSC392	MH1, MH27
CMH307	Y6020171	27	11	Enable mental health service users and carers to manage change	HSC383, HSC3111, HSC3119	MH47, MH90, MH94
CMH308	D6020172	33	13	Effective team and joint working in mental health	HSC389, HSC399, HSC3100, HSC3111, HSC3119, HSC3121	MH25 MH92
		<b>30 credits</b>	<b>113 GLH</b>			

## Appendix 2 Key/Core Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key/Core skills as shown in the table below. However, to gain Key/Core Skills certification the Key/Core Skills would need to be taken as additional qualification/s.

**Identification of Key Skills summary relationship table**

Unit number	Communication	Improving own learning and performance	Information technology	Problem Solving	Working with Others
301	C2.1		ICT2.1		
	C2.2		ICT2.2		
	C3.2		ICT3.1		
	C3.3		ICT3.2		
302	C2.1		ICT2.1		
	C2.2		ICT2.2		
	C3.2		ICT3.1		
	C3.3		ICT3.2		
303	C2.1	LP2.1	ICT2.1		
	C2.2	LP2.2	ICT2.2		
	C3.2	LP2.3	ICT3.1		
	C3.3	LP3.1	ICT3.2		
		LP3.2			
		LP3.3			
304	C2.1a & C2.1b	LP2.1	ICT2.1		WW02.1
	C2.2	LP2.2	ICT2.2		WW02.2
	C2.3	LP2.3	ICT3.1		WW02.3
	C3.1a	LP3.1	ICT3.2		WW03.1
	C3.2	LP3.2			WW03.2
	C3.3	LP3.3			WW03.3
305	C2.1				
	C2.2				
	C3.2				
	C3.3				
306	C2.1	LP2.1	ICT2.1	PS2.1	
	C2.2	LP2.2	ICT2.2	PS2.2	
	C3.2	LP2.3	ICT3.1	PS2.3	
	C3.3	LP3.1	ICT3.2	PS3.1	
		LP3.2		PS3.2	
		LP3.3		PS3.3	

Unit number	Communication	Improving own learning and performance	Information technology	Problem Solving	Working with Others
307	C2.1	LP2.1	ICT2.1	PS2.1	WW02.1
	C2.2	LP2.2	ICT2.2	PS2.2	WW02.2
	C3.1a & C3.1b	LP2.3	ICT2.3	PS2.3	WW02.3
	C3.2	LP3.1	ICT3.1	PS3.1	WW03.1
	C3.3	LP3.2	ICT3.2	PS3.2	WW03.2
		LP3.3	ICT3.3	PS3.3	WW03.3
308	C3.3a or b	LP2.1	ICT2.1		WW02.1
		LP2.2	ICT2.2		WW02.2
		LP2.3	ICT3.1		WW02.3
		LP3.1	ICT3.2		WW03.1
		LP3.2			WW03.2
		LP3.3			WW03.3

#### Identification of Core Skills summary relationship table

Unit number	Communication	Information Technology	Problem Solving	Working With Others
301	Intermediate 2 T1	Intermediate 1 T2		
	T2			
	Higher			
	T1			
302	T2	Intermediate 1 T2		
	Higher			
	T1			
	T2			
303	Intermediate 2	Intermediate 1 T2		
	T1			
	T2			
	Higher			
304	T1	Intermediate 1 T2		
	T2			
	T3			
	Higher			
	T1			Intermediate 2 T1
	T2			T2
	T3			T3
				T4
				Higher
				T1
				T2
				T3
				T4

Unit number	Communication	Information Technology	Problem Solving	Working With Others
305	Intermediate 2 T1 T2 Higher T1 T2			
306	Intermediate 2 T1 T2 Higher T1 T2		Intermediate 2 T1 T2 T3 Higher T1 T2 T3	
307	Intermediate 2 T1 T2 T3 Higher T1 T2 T3		Intermediate 2 T1 T2 T3 Higher T1 T2 T3	Intermediate 2 T1 T2 T3 T4 Higher T1 T2 T3 T4
308	Intermediate 2 T1 T2 Higher T1 T2			Intermediate 2 T1 T2 T3 T4 Higher T1 T2 T3 T4

## 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 Number/Title	Spiritual, moral ethical, social and cultural	European development	Environmental education	Health and safety
301 Understand mental well-being and mental health promotion	✓			
302 Understand mental health problems	✓			
303 Understand mental health interventions	✓			✓
304 Understand the legal, policy and service framework in mental health	✓	✓		✓
305 Understand care and support planning and risk management in mental health	✓		✓	✓
306 Use effective communication and build relationships in mental health work	✓		✓	✓
307 Enable mental health service users and carers to manage change	✓			
308 Effective team and joint working in mental health	✓			

## Appendix 4 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Guide – Delivering International Qualifications*** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***



Find out how to register and certificate candidates on line

- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLA assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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