Qualification Specification for:

OCN NI Level 3 Award in Mental Health and Well-being
  ➤ **Qualification No: 610/2557/4**

OCN NI Level 3 Certificate in Mental Health and Well-being
  ➤ **Qualification No: 610/2556/2**

OCN NI Level 3 Diploma in Mental Health and Well-being
  ➤ **Qualification No: 610/2555/0**

OCN NI Level 3 Extended Diploma in Mental Health and Well-being
  ➤ **Qualification No: 610/2554/9**

Qualification Regulation Information

OCN NI Level 3 Award in Mental Health and Well-being
Qualification Number: 610/2557/4

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OCN NI Level 3 Extended Diploma in Mental Health and Well-being
Qualification Number: 610/2554/9

Operational start date: 15 April 2023
Operational end date: 31 March 2028
Certification end date: 31 March 2031

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.

OCN NI Contact Details

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Foreword

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

→ **OCN NI Level 3 Award in Mental Health and Well-being**
→ **OCN NI Level 3 Certificate in Mental Health and Well-being**
→ **OCN NI Level 3 Diploma in Mental Health and Well-being**
→ **OCN NI Level 3 Extended Diploma in Mental Health and Well-being**

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**

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.

Contents

About Regulation

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.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st 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).

Qualification Features

Sector Subject Area

1.3   Health and social care

[National Occupational Standards - Skills for Care](#)

Qualifications' Aim

The aim of these qualifications is to provide learners with an understanding of mental health and well-being issues and how they may be addressed to improve individual well-being.

Qualifications' Objectives

The objectives of these qualifications are to enable learners to gain an understanding of:

- how to support an individual with mental illness
- the role of the mental health worker
- factors impacting on mental health and well-being
- relevant policy, standards and legislation
- suicide, self-harm and prevention
- mental health promotion
- mental health and employment

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

These qualifications are targeted at learners who currently work or who wish to work in the area of mental health and well-being.

Progression Opportunities

These qualifications will allow learners to progress to higher level qualifications in mental health and well-being and more broadly to other health and social care areas, or into employment.

Entry Requirements

There are no specific entry requirements for these qualifications although learners should be at least 18 years old and have an interest in supporting those with mental health issues. Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualifications.

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

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

Centre Requirements for Delivering the Qualification

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 qualifications should be occupationally competent, qualified to at least one level higher than the qualifications 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 qualifications 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

OCN NI Level 3 Award in Mental Health and Well-being

Learners must complete 9 credits from any of the units.

Total Qualification Time (TQT) for this qualification:	90 hours
Guided Learning Hours (GLH) for this qualification:	63 hours

OCN NI Level 3 Certificate in Mental Health and Well-being

Learners must complete 15 credits from any of the units.

Total Qualification Time (TQT) for this qualification:	150 hours
Guided Learning Hours (GLH) for this qualification:	105 hours

OCN NI Level 3 Diploma in Mental Health and Well-being

Learners must complete 39 credits from any of the units.

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

OCN NI Level 3 Extended Diploma in Mental Health and Well-being

Learners must complete all units - 55 credits.

Total Qualification Time (TQT) for this qualification:	550 hours
Guided Learning Hours (GLH) for this qualification:	385 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
D/650/6164	CBG155	Understanding Mental Health	3	21	Three
F/650/6165	CBG156	Understanding the Role of the Mental Health Worker	3	21	Three
H/650/6166	CBG157	Policy, Standards and Legislation in Mental Health	4	28	Three
J/650/6167	CBG158	Factors Impacting on Mental Health and Well-being	3	21	Three

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
K/650/6168	CBG159	Presentation and Diagnosis of Mental Illness	5	35	Three
L/650/6169	CBG160	Assessment, Safety Management, Care Planning and Review for Work in Mental Health Care	7	49	Three
T/650/6170	CBG170	Supporting Individuals with Mental Illness	5	35	Three
Y/650/6171	CBG171	Understanding Recovery, Resilience and Change Management in Mental Health Work	3	21	Three
A/650/6172	CBG163	Interventions in Mental Health Work	4	28	Three
F/650/6183	CBG164	Reflective Practice	2	14	Three
H/650/6184	CBG165	Common Mental Health Conditions and Treatment	3	21	Three
J/650/6185	CBG166	Suicide, Self-Harm and Prevention	3	21	Three
K/650/6186	CBG167	Mental Health and Well-being Across an Individual's Lifespan	3	21	Three
L/650/6187	CBG168	Mental Health Promotion	4	28	Three
M/650/6188	CBG169	Mental Health and Employment	3	21	Three

Unit Details

Title	Understanding Mental Health
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG155
Unit Reference No	D/650/6164
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand what is meant by mental health and mental illness and how to promote mental well-being and self-care.

Learning Outcomes	Assessment Criteria
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.

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	Understanding the Role of the Mental Health Worker
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG156
Unit Reference No	F/650/6165
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of the key competencies and elements of mental health workers.

Learning Outcomes	Assessment Criteria
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

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	Policy, Standards and Legislation in Mental Health
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG157
Unit Reference No	H/650/6166
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will 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.		
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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	CBG158
Unit Reference No	J/650/6167
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will 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.

Learning Outcomes	Assessment Criteria
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.

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
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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	Presentation and Diagnosis of Mental Illness
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBG159
Unit Reference No	K/650/6168
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will 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.

Learning Outcomes	Assessment Criteria
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: a) anxiety disorders b) mood disorders c) schizophrenia and psychotic disorders d) Dementia e) eating disorders 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: a) psychological and emotional b) practical and financial c) accessing of services d) social exclusion
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.

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

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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	CBG160
Unit Reference No	L/650/6169
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to develop 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: a) positive risk taking in addition to risk of harm b) considering types of risks c) taking an evidence-based approach d) forward planning to reduce risk of harm e) specifying warning signs f) contingency planning g) specifying roles and responsibilities h) taking an anti-discriminatory approach i) undertaking regular review j) keeping accurate records 2.2. Explain the role of partnership working in safety management. 2.3. Summarise the following risks that must be considered in safety management: a) risk of harm to self b) risk of harm to and by others c) risk of being harmed by mental health services
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: a) person-centred b) needs-led c) using an holistic approach d) collaborative and participatory e) building on strengths f) anti-discriminatory practice g) promoting social inclusion

	h) recovery focused i) keeping accurate records 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.

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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	CBG170
Unit Reference No	T/650/6170
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will 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.	1.1. Explain why it is important to understand the needs of the individual including: a) physical b) practical c) financial d) social e) psychological f) cultural g) spiritual 1.2. Explain each of the following key principles underpinning assisting an individual in identifying their support needs: a) needs-led not service-led approach b) person-centred c) promoting self-direction d) taking a strengths-based approach 1.3. Explain the importance of assessment in mental health work and its impact on identifying the support needs of the individual.
2. Understand the importance of effective communication in mental health work and how it can be achieved.	2.1. Explain the importance of effective communication in mental health work. 2.2. Explain the following core principles and practices of effective communication in mental health work: a) active listening b) empathy and validation c) types of questions d) checking understanding e) summarising and paraphrasing 2.3. Research and evaluate a given communication theory in terms of its relevance to mental health work. 2.4. Summarise how the following barriers to communication between mental health workers and service users may be overcome: a) differing opinions b) powerful emotions c) lived experience d) stereotypes e) environmental f) personality clashes g) unrealistic expectations h) power imbalance i) cultural differences j) overload

		k) institutionalised attitudes 2.5. Explain when the following additional specialist support may be required to aid communication: a) interpreters b) translators c) speech therapists d) psychologists e) advocates f) equipment/aids
3.	Understand referral pathways and the roles of organisations and practitioners in relation to mental health services.	3.1. Summarise the referral pathway for mental health services in a given area. 3.2. Compare the differences between a statutory and voluntary agency providing support to individuals with a mental illness. 3.3. Summarise the role and responsibilities of the following key people working in mental health care: a) mental health nurses b) support workers c) general practitioners d) psychiatrists e) occupational therapists f) psychologists g) social workers h) health advocates
4.	Understand partnership working in mental health work.	4.1. Explain the benefits of partnership working to: a) service users b) family/significant others c) individual workers d) agencies/organisations 4.2. Summarise how the following barriers to partnership working in mental health care may be overcome: a) differing expectations b) differing approaches c) structures and systems d) inter-agency power dynamics e) limited access to resources f) group processes and dynamics g) inter-personal conflicts h) poor communication i) differing work pressures and demands 4.3. Summarise how the following factors contribute to effective partnership working: a) reliability b) clarity about boundaries c) positive attitude and hopefulness d) being open to new ideas e) non-judgemental f) active listening g) showing respect h) having realistic expectations i) sharing information j) working together as equal partners
5.	Understand the process of building and maintaining relationships in mental health work.	5.1. Explain how positive relationships are essential for well-being. 5.2. Explain how mental illness may impact on a service user forming or maintaining

	personal, professional and social relationships.
	5.3. Summarise the role of a mental health worker when supporting an individual through the following stages of a support relationship:
	a) at the beginning
	b) throughout
	c) at the end

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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	CBG171
Unit Reference No	Y/650/6171
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to develop 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: a) clinical recovery b) personal recovery 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: a) promoting well-being b) building social capital c) developing psychological coping strategies
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: a) encouraging openness b) exploring options c) identifying losses and gains d) exploring obstacles e) problem solving f) goal planning g) identifying sources of support h) finding ways of keeping motivated i) maintaining hopefulness j) acknowledging and anticipating setbacks k) reinforcing achievements

Assessment Guidance		
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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
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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	CBG163
Unit Reference No	A/650/6172
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will 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.	1.1. Explain the strengths and limitations of medication as an intervention in mental health care. 1.2. Summarise the strengths and limitations of other interventions in mental health care including: a) complementary therapies b) food and mood c) self-management approaches d) talking therapies e) arts therapies f) peer support g) social prescribing h) work, education and volunteering i) spiritual support
2. Understand the benefits of early intervention in mental health care.	2.1. Explain the benefits of early intervention in mental health care for: a) a service user b) family or significant others
3. Understand choice and active participation in mental health care interventions.	3.1. Explain how the following factors may impact on choice and active participation in choosing an intervention in mental health: a) individuality of experiences, needs and wants b) avoiding unwanted effects c) equality of opportunity d) promoting social inclusion e) collaborative approaches f) sharing information g) strengthening networks of support h) anticipating setbacks i) promoting problem solving j) focusing on recovery 3.2. Identify and explain how barriers may affect an individual accessing the appropriate intervention in mental health care including: a) service or professional bias b) financial barriers c) health inequalities d) availability of services e) physical access 3.3. Explain the strengths and limitations of the following statutory interventions in mental health care: a) in-patient treatment b) home treatment c) crisis services d) assertive outreach e) step down care

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	CBG164
Unit Reference No	F/650/6183
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to know how to reflect on own practice.

Learning Outcomes	Assessment Criteria
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.

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
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Common Mental Health Conditions and Treatment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG165
Unit Reference No	H/650/6184
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand the causes and symptoms of common mental health conditions and different interventions that may be employed.

Learning Outcomes	Assessment Criteria
1. Understand anxiety.	1.1. Explain what is meant by anxiety and associated signs and symptoms. 1.2. Explain causes of anxiety and treatments that may be employed to address them.
2. Understand depression.	2.1. Explain what is meant by depression and associated signs and symptoms. 2.2. Explain causes of depression and treatments that may be employed to address them.
3. Understand schizophrenia.	3.1. Explain what is meant by schizophrenia and associated signs and symptoms. 3.2. Explain causes of schizophrenia and treatments that may be employed to address them.
4. Understand Post-Traumatic Stress Disorder (PTSD)	4.1. Explain what is meant by PTSD and associated signs and symptoms. 4.2. Explain causes of PTSD and treatments that may be employed to address them.
5. Understand personality disorder.	5.1. Explain what is meant by personality disorder and associated signs and symptoms. 5.2. Explain causes of personality disorder and treatments that may be employed to address them.

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
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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	Suicide, Self-Harm and Prevention
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG166
Unit Reference No	J/650/6185
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand issues relating to suicide and self-harm including associated preventative frameworks.

Learning Outcomes	Assessment Criteria

1. Understand suicide, its impact and approaches to prevention.	1.1. Analyse the difference between suicidal ideation and suicidal intention.
	1.2. Analyse the impact of suicide on the following:
	   a) family
	   b) friends
	   c) community
	   d) colleagues
	   e) the economy
	1.3. Research formal and informal support for individuals who are contemplating suicide in a given region.
	1.4. Explain how an individual in crisis may be supported.

2. Understand self-harming behaviour and how it may be addressed.	2.1. Explain what is meant by self-harming behaviour and why it may occur. 2.2. Analyse misconceptions regarding self-harming behaviour. 2.3. Research different coping strategies to self-harming behaviour. 2.4. Research formal and informal support available in own region for individuals who exhibit self-harming behaviour.

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
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Mental Health and Well-being Across an Individual's Lifespan
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG167
Unit Reference No	K/650/6186
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand how an individual's mental health and well-being may be impacted by the challenges facing them at different life stages.

Learning Outcomes	Assessment Criteria
1. Understand the impact of factors on an individual's emotional well-being during different life stages.	1.1 Evaluate the positive and negative impact of the following factors on an individual's emotional well-being during different life stages: a) family, socialisation and domestic life b) housing c) social networks and relationships
2. Understanding Adverse Childhood Experiences (ACEs) and their impact on an individual.	2.1 Explain what is meant by ACEs and the potential impact on an individual. 2.2 Explain different systems and supports that may mitigate the impact of ACE's.
3. Understand developmental factors that may impact on an adult's mental health and well-being.	3.1 Evaluate key developmental factors that may impact an adult's mental health and well-being in relation to: a) workforce b) social relationships c) family
4. Understand factors that may impact on an older adult's mental health and well-being.	4.1 Explain key developmental factors that may impact on an older adult's mental health and well-being in relation to: a) coping with illness or disability b) bereavement c) retirement d) preparing for end of life

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
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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	Mental Health Promotion
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG168
Unit Reference No	L/650/6187
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand mental health promotion and the positive and negative impact of technology on mental health and well-being.

	Assessment Criteria

1. Understand community based approaches to mental health promotion	1.1. Explain what is meant by co-production, its importance and application in mental health support.
	1.2. Critically compare and contrast the role of the following sectors in mental health promotion:
	   a) community and voluntary
	   b) statutory
	1.3. Explain what is meant by social prescribing and its potential benefits to well-being as a community based approach.

2. Understand the impact of technology on mental health and well-being and use of apps for well-being promotion.	2.1. Critically compare the positive and negative impact of social media on mental health and well-being. 2.2. Explain what is meant by digital well-being in relation to mental health including the application of a digital model. 2.3. Demonstrate the use of apps for well-being promotion.

3. Understand the impact of health inequalities on physical and emotional well-being.	3.1. Explain the interconnection between mental and physical health.
	3.2. Explain how health inequalities may adversely impact on access to services.
	3.3. Explain the impact of health inequalities and barriers to accessing services for members of the following communities:
	   a) Lesbian, Gay, Bi-sexual, Transexual, Queer (LGBTQ+)
	   b) Black and Minority Ethnic (BME)

4. Understand the impact of Covid-19 on emotional well-being and how it may be addressed.	4.1. Evaluate the impact of Covid-19 on emotional well-being. 4.2. Research different strategies employed by individuals to promote positive mental health during the Covid-19 pandemic.

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
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Mental Health and Employment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG169
Unit Reference No	M/650/6188
Learn Direct Code	PA1

Unit purpose and aim(s): This unit will enable the learner to understand mental health and its impact on employment. The learner will also understand how the application of key employment skills in relation to supporting individuals with mental illness or poor mental health.

Learning Outcomes	Assessment Criteria
1. Understanding positive approaches to well-being in the workplace.	1.1. Explain the benefits to a business of the promotion of well-being at work and associated training. 1.2. Explain the benefits of supporting a healthy work/life balance. 1.3. Explain what is meant by an employee assistance programme and how it can benefit employers and employees. 1.4. Explain the need for reasonable adjustments in the workplace.
2. Understand the application of employment related skills when supporting individuals with mental illness or poor mental health in the workplace.	2.1. Explain the role of problem solving and creativity when supporting individuals with mental illness or poor mental health in the workplace. 2.2. Explain the benefits of applying the following employment related skills when supporting individuals with mental illness or poor mental health in the workplace: a) emotional intelligence b) cognitive flexibility c) service orientation d) people management

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
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Quality Assurance of Centre Performance

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

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 Award in Mental Health and Well-being
Qualification Number: 610/2557/4

OCN NI Level 3 Certificate in Mental Health and Well-being
Qualification Number: 610/2556/2

OCN NI Level 3 Diploma in Mental Health and Well-being
Qualification Number: 610/2555/0

OCN NI Level 3 Extended Diploma in Mental Health and Well-being
Qualification Number: 610/2554/9

Operational start date: 15 April 2023
Operational end date: 31 March 2028
Certification end date: 31 March 2031

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