

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Awareness of Mental Health and Dementia

Unit Reference Number: A/651/0285

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the needs and experiences of people living with mental health or dementia	1.1 Outline what is meant by the terms: <ul style="list-style-type: none"> a) mental health b) mental well-being
	1.2 List common types of mental health conditions
	1.3 Outline what is meant by the term dementia
	1.4 Explain how living with a mental health condition or dementia can impact an individual's : <ul style="list-style-type: none"> a) everyday life and the lives of their families and carers b) health and well-being c) care and support needs
2. Understand the importance of early identification of mental health conditions and dementia	2.1 Describe how to recognise early indicators of mental health deterioration
	2.2 List early signs and symptoms of dementia
	2.3 Explain why early identification of mental health needs or dementia is important
	2.4 Explain how an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individual's condition

	2.5 Outline ways to engage with and signpost individuals living with a mental health condition or dementia and their families and carers to other services and support
3. Understand aspects of personalised care which support an individual living with a mental health condition or dementia	3.1 Explain how positive attitudes can support individuals living with a mental health condition or dementia
	3.2 Describe why it is important to recognise a person living with a mental condition or dementia as a unique individual
	3.3 Explain how using person-centred approaches and encouraging active participation can enable and encourage an individual living with a mental health condition or dementia to keep well and maintain independence
	3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services
4. Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia	4.1 Identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance
	4.2 Explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia
5. Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia	5.1 Explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life chances and citizenship of individuals living with a mental health condition or dementia

Indicative Content

LO1 **Criteria 1.1:** Whilst this unit is specifically around mental health conditions and dementia, the learner should acknowledge and reflect that mental health and wellbeing relate to every person.

Types: As a minimum, the learner's response should include psychosis, depression, and anxiety.

Meant: As a minimum, the learner's response should include key facts, causes and different types of dementia. The learner should also be able to reflect that dementia will be different for every individual that has it.

Impact: The issues may be physical, social, or psychological and impact will be different for every person.

	<p>Individual: Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.</p> <p>Carers: In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.</p>
LO2	<p>Individual: Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.</p> <p>Carers: In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.</p> <p>Other services and support: Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals, their families, and carers.</p>
LO3	<p>Individual: Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.</p> <p>Person centred approaches: Should include the principles and values of person-centred care: including individuality, rights, choice, privacy, independence, dignity, respect, and partnership.</p> <p>Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Criteria 3.2 additional information: A strength-based approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence. Whilst the Level 2 learner may not yet be familiar with this term, they should be encouraged to understand how this term relates to and builds on person-centred approaches and active participation.</p>
LO4	<p>Individual: Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.</p> <p>Reasonable adjustments: Steps, adaptations and changes which can be made to meet the needs and preferences of an individual. Including but not limited to: providing the person with more time, using easy read information, using pictures, adjusting pace of communication, using simple, easy language, and making changes to the environment.</p> <p>Report: In line with agreed ways of working within the setting and could include verbal, written and electronic systems</p>
LO5	<p>Legislation and guidance: including but not limited to:</p> <ul style="list-style-type: none"> • Equality Act 2010 • Human Rights Act 1998 • Mental Capacity Act 2005 • Care Act 2014 • Health and Social Care Act 2012 • Mental Health Act 1983 • Accessible Information Standard. <p>Within criteria and response for 5.1, the learner should be encouraged to reflect on their existing knowledge of the appropriate legislation and guidance and how this supports individuals living with a mental health condition or dementia</p>

Assessment Guidance

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.