



## **Qualification Specification for:**

## **OCN NI Level 3 Diploma in Mental Health**

➤ **Qualification No: 603/4585/8**

## Qualification Regulation Information

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### OCN NI Level 3 Diploma in Mental Health

Qualification Number: 603/4585/8

Operational start date: 15 May 2019

Operational end date: 30 April 2024

Certification end date: 30 April 2027

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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## Foreword

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This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualification:

→ **OCN NI Level 3 Diploma in Mental Health**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocnni.org.uk](http://www.ocnni.org.uk)

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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## About Regulation

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### OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

### The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1<sup>st</sup> October 2015: the RQF provides a single framework for all regulated qualifications.

#### Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

#### Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

## Qualification Features

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### Sector Subject Area

1.3 Health and social care

### UCAS Tariff Points

The OCN NI Level 3 Diploma in Mental Health qualification is recognised by UCAS, with 24 points allocated.

### Qualification Aim

The awareness of the need to promote positive mental health and well-being has become an important issue within today's society. Therefore, the need for an understanding of mental health issues is required by a broad range of individuals who in the course of their work come into contact with those who suffer from mental health issues. The OCN NI Level 3 Diploma in Mental Health has been developed to enable learners to be able to support those with mental health issues.

### Qualification Objectives

The objectives of the qualification are to enable learners to understand:

- how to support an individual with mental illness
- the role of the mental health worker
- factors impacting on mental health and well-being
- Policy, Standards and Legislation in Mental Health

### Grading

Grading for this qualification is pass/fail.

### Qualification Target Group

The qualification is targeted at learners who have a desire to undertake the role of being a mental health worker or who wish to add knowledge and skills to an existing support role.

### Progression Opportunities

The OCN NI Level 3 Diploma in Mental Health will allow learners to progress to higher level qualifications in the health and social care sector, such as the OCN NI Level 4 Certificate in Understanding Adverse Childhood Experiences and Building Resilience, and/or support career development.

### **Entry Requirements**

There are no specific entry requirements for this qualification although learners should be at least 18 years old and have an interest in supporting those with mental health issues.

### **Qualification Support**

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

### **Delivery Languages**

This qualification is available in English only at this time. If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver the qualification prior to the commencement of delivery.

### Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role\*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

\*Note: A person cannot be an internal verifier for their own assessments.

### Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience in the health and social care sector or mental health area.

### Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

#### **Assessors must:**

- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience in the health and social care sector or mental health area
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities



### **Internal Verification**

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

## Structure and Content

In order to achieve the OCN NI Level 3 Diploma in Mental Health learners must complete all 10 units - 39 credits.

Total Qualification Time (TQT) for this qualification: 390 hours  
 Guided Learning Hours (GLH) for this qualification: 273 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
<a href="#">L/617/6059</a>	CBE522	Understanding Mental Health	30	3	Three
<a href="#">F/617/6060</a>	CBE523	Understanding the Role of the Mental Health Worker	30	3	Three
<a href="#">J/617/6061</a>	CBE524	Policy, Standards and Legislation in Mental Health	40	4	Three
<a href="#">L/617/6062</a>	CBE525	Factors Impacting on Mental Health and Well-being	30	3	Three
<a href="#">R/617/6063</a>	CBE526	Presentation and Diagnosis of Mental Illness	50	5	Three
<a href="#">Y/617/6064</a>	CBE527	Assessment, Safety Management, Care Planning and Review for Work in Mental Health Care	70	7	Three
<a href="#">D/617/6065</a>	CBE528	Supporting Individuals with Mental Illness	50	5	Three
<a href="#">H/617/6066</a>	CBE529	Understanding Recovery, Resilience and Change Management in Mental Health Work	30	3	Three
<a href="#">K/617/6067</a>	CBE530	Interventions in Mental Health Work	40	4	Three
<a href="#">M/617/6068</a>	CBE531	Reflective Practice	20	2	Three

## Unit Details

Title	Understanding Mental Health	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE522	
Unit Reference No	L/617/6059	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand what is meant by mental health and mental illness and how to promote mental well-being and self-care.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand different perspectives and models of mental health.	1.1. Critically compare at least two differing perspectives on mental health. 1.2. Illustrate two models of mental health. 1.3. Explain what is meant by a strengths-based approach in mental health.	
2. Understand different perspectives on mental illness.	2.1. Critically compare at least two differing perspectives on mental illness.	
3. Understand how mental well-being and mental health may be promoted.	3.1. Explain how an individual may promote own mental well-being and mental health. 3.2. Explain how a mental health worker may support an individual to promote their mental well-being and mental health.	
4. Understand the importance of self-care.	4.1. Explain the importance of self-care for a mental health worker or carer. 4.2. Explain how mental health may change and its implications for self-care.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
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Title	Understanding the Role of the Mental Health Worker	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE523	
Unit Reference No	F/617/6060	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to give the learner an understanding of the key competencies and elements of mental health workers.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the key competencies of a mental health worker.	1.1. Summarise the following competencies in relation to mental health work: a) working in partnership b) respecting diversity c) practising ethically d) challenging inequality e) promoting recovery f) identifying people's needs and strengths g) providing service user-centred care h) promoting safety and positive risk taking i) personal development and learning	
2. Understand the key elements which may assist an individual fulfil their role as a mental health worker.	2.1. Explain how the following elements may assist an individual in fulfilling their role as a mental health worker: a) 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 professional development g) therapeutic supervision and support h) quality management i) effective communication systems	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Policy, Standards and Legislation in Mental Health	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBE524	
Unit Reference No	J/617/6061	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand the role and function of policy, regulation and legislation in mental health work and the rights and responsibilities of service users and workers.		
Learning Outcomes	Assessment Criteria	
1. Understand how policy, standards and legislation relate to mental health.	1.1. Critically compare what is meant by policy, standards and legislation. 1.2. Summarise the key aspects of current mental health legislation. 1.3. Summarise an organisational policy relevant to supporting an individual with mental illness. 1.4. Summarise a standard relevant to supporting an individual with mental illness.	
2. Be aware of legislation relevant to mental health work and its application.	2.1. Summarise the key aspects of at least three of the following pieces of legislation relevant to supporting individuals with mental illness: a) mental capacity b) disability rights c) human rights d) eligibility for services e) safeguarding vulnerable adults f) health and safety g) data protection 2.2. Explain with examples how those selected above may be used to support an individual with mental illness.	
3. Understand the application of a key mental health policy.	3.1. Select and explain how a key mental health policy may be applied in practice.	
4. Understand the rights and responsibilities of service users, their promotion and how stigma and discrimination may be challenged.	4.1. Summarise the key rights and responsibilities of mental health service users. 4.2. Explain how to promote the rights of a mental health service user. 4.3. Explain how stigma and discrimination experienced by mental health service users may be challenged.	
5. Understand the rights and responsibilities of mental health workers.	5.1. Summarise the key rights and responsibilities of mental health workers. 5.2. Explain how to promote the rights of a mental health worker. 5.3. Explain at least three situations when a mental health worker should seek additional support to promote their rights.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content

Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Factors Impacting on Mental Health and Well-being	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBE525	
Unit Reference No	L/617/6062	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand the factors that may impact on an individual's mental well-being at different stages and the impact of stigma and self-stigma.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand how risk and protective factors impact on well-being and mental health at differing stages of recovery.	1.1. Explain how risk and protective factors impact positively and negatively upon an individual's well-being. 1.2. Summarise factors that may impact on an individual's mental health including: a) social b) biological c) psychological 1.3. Explain factors which may impact on an individual at different stages of recovery including: a) prior to diagnosis b) during treatment c) during recovery	
2. Understand stigma and self-stigma.	2.1. Define stigma and self-stigma and how they may impact on an individual. 2.2. Summarise how stigma may impact on an individual in the following ways: a) stopping an individual seeking support b) leading to discrimination c) fuelling stereotypes 2.3. Explain using examples how stigma can impact on family or significant others.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's	Record of observation Learner notes/written work

	final outcome and demonstrate the skills and/or knowledge gained throughout the course	Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Presentation and Diagnosis of Mental Illness	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBE526	
Unit Reference No	R/617/6063	
<p><i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand how mental illness is defined and diagnosed and the implications of receiving a diagnosis. The learner will also understand the impact of mental illness on the individual and others and how mental illness can be presented by thoughts, emotions and behaviours.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the main forms of mental illness.	1.1. Summarise the following main forms of mental illness as outlined in the International Classification of Diseases (ICD) psychiatric classification system: <ol style="list-style-type: none"> <li>Anxiety disorders</li> <li>Mood disorders</li> <li>Schizophrenia and psychotic disorders</li> <li>Dementia</li> <li>Eating disorders</li> </ol> 1.2. Evaluate at least two strengths and at least two weaknesses of using an ICD diagnostic tool in relation to mental illness.	
2. Understand how a diagnosis is made.	2.1. Explain how a diagnosis is made using the ICD. 2.2. Explain at least three positive and at least three negative impacts of receiving a diagnosis.	
3. Understand the impact of mental illness on an individual and others.	3.1. Explain the impact that mental illness has on an individual, their family and at least one other group in each of the following ways: <ol style="list-style-type: none"> <li>psychological and emotional</li> <li>practical and financial</li> <li>accessing of services</li> <li>social exclusion</li> </ol>	
4. Understand how mental illness may present for an individual.	4.1. Explain how mental illness may present through an individual's thoughts, emotions and behaviours.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to	Record of observation Learner notes/written work Learner log

	enable learners to practise and apply skills and knowledge	
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assessment, Safety Management, Care Planning and Review for Work in Mental Health Care
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	49
OCN NI Unit Code	CBE527
Unit Reference No	Y/617/6064
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to give the learner an understanding of the role and function of assessment, care planning, review process and safety management in mental health work.	
Learning Outcomes	Assessment Criteria
1. Understand the purpose and function of assessment in a given area of mental health work.	1.1. Explain the purpose and function of assessment in a given area of mental health work.
2. Understand the application and function of safety management in mental health work.	2.1. Summarise the following principles and practices which underpin safety management in mental health work: <ol style="list-style-type: none"> <li>positive risk taking in addition to risk of harm</li> <li>considering types of risks</li> <li>taking an evidence-based approach</li> <li>forward planning to reduce risk of harm</li> <li>specifying warning signs</li> <li>contingency planning</li> <li>specifying roles and responsibilities</li> <li>taking an anti-discriminatory approach</li> <li>undertaking regular review</li> <li>keeping accurate records</li> </ol> 2.2. Explain the role of partnership working in safety management. 2.3. Summarise the following risks that must be considered in safety management: <ol style="list-style-type: none"> <li>risk of harm to self</li> <li>risk of harm to and by others</li> <li>risk of being harmed by mental health services</li> </ol>
3. Understand lone working in mental health care.	3.1. Summarise the key elements of the lone working policy within a mental health care organisation. 3.2. Explain the importance of following procedures when lone working. 3.3. Summarise how and when to seek support when lone working. 3.4. Explain the steps an individual may take to protect themselves when carrying out mental health work as a lone worker.
4. Understand the care planning process in mental health work.	4.1. Explain the following principles which underpin care planning in mental health work: <ol style="list-style-type: none"> <li>person-centred</li> <li>needs-led</li> <li>using an holistic approach</li> <li>collaborative and participatory</li> <li>building on strengths</li> <li>anti-discriminatory practice</li> <li>promoting social inclusion</li> <li>recovery focused</li> <li>keeping accurate records</li> </ol>

	4.2. Illustrate the key elements of the care planning process. 4.3. Explain how to encourage the service user to take ownership of their care plan.
5. Understand the review process in mental health work.	5.1. Summarise the purpose and function of who should be involved and why, in the review process in mental health work.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals with Mental Illness
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBE528
Unit Reference No	D/617/6065
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand how to support an individual with mental illness. This incorporates understanding the individual needs of the client, effective communication, referral pathways, partnership working and relationships in mental health work.	
Learning Outcomes	Assessment Criteria
1. Understand the principles and importance of assisting an individual in identifying their support needs.	<p>1.1. Explain why it is important to understand the needs of the individual including:</p> <ol style="list-style-type: none"> <li>physical</li> <li>practical</li> <li>financial</li> <li>social</li> <li>psychological</li> <li>cultural</li> <li>spiritual</li> </ol> <p>1.2. Explain each of the following key principles underpinning assisting an individual in identifying their support needs:</p> <ol style="list-style-type: none"> <li>needs-led not service-led approach</li> <li>person-centred</li> <li>promoting self-direction</li> <li>taking a strengths-based approach</li> </ol> <p>1.3. Explain the importance of assessment in mental health work and its impact on identifying the support needs of the individual.</p>
2. Understand the importance of effective communication in mental health work and how it can be achieved.	<p>2.1. Explain the importance of effective communication in mental health work.</p> <p>2.2. Explain the following core principles and practices of effective communication in mental health work:</p> <ol style="list-style-type: none"> <li>active listening</li> <li>empathy and validation</li> <li>types of questions</li> <li>checking understanding</li> <li>summarising and paraphrasing</li> </ol> <p>2.3. Research and evaluate a given communication theory in terms of its relevance to mental health work.</p> <p>2.4. Summarise how the following barriers to communication between mental health workers and service users may be overcome:</p> <ol style="list-style-type: none"> <li>differing opinions</li> <li>powerful emotions</li> <li>lived experience</li> <li>stereotypes</li> <li>environmental</li> <li>personality clashes</li> <li>unrealistic expectations</li> <li>power imbalance</li> <li>cultural differences</li> <li>overload</li> </ol>

	<p>k) institutionalised attitudes</p> <p>2.5. Explain when the following additional specialist support may be required to aid communication:</p> <ul style="list-style-type: none"> <li>a) interpreters</li> <li>b) translators</li> <li>c) speech therapists</li> <li>d) psychologists</li> <li>e) advocates</li> <li>f) equipment/aids</li> </ul>
<p>3. Understand referral pathways and the roles of organisations and practitioners in relation to mental health services.</p>	<p>3.1. Summarise the referral pathway for mental health services in a given area.</p> <p>3.2. Compare the differences between a statutory and voluntary agency providing support to individuals with a mental illness.</p> <p>3.3. Summarise the role and responsibilities of the following key people working in mental health care:</p> <ul style="list-style-type: none"> <li>a) mental health nurses</li> <li>b) support workers</li> <li>c) general practitioners</li> <li>d) psychiatrists</li> <li>e) occupational therapists</li> <li>f) psychologists</li> <li>g) social workers</li> <li>h) health advocates</li> </ul>
<p>4. Understand partnership working in mental health work.</p>	<p>4.1. Explain the benefits of partnership working to:</p> <ul style="list-style-type: none"> <li>a) service users</li> <li>b) family/significant others</li> <li>c) individual workers</li> <li>d) agencies/organisations</li> </ul> <p>4.2. Summarise how the following barriers to partnership working in mental health care may be overcome:</p> <ul style="list-style-type: none"> <li>a) differing expectations</li> <li>b) differing approaches</li> <li>c) structures and systems</li> <li>d) inter-agency power dynamics</li> <li>e) limited access to resources</li> <li>f) group processes and dynamics</li> <li>g) inter-personal conflicts</li> <li>h) poor communication</li> <li>i) differing work pressures and demands</li> </ul> <p>4.3. Summarise how the following factors contribute to effective partnership working:</p> <ul style="list-style-type: none"> <li>a) reliability</li> <li>b) clarity about boundaries</li> <li>c) positive attitude and hopefulness</li> <li>d) being open to new ideas</li> <li>e) non-judgemental</li> <li>f) active listening</li> <li>g) showing respect</li> <li>h) having realistic expectations</li> <li>i) sharing information</li> <li>j) working together as equal partners</li> </ul>
<p>5. Understand the process of building and maintaining relationships in mental health work.</p>	<p>5.1. Explain how positive relationships are essential for well-being.</p> <p>5.2. Explain how mental illness may impact on a service user forming or maintaining</p>



	<p>personal, professional and social relationships.</p> <p>5.3. Summarise the role of a mental health worker when supporting an individual through the following stages of a support relationship:</p> <p>a) at the beginning b) throughout c) at the end</p>	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Understanding Recovery, Resilience and Change Management in Mental Health Work
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE529
Unit Reference No	H/617/6066
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to give the learner an understanding of recovery, resilience and change management in mental health work.	
Learning Outcomes	Assessment Criteria
1. Understand how to assist service users with own recovery.	1.1. Summarise what recovery means to mental health care in relation to: <ol style="list-style-type: none"> <li>clinical recovery</li> <li>personal recovery</li> </ol> 1.2. Explain how a person-centred approach can support an individual on their recovery journey.           1.3. Analyse and apply the recovery star model to enable service users to measure their own recovery progress.
2. Understand resilience in relation to mental health care.	2.1. Explain what is meant by resilience in relation to mental health care.           2.2. Explain using examples how the following factors make up the resilience model of mental health: <ol style="list-style-type: none"> <li>promoting well-being</li> <li>building social capital</li> <li>developing psychological coping strategies</li> </ol>
3. Understand change management in mental health work.	3.1. Explain how individuals and carers/family members may react to change.           3.2. Summarise a given theory of change management and how it applies to mental health care.           3.3. Illustrate the practical application of a theory of change in mental health work.
4. Understand the impact of change on service user.	4.1. Explain how an individual's illness may impact on their ability to manage change.           4.2. Summarise external factors which may impact on change.           4.3. Explain how change may be measured.
5. Understand how to support change in mental health work.	5.1. Explain how a mental health worker may support change including: <ol style="list-style-type: none"> <li>encouraging openness</li> <li>exploring options</li> <li>identifying losses and gains</li> <li>exploring obstacles</li> <li>problem solving</li> <li>goal planning</li> <li>identifying sources of support</li> <li>finding ways of keeping motivated</li> <li>maintaining hopefulness</li> <li>acknowledging and anticipating setbacks</li> <li>reinforcing achievements</li> </ol>
<b>Assessment Guidance</b>	

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Interventions in Mental Health Work
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE530
Unit Reference No	K/617/6067
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand the range of interventions and benefits of early intervention in mental health care.	
Learning Outcomes	Assessment Criteria
1. Understand the types of interventions in mental health care.	<p>1.1. Explain the strengths and limitations of medication as an intervention in mental health care.</p> <p>1.2. Summarise the strengths and limitations of other interventions in mental health care including:</p> <ul style="list-style-type: none"> <li>a) complementary therapies</li> <li>b) food and mood</li> <li>c) self-management approaches</li> <li>d) talking therapies</li> <li>e) arts therapies</li> <li>f) peer support</li> <li>g) social prescribing</li> <li>h) work, education and volunteering</li> <li>i) spiritual support</li> </ul>
2. Understand the benefits of early intervention in mental health care.	<p>2.1. Explain the benefits of early intervention in mental health care for:</p> <ul style="list-style-type: none"> <li>a) a service user</li> <li>b) family or significant others</li> </ul>
3. Understand choice and active participation in mental health care interventions.	<p>3.1. Explain how the following factors may impact on choice and active participation in choosing an intervention in mental health:</p> <ul style="list-style-type: none"> <li>a) individuality of experiences, needs and wants</li> <li>b) avoiding unwanted effects</li> <li>c) equality of opportunity</li> <li>d) promoting social inclusion</li> <li>e) collaborative approaches</li> <li>f) sharing information</li> <li>g) strengthening networks of support</li> <li>h) anticipating setbacks</li> <li>i) promoting problem solving</li> <li>j) focusing on recovery</li> </ul> <p>3.2. Identify and explain how barriers may affect an individual accessing the appropriate intervention in mental health care including:</p> <ul style="list-style-type: none"> <li>a) service or professional bias</li> <li>b) financial barriers</li> <li>c) health inequalities</li> <li>d) availability of services</li> <li>e) physical access</li> </ul> <p>3.3. Explain the strengths and limitations of the following statutory interventions in mental health care:</p> <ul style="list-style-type: none"> <li>a) in-patient treatment</li> <li>b) home treatment</li> <li>c) crisis services</li> <li>d) assertive outreach</li> <li>e) step down care</li> </ul>

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Reflective Practice	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBE531	
Unit Reference No	M/617/6068	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit will enable the learner to know how to reflect on own practice.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1. Know how to reflect on own practice as a mental health worker.	1.1. Explain what is meant by reflective practice in relation to the mental health worker. 1.2. Reflect on own development as a mental health worker.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

## Quality Assurance of Centre Performance

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### External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

### Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

## Administration

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### Registration

A centre must register learners within 20 working days of commencement of a qualification.

### Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

### Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

### Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

### Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.



## **OCN NI Level 3 Diploma in Mental Health**

**Qualification Number: 603/4585/8**

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Operational start date: 15 May 2019  
Operational end date: 30 April 2024  
Certification end date: 30 April 2027

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