

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Mental Health and Wellbeing Support

Unit Reference Number: F/652/0826

Level: Three (3)

Credit Value: Five (5)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand mental health and wellbeing	1.1 Describe common mental health conditions
	1.2 Explain factors that can affect mental wellbeing
2. Know how to support individuals' mental wellbeing	2.1 Explain how to apply supportive practices that promote mental wellbeing
	2.2 Analyse how to encourage active participation and social inclusion for different individuals
3. Know how to recognise and respond to deterioration	3.1 Identify early indicators of mental health deterioration
	3.2 Describe appropriate action to take to escalate concerns
4. Know how to work in partnership to support mental health	4.1 Analyse how to work effectively with professionals, carers and services appropriately to support individuals' mental health and wellbeing

Indicative Content	
LO1	<p>AC1.1</p> <p>What is meant by mental health and mental wellbeing</p> <p>Common mental health conditions, including:</p> <ul style="list-style-type: none"> Anxiety disorders (e.g. persistent worry, panic) Depression (e.g. low mood, loss of interest, fatigue) Psychosis (e.g. hallucinations, delusions) Trauma-related conditions

	<p>Understanding co-morbidity, where individuals experience more than one condition</p> <p>How mental health conditions can:</p> <ul style="list-style-type: none"> • Vary in severity and duration • Affect individuals differently <p>The impact of stigma and misunderstanding on access to support</p> <p>AC1.2</p> <p>Social factors, such as:</p> <ul style="list-style-type: none"> • Relationships, isolation, loneliness • Employment, education and financial pressures <p>Environmental factors, including:</p> <ul style="list-style-type: none"> • Housing conditions • Safety and stability <p>Psychological factors, such as:</p> <ul style="list-style-type: none"> • Past experiences and trauma • Self-esteem and confidence <p>How physical health, lifestyle and stress can influence mental wellbeing</p> <p>The interaction between protective factors and risk factors</p>
LO2	<p>AC2.1</p> <p>Providing emotional support, including:</p> <ul style="list-style-type: none"> • Active listening • Empathy and reassurance <p>The importance of:</p> <ul style="list-style-type: none"> • Consistent routines • Predictable and supportive environments <p>Encouraging meaningful activity to support purpose and engagement</p> <p>Using strengths-based approaches that:</p> <ul style="list-style-type: none"> • Build confidence and self-esteem • Focus on abilities rather than limitations <p>Working within own role and recognising when additional support is required</p> <p>AC2.2</p> <p>What is meant by active participation and social inclusion</p> <p>Supporting individuals to:</p> <ul style="list-style-type: none"> • Engage in activities they value • Maintain or build social connections <p>Adapting approaches to meet:</p> <ul style="list-style-type: none"> • Individual needs, preferences and abilities • Cultural and personal circumstances <p>Reducing barriers to inclusion, such as:</p> <ul style="list-style-type: none"> • Stigma • Anxiety or lack of confidence <p>How participation and inclusion promote mental wellbeing</p>
LO3	<p>AC3.1</p> <p>Early or 'soft' signs of deterioration, including:</p> <ul style="list-style-type: none"> • Changes in mood or behaviour • Withdrawal from activities or relationships • Increased anxiety, distress or agitation <p>Changes in:</p> <ul style="list-style-type: none"> • Sleep patterns

	<ul style="list-style-type: none"> • Appetite • Communication <p>The importance of knowing:</p> <ul style="list-style-type: none"> • The individual's usual presentation • What constitutes a change for that person <p>AC3.2</p> <p>Actions to take when concerns are identified, including:</p> <ul style="list-style-type: none"> • Responding promptly and calmly • Following organisational procedures <p>Accurate recording and reporting of concerns</p> <p>Understanding:</p> <ul style="list-style-type: none"> • Crisis pathways • Safeguarding responsibilities <p>Knowing when and how to:</p> <ul style="list-style-type: none"> • Escalate concerns • Seek urgent or specialist support <p>Working within own role and competence</p>
LO4	<p>AC4.1</p> <p>Partnership working with:</p> <ul style="list-style-type: none"> • Mental health professionals • Primary care services • Social care colleagues • Carers and families <p>The role of:</p> <ul style="list-style-type: none"> • Advocacy services • Community and voluntary organisations <p>□ Sharing information appropriately in line with:</p> <ul style="list-style-type: none"> • Consent • Confidentiality • Data protection requirements <p>How coordinated partnership working:</p> <ul style="list-style-type: none"> • Improves continuity of care • Supports better mental health outcomes

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure

validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.