

BIIAB Level 2 Certificate in Understanding Working in Mental Health

Level 2 Certificate – 601/6126/7

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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| Version | Date | Details of Change |
|---------|-------------|---|
| 2.1 | April 2023 | Reformatted Qualification Guide into new branding |
| 2.2 | August 2025 | Op and Cert End Dates set for 31/08/2025 |

Contents

| | |
|---|----|
| About Us..... | 2 |
| Qualification Summary | 4 |
| 1. About the BIIAB Level 2 Certificate in Understanding Working in Mental Health..... | 5 |
| 2. Objective and Purpose of this Qualification..... | 5 |
| 3. About this Guidance | 5 |
| 4. BIIAB Qualifications Limited Customer Service | 6 |
| 5. What are Rules of Combination (ROC)? | 6 |
| 6. BIIAB Level 2 Certificate in Understanding Working in Mental Health Rules of Combination (ROC) and Structure..... | 7 |
| Mandatory Unit Group A | 8 |
| 7. Age Restriction | 9 |
| 8. Entry Requirements and Progression..... | 9 |
| 9. Assessment | 9 |
| Skills for Care Assessment Principles | 11 |
| 10. Initial Assessment and Induction | 13 |
| 11. Resources..... | 14 |
| 12. Design and Delivery | 14 |
| 13. Format of Units..... | 15 |
| 14. Initial Registration..... | 16 |
| 15. Qualification Review and Feedback..... | 17 |
| 16. Mandatory Units | 17 |

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

| | | | | | | | | |
|--|---|--|--------------|---|------------|--|------------|---|
| BIIAB Level 2 Certificate in Understanding Working in Mental Health - 601/6126/7 | | | | | | | | |
| Qualification Purpose | To develop knowledge in the subject of working in mental health and to prepare for further learning or training. | | | | | | | |
| Age Range | Pre 16 | | 16-18 | ✓ | 18+ | | 19+ | ✓ |
| Regulation | The above qualification is regulated by Ofqual | | | | | | | |
| Assessment | <ul style="list-style-type: none"> • Internal assessment • Internal and external moderation | | | | | | | |
| Type of Funding Available | See FaLa (Find a Learning Aim) | | | | | | | |
| Qualification/Unit Fee | See BIIAB Qualifications Limited web site for current fees and charges | | | | | | | |
| Grading | Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed | | | | | | | |
| Operational Start Date | 01/05/2015 | | | | | | | |
| Review Date | 31/08/2025 | | | | | | | |
| Operational End Date | 31/08/2025 | | | | | | | |
| Certification End Date | 31/08/2025 | | | | | | | |
| Guided Learning (GL) | 120 hours | | | | | | | |
| Total Qualification Time (TQT) | 141 hours | | | | | | | |
| Credit Value | 14 | | | | | | | |
| BIIAB Qualifications Limited Sector | Health and Social Care | | | | | | | |
| Ofqual SSA Sector | 1.3 Health and Social Care | | | | | | | |
| Support from Trade Associations | | | | | | | | |
| Administering Office | See BIIAB Qualifications Limited web site | | | | | | | |

1. About the BIIAB Level 2 Certificate in Understanding Working in Mental Health

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| Qualification Title | Qualification Number (QN) |
|--|---------------------------|
| BIIAB Level 2 Certificate in Understanding Working in Mental Health | 601/6126/7 |

2. Objective and Purpose of this Qualification

This qualification has been designed for a wide range of learners wanting to understand the approaches to support and care for individuals with mental health problems.

It is a knowledge-based qualification and therefore achievement does not enable learners to be considered competent in mental health care.

The primary purpose of this qualification is to enable the learner to develop knowledge in the subject of working in mental health and to prepare for further learning or training.

This qualification is not a component of an apprenticeship framework.

3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and qualityassurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may beneeded to prepare for, and help support, the successful delivery of the qualification,

in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification

- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in Understanding Working in Mental Health Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Understanding Working in Mental Health, learners **must** gain a **total of 14** credit. This **must** consist of:

- Minimum total credit: **14**
- Mandatory Group A **minimum** credit: **14**
- Minimum Guided Learning Hours: **120 hours**
- Maximum Guided Learning Hours: **141 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed on the next page are the qualification units.

Mandatory Unit Group A

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|---|-------|--------|-----|-----------------------------|
| CA23 | D/504/1707 | Mental Health and Mental Health Issues | 2 | 3 | 29 | Assessment Knowledge Module |
| CA24 | H/601/5474 | Introduction to duty of care in health, social care or children's and young people's settings | 2 | 1 | 9 | Assessment Knowledge Module |
| CA25 | L/503/1013 | Valuing Equality and Diversity | 2 | 2 | 16 | Assessment Knowledge Module |
| CA26 | K/601/2950 | Approaches to care and management in mental health | 2 | 3 | 27 | Assessment Knowledge Module |
| CA27 | K/504/1709 | Understanding change and support in relation to mental health | 2 | 5 | 39 | Assessment Knowledge Module |

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Achievement of this qualification shows that the learner has level 2 knowledge about working in mental health. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of this qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in Awareness of End of Life Care

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devise Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Knowledge assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s, verifiers delivering and quality assuring and certificating the qualification.

Skills for Care Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence

- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor

must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 **Expert witness:** An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do **not** understand why they are not yet regarded as having sufficient knowledge
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

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

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- A Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration**Registration and Certification**

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

15. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification.

Mental Health and Mental Health Issues

| | |
|--|---|
| Unit Reference | D/504/1707 |
| BIIAB Reference | CA23 |
| Level | 2 |
| Credit Value | 3 |
| Guided Learning (GL) | 29 |
| Unit Summary | This unit provides the learner with the knowledge of Mental Health Issues |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.3) The learner can: |
| 1. Understand the concept of mental health | 1.1 Define the term 'mental health' 1.2 Define the key components of mental well-being 1.3 Explain the need for positive mental health 1.4 Describe key risk factors in developing mental ill-health 1.5 Identify the effects that experiencing a mental health problem might have on an individual 1.6 Give examples of the ways in which individuals may cope with their mental health problem |
| 2. Know common types of mental health problems and illnesses | 2.1 Define the term mental disorder 2.2 Outline the key features of different models of mental health problems 2.3 Describe the two main means of classifying mental disorder |

| | |
|--|---|
| | <p>2.4 Describe the symptoms of a common psychosis</p> <p>2.5 Describe other common mental disorders</p> |
| 3. Know the legislation and guidance that applies to those with mental health problems | <p>3.1 Identify the key legislation and guidance that relates to people with mental health problems</p> <p>3.2 Give examples of how legislation and guidance can be used to support people with mental health problems</p> <p>3.3 Explain the need to challenge discrimination against people with mental health problems</p> |

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information

| | |
|--------------------------|--|
| Assessment Criterion 1.1 | For example: the World Health Organisation definition |
| Assessment Criterion 1.2 | <p>Components:</p> <p>There are a range of factors that contribute to mental well-being. For example:</p> <ul style="list-style-type: none"> • Ability to cope with stress • Manage emotions • Maintain friendships / relationships • Diet and exercise • Dealing with experiences and life events • Feeling secure and supported |

| | |
|-----------------------------|--|
| Assessment Criterion 1.6 | Both positive and negative ways of coping with mental health problems must be covered. |
| Assessment Criterion 2.1 | Learners could look at the definition used within current mental health legislation. |
| Assessment Criterion 2.2 | Models e.g.: <ul style="list-style-type: none"> • Disease • Psychodynamic • Behavioural • Cognitive • Social |
| Assessment Criterion 3.1 | Legislation and guidance must be current. |

Introduction to duty of care in health, social care or children's and young people's settings

| | |
|---|---|
| Unit Reference | H/601/5474 |
| BIIAB Reference | CA24 |
| Level | 2 |
| Credit Value | 1 |
| Guided Learning (GL) | 9 |
| Unit Summary | This unit provides the learner with the knowledge to understand duty of care |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.2) The learner can: |
| 1. Understand the implications of duty of care | 1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role |
| 2. Understand support available for addressing dilemmas that may arise about duty of care | 2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas |
| 3. Know how to respond to complaints | 3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints |

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learners should be encouraged to consider how duty of care applies to working in a mental health context.

Valuing Equality and Diversity

| | |
|--|---|
| Unit Reference | L/503/1013 |
| BIIAB Reference | CA25 |
| Level | 2 |
| Credit Value | 2 |
| Guided Learning (GL) | 16 |
| Unit Summary | This unit provides the learner with the knowledge and understanding of equality and diversity |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.4) The learner can: |
| 1. Understand aspects of equality | 1.1 Define the term 'equality' 1.2 Describe key legislation in relation to equality 1.3 Describe cases of inequality in a range of situations 1.4 Describe organisational bodies who work on equality issues |
| 2. Understand aspects of diversity | 2.1 Define the term 'diversity' 2.2 Describe key legislation in relation to diversity 2.3 Describe cases of positive and negative stereotyping 2.4 Explain how diversity can benefit society |

| | |
|---|--|
| 3. Understand aspects of discrimination | <p>3.1 Explain the difference between discrimination and prejudice</p> <p>3.2 State the areas of discrimination covered by legislation</p> <p>3.3 Explain the difference between direct and indirect discrimination</p> <p>3.4 Illustrate examples of each</p> |
|---|--|

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learners should be encouraged to consider how issues related to equality and inequality can impact on those with mental health problems and others.

Additional Information

| | |
|------------------------------------|---|
| Assessment Criteria 1.2 and 2.2 | Legislation must be current. |
| Assessment Criterion 1.4 | Organisational Bodies: these can be local or national. |
| Assessment Criterion 3.4 | This relates to direct and indirect discrimination. |

Approaches to care and management in mental health

| | |
|---|--|
| Unit Reference | K/601/2950 |
| BIIAB Reference | CA26 |
| Level | 2 |
| Credit Value | 3 |
| Guided Learning (GL) | 27 |
| Unit Summary | This unit provides the learner with the knowledge of the care planning process |
| Learning Outcomes (1 to 2) The learner will: | Assessment Criteria (1.1 to 2.8) The learner can: |
| 1. Understand the key features of the care planning process | 1.1 Identify local and national standards on care 1.2 Outline the stepped approach to care 1.3 State the key principles of care planning 1.4 Identify the interpersonal skills required to enable assessment in care planning 1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs |
| 2. Understand aspects of good practice in the care planning process | 2.1 Describe the key features of models of mental health needs and care 2.2 Explain what a risk assessment is 2.3 Outline the importance of carrying out a risk assessment with a person who may have mental health problems |

| | |
|--|--|
| | <p>2.4 Identify categories of risk and the key components of a risk assessment when working with a service user</p> <p>2.5 Describe the stages of a basic mental health assessment</p> <p>2.6 Outline the role of key agencies involved in the care process</p> <p>2.7 Explain how to report and record work activities</p> <p>2.8 Explain the importance of accurate record keeping</p> |
|--|--|

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information

| | |
|---------------------------------|--|
| <p>Assessment Criterion 1.1</p> | <p>Standards</p> <p>These must be current. Examples include those produced by the Care Quality Commission (CQC) and the National Institute for Health and Clinical Excellence (NICE).</p> |
| <p>Assessment Criterion 2.4</p> | <p>Categories e.g.:</p> <ul style="list-style-type: none"> • Harm to self • Harm to others • Being harmed by others |

| Assessment Criterion 2.4 | Components e.g.: <ul style="list-style-type: none">• Previous history• Threat of harm• Internal triggers• Substance use• Homelessness• Current symptoms• Disengagement from services and treatment• Clients' and workers' own perceptions |
|------------------------------------|---|

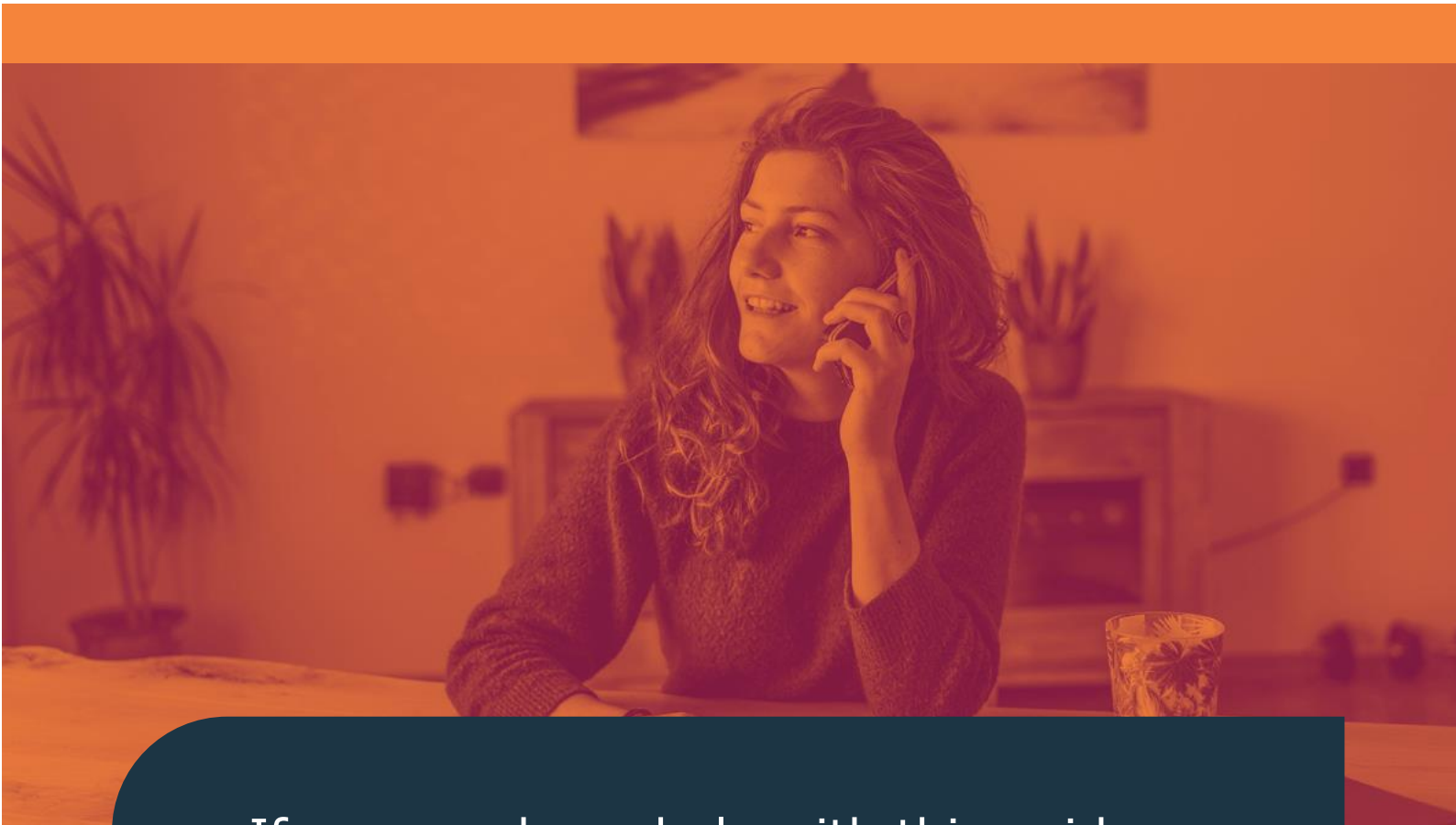
Understanding change and support in relation to mental health

| | |
|---|--|
| Unit Reference | K/504/1709 |
| BIIAB Reference | CA27 |
| Level | 2 |
| Credit Value | 5 |
| Guided Learning (GL) | 39 |
| Unit Summary | This unit provides the learner with the knowledge to understand mental health |
| Learning Outcomes (1 to 4) The learner will: | Assessment Criteria (1.1 to 4.3) The learner can: |
| 1. Understand how mental health change occurs | 1.1 Define the term 'mental wellbeing' 1.2 Identify what needs to be in place for mental health change to occur 1.3 Outline key areas of support in making change 1.4 Outline the role of the support worker in fostering change 1.5 Explain how to support people during mental health change 1.6 Describe how to support individuals to become more independent |
| 2. Understand the role of others in the individual's mental health change | 2.1 Explain the component parts of the support workers relationship with service users 2.2 Outline the roles of those who can offer support 2.3 Outline the role of key agencies |

| | |
|--|---|
| | <p>2.4 Explain the contribution of others in facilitating change</p> <p>2.5 Describe the role of support groups locally and nationally</p> <p>2.6 Explain the role of housing, financial and life skills support</p> |
| 3. Know the treatment options available to manage mental health problems | <p>3.1 Outline the types of treatment available to those experiencing mental health problems</p> <p>3.2 Describe basic outcome measurements in support of, and as part of, an individual's treatment package</p> |
| 4. Know how to access information to support understanding of mental health issues | <p>4.1 Identify sources of information for those experiencing mental health problems and their families and/or carers</p> <p>4.2 Identify resources available to support good practice</p> <p>4.3 Outline why people need ongoing support</p> |

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.



If you need any help with this guide
please contact our team.

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We are part of the Skills and Education Group.