Mental Health Core Capabilities Framework

Working Draft

For public consultation
(11th October to 10th November 2023)

Equality and Health Inequalities Statement

Promoting equality and addressing health inequalities are at the heart of our values. Throughout the development of the policies and processes cited in this document, we have:

- Given due regard to the need to eliminate discrimination, harassment, and victimisation, to advance equality of opportunity, and to foster good relations between people who share a relevant protected characteristic (as cited under the Equality Act 2010) and those who do not share it.

- Given regard to the need to reduce inequalities between patients in access to and outcomes from healthcare services and to ensure services are provided in an integrated way where this might reduce health inequalities.

Contents

Introduction and Background

Hampshire and Isle of Wight (HIOW) Integrated Care Board commissioned Skills for Health to undertake a Mental Health Training Needs Analysis (TNA) in 2022, following extensive local feedback, across multiple sectors, about the lack of existing training opportunities and a change in population needs. The project's aim was to identify training needs, coupled with the new knowledge, skills, and behaviours, supporting the delivery of the NHS Long-Term Plan[i]. The project also focused on how education, training and development can support Mental Health Community Transformation programmes, including the development of multidisciplinary teams working across the Integrated Care System (ICS).

A workforce survey was distributed to support the identification of training needs across a broad range of sectors within the scope of this research, including health, social care, housing, public health, and the voluntary, community and social enterprise sector (VCSE) and received over 1000 responses. Overall, 54% of survey respondents stated they required further mental health training, and a significant 33% did not know what training they required about mental health needs. Access and availability of training varied across roles and organisations.

This resulting up-to-date Mental Health Core Capability Framework stems from this need and is an integral part of a wider programme to build mental health skills across HIOW to support our communities. It reflects current and future required capabilities and promotes holistic and person-centred approaches to supporting mental health needs.

The Framework will also apply to and be able to be used nationally.

It is intended to support across a broad spectrum, from the individual wishing to understand more about supporting individuals with a mental health need across-sectors, through to assisting managers and supervisors to plan training. At a more strategic level, services, organisations and commissioners can use the core capabilities to support the design of services and new roles. Understanding the capabilities needed can also be used to consider the training and support required by individuals when supporting others with their mental health needs.

Scope of the Framework

This Framework is for individuals and organisations who find themselves working with people who are experiencing mental health needs whether working in the public, independent and Voluntary, Community & Social Enterprise (VCSE) sectors. Individuals who work in these sectors can be providing clinical care, treatment, support or assistance for people they meet every day. This may include health, but not limited to social care, justice, education, housing and employment. Other organisations interact with those with by mental health needs, and so benefit from an awareness and understanding of the capabilities needed.

The Framework describes the capabilities required to support all ages, and throughout this document the word 'individual/s' is used to encompass children, young people, working-age adults and older people.

Specialist skills and knowledge are outside the scope of this Framework. It is not intended to replicate the capabilities found in other specific capability or competence frameworks.

What are Core Capabilities?

The Framework articulates the **Core Capabilities** necessary for safe and effective care and support.

For the purposes of this Framework, we are using the following definition of capabilities:

Capabilities are the attributes (skills, knowledge and behaviours) which individuals bring to their particular situation. This includes the ability to be competent and beyond this, to:

- *manage change*
- *be flexible*
- *deal with situations which may be complex or unpredictable and escalate/refer appropriately to ensure individual's safety*
- *continue to improve how we support others. (Skills for Health 2020)*

In practice, the terms 'capability' and 'competence' are both widely used in educational and people development literature, and they have often been used interchangeably, with little clear distinction between the two.

Both capability and competence:

- are about 'what people can do'
- describe knowledge, skills and behaviours
- can be the outcome of education, training or experience.

For the purposes of this Framework, we are using the term 'Capabilities' as this describes the ability to be competent, and to be effective in situations which may require flexibility and creativity.

Framework Structure

This Framework articulates the core capabilities (i.e., the skills and knowledge) needed to provide support, care and treatment, where required, to individuals experiencing

mental needs, and which are common and transferable across different contexts, types of multi-agency and multi- professional service provision.

The capabilities (i.e., skills, knowledge, and behaviours) described in the Framework are defined at **3 tiers:**

The Framework is **incremental building from Tier 1 to Tier 3** (e.g., Tier 3 assumes that people possess the capabilities at preceding tiers (to minimise unnecessary repetition).

Each tier articulates the **minimum** and core capability to be expected as opposed to the maximum. Further explanation of the 3 tiers is provided below.

Tier 1

Individuals working in and across any service and/or multi-agency that require general mental health awareness.

Tier 2

Individuals that will have some regular contact with children, young people, working-age adults and older people experiencing a mental health need.

Tier 3

Individuals providing support, care or treatment to children, young people, working-age adults and older people who may experience a mental health need.

The core capabilities are broken down into **four domains:**

> Domain A. Understanding and promoting positive mental health and wellbeing.
>
> Domain B. Collaborative working and personalised care and support.
>
> Domain C. Assessment and treatment of mental health needs.
>
> Domain D. Legislation, research, leadership, education and development.

Within the domains are a total of 18 capabilities. The capabilities are numbered for ease of reference. This does not indicate a prescribed pathway, process, or hierarchy.

Capabilities

Domain A. Understanding and promoting positive mental health and wellbeing

Capability 1. Mental health awareness – promoting positive mental wellbeing and preventing mental ill health, including self-harm and suicide

Capability 2. Communication and establishing positive relationships with individuals who have mental health needs

Capability 3. Promoting physical health and wellbeing for individuals who have a mental health need

Capability 4 Understanding and prevention of self-harm and suicide

Domain B. Collaborative working and personalised care and support

Capability 5. Families, carers and friends as partners in promoting positive mental health

Capability 6. Partnership and multi-agency working

Capability 7. Equity, equality, diversity and inclusion in mental health

Capability 8. Enabling and supporting a recovery focussed approach to mental health

Capability 9. Supporting children and young people with a mental health need

Capability 10. Supporting children, young people, adults and older people with a learning disability, neurodivergence and mental health needs

Domain C. Assessment and treatment

Capability 11. Identification and assessment of mental health needs

Capability 12. Using biopsychosocial formulation in mental health

Capability 13. Treatment and interventions of mental health needs and the management of medication

Capability 14. Using technology to promote positive mental health and deliver effective support

Domain D. Legislation, safeguarding, research, leadership, education and development

Capability 15. Adhering to legislation, ethics and safeguarding in the context of mental health

Capability 16. Applying research and evidence-based practice in mental health

Capability 17. Providing leadership, ensure staff wellbeing and the transformation of mental health services

Capability 18 Professional education and development

Who is the Framework for and how can it be used?

The Framework is intended to support individuals who find themselves working with people who are experiencing mental health needs, their managers and/or supervisors, and at a higher level it can assist commissioners, organisations and services.

The Individual

This Framework can be used to assist you to identify your personal development requirements, when you think about how you support individuals with mental health

needs. It is intended to help to improve confidence and identify individual training gaps around mental health needs.

1. On your own, with someone you know, or with your line manager, identify which tier best reflects the role you currently hold (definition page 10) and working through the 4 Domains consider:

- if you have a job description, which capabilities are described as important to your current role?
- which capabilities do you believe are most needed in your role? (This could be because you regularly interact with people with a mental health need).
- if you wish to progress your career, are there capabilities which will help you to better support individuals and improve your chance of securing that next step?

2. Collate the capabilities most appropriate to your role in one place and:

- assess if you have already received training, or have experience, and so feel confident in the capability. You may not need any further development in this capability.
- identify where you have not received any training and have little or no experience as this could be a development need for you, now or in the future.
- once you have finished reviewing each capability this should give you a good insight into your strengths, and where you may need more development. In doing so, you will have created your own personal development plan (PDP).

3. It would now be sensible to find someone experienced to help you look at your PDP, providing an opportunity to share your knowledge and experience in a supportive discussion. This person could be your line manager or supervisor and may also be able to support you in identifying training, or someone to help you with further development.

The Line Manager/Supervisor

As the line manager/supervisor of a member of staff you will know a lot about their role and the context in which they work. This gives you an opportunity to make sure they are fully equipped to meet the demands of their role. This Framework will assist you to:

- support staff who may experience trauma in their role and to help build resilience
- understand up-to-date policy and legislation around supporting staff mental health
- support staff to remain in work, including having conversations about their own mental health
- support staff returning to work
- understand how best to signpost staff to services available

In addition, the Framework can be used to:

- review the education and training an individual might need in their role, or as a result of an emerging theme in the workplace
- make amendments and/or update job descriptions and personal specifications to incorporate core capabilities where appropriate to the role
- evaluate people's current skills and behaviours, supporting the identification of training needs, perhaps as part of appraisal, regular supervision, staff check-ins and on- to - one meetings.

The Commissioner/Organisation/Service

The Framework can be used to support you to undertake a number of workforce development activities to:

- develop a shared language across your team/services when talking about the development of skills and behaviours to support mental health needs. The Framework has used the most up to date legislative, procedural and guidance documents
- design new roles by considering which Domains need addressing and the core capabilities the role might need to support your target population. The core capabilities can help guide where a role sits -Tier 1, 2 or 3 - alongside any other key requirements for the role, such as level of accountability and responsibility, which may also require a professional registration
- support the development of job descriptions and personal specifications, identifying the core skills needed in the role, and to attract, recruit, and select the right people for the role
- support individuals to create their personal development plan during appraisal and use the outputs for a broader training needs analysis across a service or organisation
- aid the establishment of a central education and training hub, to support the delivery of the required core capabilities in the Framework, expanding availability, and ensuring consistent standards for the development of a Universal Mental Health Workforce.
- provide a basis for service specifications for organisations to demonstrate good and best practice.

The Education and Training Provider

The framework can help to improve the consistency of education and training delivered through describing the core skills and knowledge required to support individuals experiencing mental health needs across different types of service provision.

As an education and training provider, this Framework will assist you to:

- design and deliver education and training programmes which will ensure that learning outcomes are aligned to the skills and knowledge required to support the workforce to deliver effective support, care and treatment to individuals with a mental health need
- design and deliver training and development opportunities which focus on the key capabilities that staff need to achieve and maintain, helping to ensure that the most appropriate learning and teaching strategies are employed
- contribute to the prevention of unnecessary duplication in education and training delivery and strengthen skill mix and team working across agencies

Mental Health Core Capabilities Framework

Domain A. Understanding and promoting positive mental health and wellbeing

Since the 2020 pandemic, poor mental health has been on the rise. It is vital then to be able to understand, recognise and promote positive mental health for individuals and communities at individual, community and system level. Each year in the UK over 1 in 4 people and 1 in 10 children and young people will experience a mental health need[ii]. A 2022 survey found that 58% of employees experience anxiety, with 61% saying they planned to leave their job due to poor mental health.[iii] This means there is an increased chance that many individuals whilst undertaking their work, in a social situation or in the workplace may interact with someone who might be experiencing a mental health need and require the right skills and knowledge to know what to do to assist that person.

This Domain outlines the capabilities for **effective communication and establishing positive relationships** with individuals who have mental health needs. Being socially connected and feeling part of the community where you live are essential for good mental health and wellbeing, as is establishing or maintaining positive relationships is important to building confidence and life satisfaction.

The capabilities for **promoting physical health and wellbeing** for individuals who have a mental health need are also important. This includes self-care and taking responsibility for one's own health and wellbeing keeping the both the body and mind fit and healthy. Self-care can also prevent illness and accidents.

This Domain also covers an **understanding and prevention of self-harm and suicide**, as well as recognising the signs and behaviours when someone may be experiencing mental distress or have suicidal thoughts and intentions, including self-harm and be able to take action to support them.

Although England has the lowest rate of suicide in the UK there were still 10.5 deaths per 100,000 people in 2021.[iv] Self-harm is a broad term that refers to any deliberate or conscious act of harm toward oneself. While the root causes are complex, 1 in 14 people self-harm[11] One common thread is the exposure to trauma, an often-underlying source of anxiety, depression, substance and alcohol use and other psychological conditions or being unable to cope. Mental health needs are often compounded by multiple life issues of a personal, social or economic nature.

Capability 1. Mental health awareness – promoting mental wellbeing and preventing mental ill health, including self-harm and suicide			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Define what is meant by the terms 'mental wellbeing', 'mental health' and 'mental ill health' and suicide and be aware of the importance of language in speaking about and with individuals with mental ill health and suicidal ideation.	x	x	x
b) Be aware of the prevalence of individuals who may experience mental health needs in the UK.	x	x	x
c) Recognise that for an individual who experiences mental health needs there may be biological, psychological, social and economic aspects that predispose, precipitate and perpetuate the condition.	x	x	x
d) Recognise the key mental health conditions that may require specialist interventions and specific roles professionals may have in this context	x	x	x
e) Be able to sign post individuals who experience mental health needs or suicide ideation, their families and carers for further help, resources or guidance about mental health and wellbeing.	x	x	x
f) Describe some of the social, personal and economic effects of mental ill-health and the impact of experiencing a mental health need on individuals, families and society.	x	x	x
g) Be aware that in order to thrive individuals with a mental health need require their basic and environmental needs to be met such as food, and housing, in order to access and engage with support and successfully respond to any interventions.	x	x	x
h) Be able to explain how wider societal stereotyping and language can reinforce stigma and negative attitudes towards people experiencing mental health needs and/or suicide ideation.	x	x	x
i) Be aware of the rights of individuals experiencing mental health needs.	x	x	x

j) Be aware of the common types of mental ill health, including common mental health needs.	x	x	x
k) Recognise the signs and behaviours of an individual who may be experiencing mental distress, including those with suicide ideation, and be equipped with the skills to support individuals to access the right help and support at the right time.	x	x	x
l) Recognise the signs and symptoms of trauma and secondary trauma.	x	x	x
m) Recognise the mental health needs that may be faced during pregnancy (pre-natal) and post-birth (perinatal).	x	x	x
n) Recognise the importance of integrated services to improve outcomes for individuals who may experience a mental health need.	x	x	x
o) Recognise the importance of self-care and resilience in order to promote individuals' personal physical health, mental health and wellbeing.	x	x	x
p) Recognise the importance of promoting positive self-care for mental health and wellbeing, the benefits of mindfulness and the 5 ways to wellbeing, for improving wellbeing and mental health.	x	x	x
q) Be able to signpost to appropriate sources of information and support, both for promoting self-care and for accessing additional support when required, including in crisis.	x	x	x
r) Be comfortable and confident in having supportive conversations about mental health, suicide prevention and healthy living, according to the needs of the individual and identify the steps that an individual may take in promoting positive mental health and wellbeing through self-care, e.g., • eating habits • alcohol, substance and tobacco use • increased physical activity • sleep • recreational activity • personal, social and community relationships • spending time in nature • mindfulness and meditation	x	x	x

s) Be aware of the possible causes and approaches to prevention of mental ill health and suicide and actions that can be taken to promote positive mental health.	x	x	x
t) Recognise the factors that promote and protect mental health and wellbeing, and the role of resilience in protecting and supporting positive mental health.	x	x	x
u) Be able to identify the models of care and support for individuals in need of mental health emergency care or experiencing crisis, including those with suicidal ideation through: • following the appropriate escalation process • referring to and following local protocols and plans for the individual such as Risk Assessments, Crisis Plans, Safety Plans and Wellness Recovery Action Plans (WRAP) • using de-escalation techniques • considering environmental factors		x	x
v) Be able to recognise: • the common presentations and potential for harm of alcohol, tobacco and substance use, including the effects on children and families • the additive potential of alcohol tobacco and substances, including prescribed and over the counter medicines • the range of interventions, treatment and support services available for alcohol, tobacco and substances • recommended limits on alcohol intake	x	x	x
w) Be able to recognise the effects of gambling by individuals when it becomes a problem or addiction leading to the mental health needs of low self-esteem, stress, anxiety and depression and the range of support services available.	x	x	x
x) Recognise that tobacco use is significantly higher in those experiencing mental health needs, the effects of tobacco on anxiety and stress, and be aware of the impact and interdependencies of smoking and mental health.	x	x	x
y) Recognise that alcohol and substance use is common in those experiencing mental health needs (co-occurring conditions) and is often unidentified.		x	x

z) Recognise the role of trauma and traumatic experience in impacting on mental ill health, including (but not limited to): • domestic abuse, sexual assault • post-traumatic stress disorder • complex post-traumatic stress disorder • dissociative identity disorder • adverse childhood experiences (ACEs)		x	x
aa) Identify motivational factors that may impact on the ability to make changes and be able to work with individuals to improve them, utilising basic motivational interviewing techniques.		x	x
bb) Recognise the lifestyle factors that may increase or delay the risk of developing certain types of mental health needs, including protective factors which may include avoidance of alcohol and substance use and physical activity.		x	x
cc) Be able to define the life course approach to promoting good mental health and the benefits of intervening early, particularly in childhood and teenage years to prevent mental health needs.		x	x
dd) Be able to define what emotional literacy is and support individuals to maintain positive mental wellbeing.		x	x
ee) Be able to work collaboratively with individuals who experience mental ill health and/or suicidal ideation to encourage behaviour change to help them lead a more meaningful life.		x	x
ff) Be able to develop and implement in partnership, action plans to improve individuals' mental health and wellbeing and prevent suicide.		x	x
gg) Implement strategies for supporting an individual in promoting their mental wellbeing and mental health, including enabling individuals with mental ill health, including those with suicidal ideation, to obtain up to date appropriate information and advice when they need it, and access opportunities in their community.			x
hh) Utilise national and/or local strategies to promote mental wellbeing, positive mental health and prevent suicide within a group or community.			x

ii) Implement risk reduction evidence-based research and national health promotion strategies.			x
jj) Be able to develop and disseminate evidence-based information and advice to support individuals to improve their mental and physical wellbeing, prevent suicide and access appropriate services where required. Monitor, evaluate and improve the effectiveness of health promotion activities.			x
kk) Monitor, evaluate and improve the effectiveness of health promotion activities.			x
ll) Be able to apply the principles of crisis Trauma-Informed Concordats.			x

Capability 2. Communication and establishing positive relationships with individuals who have mental health needs			
You must:	Tier 1	Tier 2	Tier 3
a) Communicate clearly and coherently adapting verbal and non-verbal communication styles in ways that are empathetic and responsive to the individual's communication and language needs, preferences and abilities, including the use of a variety of resources and accessible information.	x	x	x
b) Communicate effectively when supporting individuals who experience a mental health need, including communication with family and carers, adopting an empathetic and non-judgemental approach through active listening, avoiding assumptions and collusion.	x	x	x
c) Identify any communication barriers with individuals and take appropriate action.	x	x	x
d) Recognise that an individual's behaviour may be a form of non-verbal communication.	x	x	x
e) Recognise the impact of language difficulties on communication when supporting an individual experiencing a mental health need.	x	x	x
f) Be sensitive to the needs of individuals for whom English is not their first language and where family members may need to interpret.	x	x	x
g) Recognise the ways in which acute physical illness and mental health needs and the emotions caused by them can affect communication with an individual.	x	x	x
h) Recognise the importance of developing the skills and the value base to promote positive relationships, including unconditional positive regard.	x	x	x
i) Establish rapport and build respectful, trusting, honest and supportive relationships with individuals experiencing a mental health need, their families and cares, which adopt a strength-based approach and make them feel valued as equal partners.	x	x	x

j)	Recognise that an individual's feelings may affect their behaviour and that the behaviour of others might affect the individual experiencing a mental health need.	x	x	x
k)	Be aware of the wider societal stereotypes such as homelessness, contact with the criminal justice system, drug and alcohol use and negative attitudes towards mental health needs and the impact this may have on establishing a positive relationship.	x	x	x
l)	Identify the routes to enabling an individual to participate in communities, have social interactions, meaningful activity, utilising skills and interests and receive information and social support.	x	x	x
m)	Identify and recognise the common causes of distressed behaviour for an individual experiencing a mental health need and provide a range of responses to reassure the individual.		x	x
n)	Be able to support the individual experiencing a mental health need to develop some simple coping strategies.		x	x
o)	Be aware of the relationship between known factors which influence behaviour and reinforce positive relationships.		x	x
p)	Identify explicitly with the individual the behavioural goals to be addressed through reinforcing positive relationships.		x	x
q)	Implement strategies for encouraging individuals to recognise and take responsibility for their own behaviour.			x
r)	Create and promote opportunities for individuals to practise desired behaviour.			x
s)	Be confident in the importance of your own role as a positive role model to reinforce pro-social behaviours and ways of continuously monitoring your effectiveness in this.			x
t)	Apply relevant research into effective practice promoting pro-social behaviour and confronting challenging behaviour.			x
u)	Recognise the effect that behaviour that challenges has on individuals and others in the vicinity.			x

v) Utilise methods and styles to develop, sustain and enable individuals to move on from relationships, and empower individuals to make effective relationships in the future			x
w) Recognise factors which are known to trigger certain kinds of behaviour in individuals, take appropriate action to maintain calmness and safety, and enable individuals to find alternative ways of expressing their feelings through, for example, de-escalation and diversion.			x
x) Be able to encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment.			x

Capability 3. Promoting physical health and wellbeing for individuals who have a mental health need			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Recognise the importance for individuals experiencing mental health needs maintaining good physical health through nutrition, exercise and a healthy lifestyle that includes social engagement.	x	x	x
b) Recognise the role of family and carers in promoting positive physical and mental health.	x	x	x
c) Be able to identify and assess physical health and social needs in partnership with the individual.		x	x
d) Recognise the impact and prevalence of persistent physical symptoms/medically unexplained presentations.		x	x
e) Be able to support an individual experiencing mental health needs in co-developing and implementing a personal plan to improve their health and wellbeing.		x	x
f) Be able to support individuals to continue their interests, social life and community involvement and know why this is important and adapt activities to suit an individual's changing needs.		x	x
g) Recognise triggers and responses to stressed or distressed behaviours.		x	x
h) Be able to identify the benefits and limitations of medication to manage behavioural and psychological issues, including associated side effects.		x	x
i) Have knowledge of the effects and potential for harm of tobacco and the range of interventions available to those who wish to reduce or stop smoking.	x	x	x
j) Recognise the importance of smoking cessation support for smokers who experience mental health needs and signpost to specialist services where appropriate.	x	x	x

k)	Recognise that tobacco use is significantly higher in those experiencing mental health needs including anxiety and stress and the effects, interdependencies and harm of smoking on the individual and the addictiveness of nicotine in tobacco.	x	x
l)	Be able to make an initial assessment of tobacco, alcohol and substance use, (co-occurring conditions) including taking a history and using validated tools.	x	x
m)	Be able to provide brief advice on use of tobacco, alcohol and substances, and provide referral or joint assessment, where appropriate.	x	x
n)	Recognise and assess the impact on the individual's physical and mental health for those who use alcohol and/or substances.	x	x
o)	Have local knowledge of substance use services in order to support referral and integrated working across local agencies.	x	x
p)	Recognise unconscious bias and stigma associated with substance use, acknowledging that this is not an exclusion for or barrier to the individual accessing support or treatment for a mental health need.	x	x
q)	Educate individuals, their family, carers and members of the care team about the issues related to persistent physical symptoms, promoting positive attitudes towards the individual.		x
r)	Demonstrate the ability to assess the mental health needs associated with an individual's persistent physical symptoms.		x
s)	Participate in the development and documentation of all aspects of care, including care plans addressing the mental health needs of individuals with specific conditions related to an individual's persistent physical symptoms.		x
t)	Demonstrate the ability to evaluate care that addresses the mental health needs of an individual's persistent physical symptoms documenting the evaluation results and adjusting the care plan to ensure effective care is continually provided.		x

u) Be able to identify the principles, processes and options for supporting self-care, including psychological mindedness and emotional intelligence as essential components in contributing to mental wellbeing and resilience.			x
v) Be able to support the individual experiencing mental health needs and their family to access self-care/self-management support if desired			x
w) Recognise the importance of building self-efficacy to engage in activity e.g., self-care, work, leisure by challenging and changing the individual's belief in themselves			x
x) Be able to offer information on the effects on physical and mental health for the individual who experiences a mental health need from the consumption of drugs and alcohol and its consequences, including both abstinence and harm reduction-based programmes.			x
y) Recognise that the emotional impact of an acute physical illness on an individual may not equal the severity of the medical issue (i.e., some individuals may be very upset over minor illnesses, and some may have little apparent emotional response to a significant and severe illness)			x
z) Be able to identify important technical and pastoral support services that may be needed by the individual and carers at times of crisis.			x
aa) Be able to identify co-morbid conditions and recognise the modifying effect of chronic or co-morbid conditions and its treatment on the presentation of acute physical illness.			x
bb) Recognise the importance of regular physical health monitoring of individuals with a serious mental health need and support access to this.			x

Capability 4. Understanding and prevention of self-harm and suicide			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Be able to recognise when someone may be experiencing mental distress, including self-harm and take action to support them.	x	x	x
b) Recognise the signs and behaviours of an individual who may self-harm or have suicidal thoughts and intentions.	x	x	x
c) Be able to identify individual or population risk factors and indicators for potential self-harm and/or suicide, including protective measures that can prevent self-harm and suicide.	x	x	x
d) Be able to support an individual who may self-harm and/or have suicidal thoughts in safety planning and accessing the right support.	x	x	x
e) Recognise the impact of health inequalities and the wider determinants of health in mental health, wellbeing, self-harm and suicide.		x	x
f) Explain suicidal behaviour, its causes and prevalence.		x	x
g) Be aware of appropriate individual level interventions in relation to suicide prevention and the actions required to support individuals with suicidal ideation.		x	x
h) Be able to judge risks and follow appropriate procedures and guidelines.			x
i) Know the process of working with individuals with suicidal ideation intervention, including theory and evidence-based practice.			x
j) Be able to apply an early intervention or suicide prevention model, including risk assessment and safety/care planning.			x

k) Demonstrate an understanding of suicide and self-harm throughout the life course and how language, stigma, discrimination and isolation can contribute to it.			x
l) Recognise the importance of having an integrated approach to understanding suicidal ideation, mental health and self-harm.			x
m) Be able to differentiate between the biological, psychological and social approaches to understanding suicide and self-harm.			x
n) Recognise the importance of building individual resilience and capacity for self-help, including encouraging help-seeking behaviour and access to appropriate services when required.			x
o) Be able to demonstrate a co-ordinated and systems-wide approach to suicide prevention using evidence-based practice, sharing knowledge and learning from others.			x
p) Be aware of and provide suicide prevention activities in order to reduce the incidence of suicide and suicidal behaviour in the groups at highest risk.			x
q) Be aware of the role of data and intelligence in supporting suicide prevention activities.			x

Domain B. Collaborative working and personalised care and support

This Domain looks at collaborative working and personalised care and support. **Families, carers and friends** provide most of the support for individuals experiencing mental health needs. There is a need to recognise the potential resulting stress and social isolation that this role can have on families and carers, and that they also need to be supported themselves. Increasingly, families are partners in the care process and in promoting positive health.

The Domain also covers the need for a wider **partnership and multi-agency working** and the importance of the joined-up collaborative approach to support individuals with mental health needs. This includes sign posting across the mental health referral pathway to organisations including voluntary and community services which promote physical and mental health and recognising good team dynamics.

There is also the need for the recognition of the wider social determinants including employment and housing which can impact on an individual's mental health and the importance of **equality, equity, diversity and inclusion in mental health,** as poor mental health is

often linked with inequalities of deprivation and social exclusion including those from a minority community or group. It is vital for all to promote equality in accordance with the Equality Act 2010 and good practice requires fair facilitation of those with mental health needs to access appropriate support as well as other social care they may be using. Any discriminatory practice that may compromise an individual's right to dignity, respect and safety should be challenged.

The capability of **enabling and supporting a recovery focussed approach to mental health** looks at recovery as working alongside an individual with a mental health need with a person-centred approach and help them review their options as this can provide insights and care approaches. There is a need to encourage and facilitate person-led support them to take a lead in creating their own recovery journey drawing on their own strengths, aspirations and resources using self-determination and self-management.

There is a continuing need for **supporting children and young people with a mental health need** and this has increased since the Covid pandemic with 1 in 10 children being affected. The emotional wellbeing of children is as important as their physical health as good mental health allows children and young people to develop the resilience to cope with life challenges. The World Health Organisation[v] says that half of mental health needs develop by the age of 14 and three-quarters by mid-20s with neuropsychiatric conditions being the main cause of disability in young people. The consequences of not addressing mental health and psychosocial development for children and young people extend into adulthood and limit opportunities for leading fuller lives.

The Domain also recognises the importance of **supporting children, young people and adults and older people with a learning disability, neurodivergence and mental health needs.** Data has shown that people with lower intellectual ability have higher rates of symptoms of common mental health needs (25%) compared to those with average (17.2%) or above average (13.4%) intellectual functioning[vi]. Those with neurodivergent conditions are more at risk of having a mental health need.

One study found that 54% of people with a learning disability have a mental health issue[vii]. Children and young people with learning disabilities are four and a half times more likely to have a mental health need than children without a learning disability[viii]. The Domain also covers those with neurodivergence, and it is estimated that about 15-20% of the population is neurodiverse including 10% of people who are diagnosed with dyslexia, 6% with dyspraxia, 5% with ADHD and 1-2% with autism[ix]. Mental health needs among people with a learning disability/and or neurodivergence are often overlooked, undiagnosed, and left untreated due to poor understanding, awareness and symptoms mistakenly with diagnostic overshadowing attributed to the person's learning disability or neurodivergence. It is therefore important to provide effective support for individuals with learning disabilities and/or neurodivergence and mental health needs and use specialist and personalised assessment, care and treatment, recognising that reasonable adjustments may be required to standard mental health assessment, approaches and interventions.

Capability 5. Families, carers and friends as partners in promoting positive mental health			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Recognise the importance of families, carers, friends and social networks for individuals with mental health needs in planning and providing care and support.	x	x	x
b) Be able to communicate effectively and in a timely manner with care partners.	x	x	x
c) Recognise the impact that caring for an individual with a mental health need in the family may have on relationships and be aware of the complexity and diversity in family relationships.	x	x	x
d) Acknowledge the importance of self-care for carers and the importance of recognising and assessing a carer's own needs, including respite and responding to need in a timely manner.		x	x
e) Recognise that the needs of carers and the individual with the mental health need may not always be the same and the dilemmas that may result.		x	x
f) Be able to identify potential socio-cultural differences in the perception of the care giving role.		x	x
g) Recognise the impact on young carers and their concerns.		x	x
h) Be able to support family carers to access and use information and support networks and support them in considering options and making decisions.		x	x
i) Be able to contribute to the development of practices and services that meet the needs of families and carers.			x
j) Demonstrate an understanding of methods to assess a carer's psychological and practical needs and the relevant support available.			x
k) Demonstrate an understanding of the potential for dilemmas arising where there are differing needs between the individual may experience a mental health need and carers.			x

l) Demonstrate an understanding of the role of personalisation in care, for example, the impact of access to personal budgets.			x
m) Demonstrate an understanding of legislation relevant to carers and carers rights.			x

Capability 6. Partnership and multi-agency working			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Be confident in your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	x	x	x
b) Recognise the roles and responsibilities of different agencies in supporting individuals who experience mental health needs and where gaps may exist and how these might be overcome.	x	x	x
c) Work effectively and collaboratively within and across teams, agencies and boundaries to support individuals who experience mental health needs in an individual led approach.	x	x	x
d) Recognise that many environmental factors including good quality, affordable, safe housing impact on the wellbeing of individuals and how housing factors such as homelessness and/or poor-quality housing can impact on mental health needs.	x	x	x
e) Advocate and utilise the expertise of other agencies, and their contribution, to individuals' support and care to identify and aim towards a realistic common goal in the individual's best interest.		x	x
f) Identify the range of mental health resources and other relevant services and be able to refer to and/or access these as appropriate.		x	x
g) Be able to support individuals with a mental health need to access services and referral pathways, including voluntary and community services which would promote physical and mental health.	x	x	x
h) Initiate effective multi-disciplinary team and multi-agency activity, recognising the importance of effective team dynamics.			x

Capability 7. Equality, equity, diversity and inclusion in mental health			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Demonstrate an understanding of legislation relevant to equality, equity, diversity and human rights.	x	x	x
b) Be able to challenge any discriminatory practice that may compromise an individual's right to dignity, respect and safety.	x	x	x
c) Demonstrate an understanding of the different factors that may impact the experiences of an individual with a mental health need such as gender, age, and/or other protected characteristics and life factors such as homelessness, contact with the criminal justice system or living in care.	x	x	x
d) Demonstrate an understanding of the impact that discrimination, stigma and unconscious bias may have on the life of an individual with a mental health need, their family and carers, including those for whom a number of protected characteristics may be applicable.	x	x	x
e) Be aware of the way in which personal attitudes, values and beliefs can lead to judgemental practice, affecting the care and support provided to the individual experiencing a mental health need.	x	x	x
f) Be aware of cultural diversity, equality and equity issues, and how they may impact on an individual with a mental health need.		x	x
g) Recognise how different cultures may perceive and respond to mental health needs and the barriers that may exist for different cultural groups accessing services.		x	x
h) Be aware that individuals who experience a mental health need from a minority community often have poorer outcomes and may be disadvantaged by complex cultural, social and economic inequalities.		x	x

i) Recognise that the impact of experiencing a mental health need may be further compounded on an individual with a learning disability and/or neurodivergence, and their right to equitable access to treatment.		x	x
j) Be aware of individuals who may be more vulnerable or may need additional support when experiencing a mental health need. This may include: • individuals with chronic physical health needs • neurodivergent individuals • ethnically diverse communities • lesbian, gay, bisexual, transgender, intersex, queer and/or questioning, asexual (LGBTIQA+) • children and young people in the care system • individuals in the criminal justice system		x	x
k) Demonstrate an understanding of how the interaction between co-morbidities and deprivation makes a significant contribution to generating and maintaining health inequalities.		x	x
l) Recognise that individuals who experience mental health needs have high rates of smoking, which may exacerbate health inequalities.		x	x
m) Recognise that individuals with mental health needs who also use drugs and alcohol are frequently marginalised.		x	x
n) Demonstrate an understanding of the impact that discrimination and stigma may have on the individual experiencing a mental health need, their family and carers.			x
o) Be able to lead practice and an organisational culture that values and respects the diversity of individuals			x
p) Demonstrate an understanding of the fact that individuals from ethnically diverse communities are disproportionately represented in the mental health system, and the impact of this.			x
q) Demonstrate an understanding of the impact of the local community, including socio-economic factors, geography and culture, inequity of access to mental health services.			x

r) Offer prompt assessments and interventions that are appropriately adapted to the cultural, gender, age and communication needs of the individual experiencing a mental health need.			x

Capability 8. Enabling and supporting a recovery focussed approach to mental health			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Define what is meant by 'recovery' in terms of an individual's unique personality, life experiences, social determinants and response to their mental health need.		x	x
b) Be able to define how person-centred and person-led support can provide insights and care approaches, solutions to meeting the needs, wishes, aspirations, skills and interests of individuals with mental health needs allowing them personal control and choice.		x	x
c) Recognise the important role of family and carers in supporting individuals in their recovery and in developing self-management skills.		x	x
d) Recognise when the recovery model is appropriate and its limitations.		x	x
e) Be aware of the implications of alcohol and substance use in the recovery approach.		x	x
f) Recognise how recovery perspectives promote social inclusion.		x	x
g) Be able to support an individual to identify their own short-term and long-term recovery goals.		x	x
h) Be able to support individuals with mental health needs make informed choices about their health and wellbeing as part of recovery including: • behaviour and physical health • mental health and resilience • control and participation • welfare support such as finance management, benefits uptake, employment, housing		x	x
i) Recognise the right to advocacy for individuals with a mental health need.		x	x

j) Be aware of the factors that may assist recovery and help them self-care including: • stable housing • financial security • safe environment • meaningful occupations and activities • employment • healthy lifestyle		x	x
k) Be able to work with the individual to develop and implement an individualised recovery plan.		x	x
l) Recognise the importance of personal resilience in individuals with a lived experience of a mental health need supporting other individuals with a mental health need.		x	x
m) Be aware of the importance of mutual self-help and peer support services and the importance of building and sustaining relationships with others for promoting wellbeing of the individual.		x	x
n) Be able to support individuals with a mental health need to contribute to their own recovery and wellbeing.		x	x
o) Recognise that individuals with long-term mental health needs can recover and how recovery is unique to the individual			x
p) Be aware of the importance of recognising and building on an individual's own strengths and aspirations and the importance of meaningful occupations, activities and the development of self-management skills in the individual's recovery journey			x
q) Be able to work with the individual to identify and measure recovery outcomes and impact			x
r) Be aware of factors which enable an individual to have a positive sense of personal identity beyond their condition			x
s) Be able to apply approaches, tools, frameworks and techniques to support an individual with mental health needs to self-manage symptoms, gain insight and work towards setting and achieving their goals to avoid distressing experiences and setbacks.			x

t) Be aware of other interventions such as medication in the recovery journey.			x
u) Identify the range of local mental health resources and other relevant services and how to access and/or refer to these.		x	x
v) Recognise the difference between coaching, mentoring and telling and when to use each approach.			x
w) Be able to evaluate own performance competencies as a coach and how to access coaching supervision.			x
x) Be able to support and challenge the individual to identify and overcome barriers to change and improvement.			x

Capability 9. Supporting children and young people with a mental health need			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Recognise the importance of emotional wellbeing alongside the physical health of children and young people	x	x	x
b) Recognise the importance of developing resilience in children and young people to support positive mental health in later life	x	x	x
c) Be aware of the protective factors that can reduce the experience of mental health needs in children and young people including: • positive self esteem • good coping skills • positive peer relationships • interest in, and success at, school and further education • healthy relationships with adults outside the home • an ability to articulate their feelings • a nurturing and stable home environment • parents or carers who are functioning well at home, work and in their social relationships and providing warm and supportive relationships with their children • parental employment • help and support from immediate extended family members	x	x	x
d) Be aware of the risk factors that can compound the needs of children and young people with mental health needs including having: • a parent experiencing their own mental health need and/or who uses alcohol and substances and /or has a learning need, and/or a long-term condition or disability • a child or young person with a long-term condition or learning disability	x	x	x
e) Be aware of emotional literacy and its importance in maintaining children and young people's wellbeing	x	x	x

f)	Be aware of the importance of the life course approach and how early life has an impact on long-term mental health outcomes.	x	x	x
g)	Recognise the principles underlying a rights approach to childhood and the importance of all stages in life including the intergenerational context in which individuals live.		x	x
h)	Recognise the importance of the psychological safety of children and young people and empowering parents/carers to provide this.		x	x
i)	Recognise the importance of the parental/carer role and their capacity and influence to support the mental needs of children and young people.		x	x
j)	Recognise the benefits of mindfulness when supporting children and young people with a mental health need.		x	x
k)	Promote the empowerment of parents and carers to understand and support children and young people with a mental health need and for them to all participate as fully as possible in decision making to help achieve the best educational and other outcomes.	x	x	x
l)	Be aware of the legal and organisational requirements which apply to children and young people including parental rights, responsibility and consent and local and national safeguarding requirements, how to trigger these processes locally and the limitations of confidentiality where there are safeguarding concerns.	x	x	x
m)	Have an awareness of the legislation for assessing competence in young people including how the Mental Capacity Act 2005 [x]applies to young people aged 16 and above and how this differs from the legislation which applies to under 16 year olds including the Gillick competence and Fraser guidelines [xi]	x	x	x
n)	Be aware that early access to mental health support is critical to address mental health needs and the impact of an undiagnosed mental health need in early life.		x	x
o)	Be aware of the impact of factors including available support, education provision and the importance of play on children and young people with a mental health need.	x	x	x

p) Be aware of the importance and challenges of the transition of young people from children's to adult services taking into to account the factors influencing a young person's life including relationships (including health relationships) with family, friends and peers, mental health needs, self-harm, body image and weight management issues, health, exercise, socialising, social media, smoking, alcohol, drugs, sexuality (including gender identity), sexual health, education, housing, employment and finances.		x	x
q) Recognise the impact of the pre- and post-natal situation and the environment on infant and child development.		x	x
r) Know the theories of child and adolescent development which can include: • physical and brain development • sensory and psychomotor development • cognitive development • social and emotional development (emotional intelligence) • interpersonal competence, identity and moral development at adolescence, compassion and self-management and impact of social the context			x
s) Recognise the attachment theory and its implications on child and young people's cognitive, emotional and social development, the development of emotional wellbeing, resilience and the development of parent-child, sibling and peer relationships supporting parental/carer attachment empowerment.			x
t) Be able to use strategies, tools, working models and evidence-based interventions to support a child or young person with mental health needs and their parents/carers.			x
u) Know which information can be shared with the multi-disciplinary team when supporting children and young people with a mental health need.			x
v) Be able to implement strategies for the promotion of wellbeing, prevention of mental health needs and human rights for children and young people.			x

Capability 10. Supporting children, young people and adults and older people with a learning disability, neurodivergence and mental health needs			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Be aware that children, young people and adults with learning disabilities and/or neurodivergence experience similar mental health needs as the general population.		x	x
b) Be aware that individuals with learning disabilities/ and/or neurodivergence are at an increased risk of having mental health needs and developing diagnosis as they get older.		x	x
c) Recognise and be aware of the main types of mental health needs which individuals with learning disabilities and/or neurodivergence are at greater risk of having, including: • neuroses and stress related disorders • personality disorders and other developmental conditions such as: • attention deficit hyperactivity disorder (ADHD) • depression and anxiety • mood disorders (including suicidality) • substance use • dementia and states of confusion • eating disorders • sexual and gender identity disorders • psychoses		x	x
d) Recognise that mental health needs may develop and present in different ways in individuals with learning disabilities and/or neurodivergence from people without learning disabilities, and the usual signs may not be observable and can be overlooked such as repeated self-harm or self-injurious behaviour.		x	x

e) Know what services are available and how and where to refer individuals with learning disabilities and/or neurodivergence and a suspected mental health need understanding their needs and how specialist assessment, care, treatment and support is provided		x	x
f) Be able to support individuals with learning disabilities and/or neurodivergence and mental health needs to access and use specialist and personalised assessment, care, treatment and support recognising that reasonable adjustments may be required to standard mental health assessment, approaches and interventions.		x	x
g) Be able to coordinate with key people and services in the life of the individual with learning disabilities and/or neurodivergence and mental health needs.		x	x
h) Be aware of the guidelines and principles aimed at preventing the over medication of individuals with learning disabilities and/or neurodivergence and mental health needs and recognise over medication and how to address and prevent this.		x	x
h) Be able to adapt therapeutic approaches based on the level of learning disabilities and /or, neurodivergence and mental health needs and be aware that certain therapies may be ineffective if not adapted and challenging to access due to sensory, language and/or social challenges.			x
i) Demonstrate an awareness of sensory needs and how this can impact on an individual with learning disabilities and/or neurodivergence and mental health needs, using avoidance and strategies creating opportunities to express their feelings including loss, anger and frustration in ways which are meaningful to them.			x
j) Be aware that individuals with learning disabilities and/or neurodivergence and mental health needs may present with challenging behaviour and how to manage using Positive Behaviour support approaches and strategies and how this may mask underlying difficulties such as communication.			x
k) Be able to provide trauma-informed care so that individuals with learning disabilities and/or neurodivergence and mental health needs are not traumatised or re-traumatized by services.			x

l) Analyse why mental health needs may be overlooked in individuals with learning disabilities and/or neurodivergence such as by complex or atypical presentations and and/or diagnostic overshadowing.			x
m) Explore and appraise the needs of individuals with learning disabilities and/or neurodivergence and mental health needs, supporting and actively planning for community-based services and to minimise the use of compulsion under the Mental Health Act.			x
n) Be able to arrange and manage services so that individuals with learning disabilities and/or neurodivergence and mental health needs are supported with the things that are important to their mental wellbeing.			x

Domain C. Assessment and treatment

This Domain covers the areas of **assessment, treatment and interventions**, including the use of technology in delivering care and support.

Mental health is influenced by a broad and complex range of factors cutting across a range of different spheres of life – such as physical health, employment, housing, leisure and social networks – and therefore a comprehensive assessment which addresses needs holistically is paramount. Individuals who experience social exclusion face particular barriers to acquiring information and advice and accessing support they need to avail themselves of appropriate services.

A comprehensive **assessment** will give insight into the individual's cognitive functioning: what they are thinking, their emotions, their values and beliefs and most of all 'what they might do next'. This includes the **use of biopsychosocial formulation** - a recognised tool in psychiatry which can support identifying what aspects to consider when deciding on a treatment plan including biological, psychological and social factors. Working together, all mental health professions rely on diagnosis and biopsychosocial formulations to guide care. These formulations are attempts to describe why people are experiencing difficulties, what maintains them (predisposing, precipitating and perpetuating factors) and what might help. Because all these issues are highly personal, formulations are necessarily very individual, tailored for each person and their specific problems.

Medication can play a role in treating a range of mental health needs and conditions. Choosing the right treatment plan should be based on a person's individual needs and medical situation and be under a mental health professional's care. For some individuals, medicines are a short-term solution used to help in an immediate crisis. For others, medicines are an ongoing, long-term treatment that enables them to live with severe and enduring mental health needs and prevent relapse.

Improving access to information about medication and shared decision making for essential medicines is a key component in strengthening access to effective mental health care services. Most medication will have side effects and individuals may have problems when they stop taking medication which should always be done in a planned manner. Abuse of a prescribed medication to treat a mental health need can cause additional problems. Appropriate support should be available to individuals with a mental health need in using, reducing or coming off medication safely, and monitoring side effects and where appropriate - a NICE guidance evidence base exists, exploring alternative therapies to medication.

Technology plays an important role in promoting self-care and can support effective care. Online services provide an alternative for many individuals who have mental health needs and who prefer to retain autonomy and anonymity in coping with difficulties. Virtual health spaces such as internet websites can be particularly useful for hard-to-reach groups who may be reluctant to engage with formal systems or for individuals who have stigmatising conditions, as they provide a more anonymous and less threatening environment. For those supporting individuals, the use of technology can encourage creative methods of recording, analysing and reporting information.

Capability 11. Identification and assessment of mental health needs			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Be aware of the potential causes of mental health needs.		x	x
b) Be aware of the different types of interventions and treatments used to support individuals with a mental health need including the importance of the holistic understanding of formulation by the wider community.		x	x
c) Be aware of the presenting signs and symptoms of the co-occurring conditions of both a mental health need and the use of substances and/or alcohol.		x	x
d) Contribute to developing a differential diagnosis recognising key biases and common errors, including diagnostic overshadowing, and the issues relating to diagnosis in the face of ambiguity and incomplete data.		x	x
e) Be aware what a person can do to prepare for an assessment and therapy sessions in order to be a full partner in developing their own formulation, diagnoses and care plan decisions		x	x
f) Be able to appropriately refer individuals who have a mental health issue to access specialist services and support networks.		x	x
g) Be able to undertake an appropriate mental health assessment using suitable methods.			x
h) Recognise the concept of co-production and participation and how this can be used effectively in practice in getting the best from ourselves and empowering the individual that with adjustments they can thrive.			x
i) Be able to use a structured approach to carrying out a Mental Capacity assessment understanding the issues relating to mental capacity.			x
j) Be aware of the impact of diagnostic errors.			x

k) Be able to act on the findings in partnership with the individual experiencing the mental health need and the multidisciplinary team.			x
l) Be aware of the importance of equal access to a mental health assessment and diagnosis for people from ethnically diverse communities.			x
m) Be aware of the experience of a person with mental health needs, their family and carers and be able to communicate with sensitivity about the diagnosis of mental health issues and related implications.			x
n) Be able to document assessment and decisions.			x

Capability 12. Using biopsychosocial formulation in mental health			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Recognise what biopsychosocial formulation is and its importance and use in the multi-professional-produced formulations approach and diagnosis to guide care and support.		x	x
b) Recognise the importance that the individual has in the process of formulation and co-production.		x	x
c) Be able to undertake a biopsychosocial formulation with individuals, families and the multi-disciplinary team.		x	x
d) Be able to contribute to the shared multi-disciplinary approach which is co-produced in collaboration with the individual, their family and carers.		x	x
e) Be able to support the implementation of intervention plans based on individual and multi-disciplinary plans.		x	x
f) Be able to develop theory-based, integrated, multi-model formulations collaboratively with individuals, families, carers and across organisations and agencies.			x
g) Be able to use the different versions of formulation using co-production and recognise co-occurring conditions for different audiences and purposes			x
h) Be able to identify barriers to the use of biopsychosocial formulations			x
i) Be able to take a lead on formulation practice and oversee the implementation of team formulations within the team			x
j) Be able to facilitate multidisciplinary team formulation meetings			x
k) Be able to document, review and revise multidisciplinary formulations			x

Capability 13. Treatment and interventions for mental health needs and the management of medication			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Be aware of the range of treatments and interventions available to individuals who experience mental health needs.		x	x
b) Recognise the core principles of the trauma-informed approach supporting the individual with a mental health need to feel safe and empowered, building trust and transparency, collaboratively recognising previous trauma is recognised and addressed.		x	x
c) Recognise the importance of trauma-informed practice and its ability to address the barriers that individuals experiencing a mental health need and/or affected by trauma can experience when accessing health and other services.		x	x
d) Be aware of trauma-informed care and how it seeks to understand and respond to the impact of trauma in the individual with a mental health need to help empower them to take control of their lives.		x	x
e) Be able to promote shared decision-making to clarify treatment, management or self-management support goals, sharing information about options and preferred outcomes with the aim of reaching mutual agreement on the best course of action.		x	x
f) Utilise methods available for enabling individuals to change their behaviour, such as: • motivational interviewing • cognitive behavioural methods • peer support • adult learning methods, including adult education • solution-focused therapy		x	x

g) Be aware of the importance of avoiding excessively medicalising some health factors.		x	x
h) Describe the most common medications used to treat the symptoms of some mental health needs and their main benefits, risks, interactions with other drugs and side-effects, including antidepressants, antipsychotics, anxiolytics, anticonvulsants and dementia medication.			x
i) Be able to record and report side-effects and/or adverse medication, including the use of recognised, standardised side effect measurement tools.			x
j) Be aware of the challenges and risk of relapse and other adverse outcomes associated with the lack of individuals' concordance with respect to medication.		x	x
k) Be aware of the negative attitudes and views of others, including practitioners, towards individuals who decide not to comply with medication.		x	x
l) Be aware of the 'Non-Adherence Harm Reduction' approach to support individuals who experience mental health needs who make this personal decision and provide support in developing strategies to reduce the risk of harm and readmission.		x	x
m) Describe how medication can support the individual experiencing a mental health need to stay well, particularly where individuals have been non-adherent to medications.		x	x
n) Be able to use tools such as a life-chart or timeline to support individuals who experience a mental health need in improving their understanding of where medication helps keep them well.		x	x
o) Implement and be able to offer appropriate advice about other available treatments and interventions in addition to, or as an alternative to medication where appropriate for less severe forms of a condition and for reducing non-adherence to prescribed medicines for the co-production of a treatment plan.			x
p) Utilise the processes for assessing and prescribing medication.			x
q) Assess the evidence-base for using medication to manage behavioural and psychological symptoms of mental health needs and the range of medications available.			x

r) Identify the ethical issues around medicines use when supporting individuals experiencing mental health needs.			x
s) Demonstrate an understanding of the contra-indications for prescribing psychiatric/psychopharmacological treatment such as anxiolytics and antipsychotic medication.			x
t) Be aware of the co-occurring conditions of both a mental health need and substance and/or alcohol use and interactions between prescribed medication, alcohol and non-prescribed/illicit drugs including legal highs and herbal medicines.		x	x
u) Recognise the range of medicines which address common physical health issues in individuals with mental health issues and their risks and side-effects.			x
v) Ensure regular reviews of prescribed medicine, including physical health and other side effects using standardised measurement tools and recording mechanisms.			x
w) Recognise the importance of good medicines management of specific physical illnesses when supporting an individual with a mental health need.			x
x) Be aware of new pharmacological interventions that can be used to enhance the wellbeing of individuals with mental health needs.			x
y) Describe how age, gender, ethnicity, the presence of other conditions and wider social determinants such as homelessness and housing may alter the presentation of symptoms and signs of mental health needs and their treatment with medication.			x

Capability 14. Using technology to promote positive mental health and deliver effective support			
You must:	Tier 1	Tier 2	Tier 3
a) Recognise the importance of technology and how it can support mental health wellbeing.		x	x
b) Recognise the application of technologies, tools and techniques in supporting individuals with mental health needs and how it can be adapted to be inclusive to those who have a physical disability such as a hearing impairment to access support.		x	x
c) Be able to use information and communication technology in observations and assessments in supporting individuals experiencing mental health needs.		x	x
d) Be able to maintain a healthy and safe environment for individuals with a mental health need, promoting on-line safety and complying with data protection.		x	x
e) Lead on the introduction of assisted technology to support self-care and meaningful activity for individuals experiencing mental health needs.			x

Domain D. Legislation, safeguarding, research, leadership, education and development

This Domain covers the areas of **legislation, the safeguarding of individuals and the role of research** in the delivery of mental health services. In addition, the capabilities within this Domain describe the outcomes required by managers and leaders of services to support the effective delivery of mental health services, including the need to ensure the appropriate **education and development** of staff.

Being aware of the current legislation relevant to mental health is essential. A Deloittes Mental Health Report in 2022 revealed that 50% of employees experience at least one symptom of burnout, feelings of exhaustion, and mental distance from their job, or decline in performance at work whilst presenteeism (attending work whilst ill, is the highest reason for staff turnover with 40% of employee turnover costs attributed to mental health needs). Providing good **leadership** to ensure staff wellbeing is essential to the provision of mental health services.

Safeguarding of individuals**,** particularly of vulnerable adults, is a complex area of practice. Staff supporting individuals with a mental health problem must be fully aware of their duty of care, particularly where they may be required to make decisions in situations where people are unable to make decisions for themselves.

The continuing development of mental health services and treatment requires on-going **research and development** of evidence-based practice. Evidence-based practice is a structured and systematic approach to using research based knowledge to improve outcomes for individuals who may experience mental health needs. Evidence of effectiveness is of crucial importance to all aspects of health and social policy and practice, the allocation of resources and the delivery of services. Drawing together, analysing and synthesising evidence from research is a central principle of evidence-based practice.

This includes evaluating the outcomes and impact of services and interventions. When individuals who experience mental health needs participate in research activities, this must be handled with due regard for the ethical issues involved.

Mental health services have undergone a dramatic transformation over the past years, including the need to offer service models based on multidisciplinary team working, community-based care and the recognition of the need to engage increasingly with the independent and Voluntary, Community & Social Enterprise sector. The main challenges to effective service delivery and implementation require systemic change through sound leadership.

Leaders and senior managers have a responsibility to provide direction, disseminate best practice and to motivate and support staff in identifying their training and development needs, in order to provide high quality care and support. As well as supporting staff in their own organisation, leaders will be required to work collaboratively to deliver integrated services as part of a multi-agency team.

Capability 15. Adhering to legislation, ethics and safeguarding in the context of mental health			
You must:	Tier 1	Tier 2	Tier 3
a) Be aware of the legislation relevant to mental health.		x	x
b) Contribute to the development of local guidelines and policy locally, regionally and nationally where appropriate.		x	x
c) Recognise the range of professionals and organisations who have authority by law with regard to individuals remanded for hospital treatment under the Mental Health Act 1983.		x	x
d) Recognise how duty of care and duty of candour contribute to safe practice.		x	x
e) Be able to recognise the difference between duty, responsibilities and treatment under the Mental Health Act 2007 and the Mental Capacity Act 2005.		x	x
f) Identify the protocols regarding consent to treatment or care for individuals who may lack mental capacity.		x	x
g) Be aware of the dilemmas that may arise between the duty of care and an individual's rights and family and carers' wishes.		x	x
h) Be able to recognise a range of factors which may indicate a safeguarding issue including neglect, abusive or exploitative practice and how to raise and escalate safeguarding concerns within local protocols and whistle blowing procedures.		x	x
i) Work within own professional and regulatory boundaries.			x

j)	Work within the legal context of mental health needs legislation relevant to mental capacity, deprivation of liberty, equity, equality and human rights and be aware of the subsequent implications for the provision of care to the individual with mental health needs.			x
k)	Be aware of how advance directives can be used to provide information about the wishes of an individual.			x
l)	Describe the legal provisions for individuals who are unable to make decisions for themselves and how 'best interest' decisions are made for the individual lacking capacity.			x
m)	Be aware of the legal issues around confidentiality and data protection in relation to individuals with mental health needs and when confidentiality may need to be breached in order to raise safeguarding alerts.		x	x
n)	Be aware of the importance of sharing safeguarding information with different agencies involved in investigating allegations of neglect and abuse, their roles and responsibilities and actions to take where there are barriers to alerting them.		x	x
o)	Lead and manage practice which promotes the safeguarding of individuals.			x

Capability 16. Applying research and evidence-based practice in mental health			
You must:	**Tier 1**	**Tier 2**	**Tier 3**
a) Recognise the importance of evidence-based practice.		x	x
b) Be able to articulate the evidence underpinning individual's care plans and interventions.		x	x
c) Be able to appreciate the value of evidence in practice, appraise research, apply relevant theory and research findings to work and identify areas for further investigation.		x	x
d) Be aware of how an individual who has experience of metal health needs can be involved in service evaluation and research, the related data protection regulations and any issues that may occur for that individual, their family and carer if they are asked to be involved in patient and public involvement research including their right to withdraw consent.		x	x
e) Be able to participate in service evaluation and research in the workplace to improve services and practice.		x	x
f) Be aware of evidence-based practice, innovations, and developments in promoting positive mental health and appropriate interventions for care and support.			x
g) Be able to disseminate and promote new evidence-based practice and to challenge poor practice.			x
h) Recognise any ethical implications of audit, research, clinical trial or service user involvement strategies.			x
i) Be able to know about systematic research methods to facilitate evidence-based practice.			x
j) Demonstrate an understanding about the concepts of quality improvement and using a methodical approach, including audit and iterative improvement of services, using innovation where appropriate.			x

k) Demonstrate an understanding about systematic research methods to facilitate evidence-based practice.			x
l) Demonstrate an understanding of the approaches to evaluating services and measuring impact, including the use of outcomes reported by individuals who have experienced mental health needs.			x

Capability 17. Providing leadership to ensure staff wellbeing and the transformation of mental health services			
You must:	Tier 1	Tier 2	Tier 3
a) Recognise the importance of improving and actively promoting the wellbeing at work for everyone fostering a compassionate and inclusive culture.		x	x
b) Recognise which behaviours in self and in managers/co-workers can contribute to an increase of mental health needs in the workplace.		x	x
c) Be aware of, and recognise, secondary trauma and its impact on the individual.		x	x
d) Be able to provide professional restorative and resilience-based supervision for individuals.		x	x
e) Be able to contribute to the planning and development of practices and services that meet the needs of individuals with mental health needs.		x	x
f) Recognise the importance of bringing together the learned expertise of professionals with the lived experience of individuals, underpinned by shared decision-making and co-production.		x	x
g) Ensure that organisational processes and procedures are in place to ensure safety and quality		x	x
h) Demonstrate an understanding of the importance of a culture of cooperation between agencies to promote positive mental health outcomes.		x	x
i) Act as a role model, lead quality improvement and facilitate co-production to create positive cultural change.			x
j) Be able to develop a shared vision and strategy across agencies.			x
k) Lead, support, value, motivate and challenge others to deliver positive outcomes for individuals experiencing mental health needs.			x

l) Foster collaboration and co-production, working with others to transform services and meet local mental health needs for individuals, groups and the wider community.			x
m) Provide clear leadership, demonstrating an understanding of the multidisciplinary team and multi-agency approach to the support and care of individuals with a mental health need.			x

Capability 18. Professional education and development			
You must:	Tier 1	Tier 2	Tier 3
a) Keep own practice up to date and identify own learning gaps in supporting and caring for individuals with mental health needs.	x	x	x
b) Agree, regularly review and update development plans to address any identified knowledge and skills gaps in supporting and caring for individuals with mental health needs.	x	x	x
c) Identify and support the learning needs of individuals and the team in response to own and others personal development needs identified at appraisal or by service need.		x	x
d) Be able to support development and practice by acting as a mentor and/or practice supervisor/practice assessor/practice educator, and as a role model by inspiring and empowering others through own positive behaviour.		x	x
e) Utilise opportunities for learning and development of both what went well and what could be different.		x	x
f) Engage in self-directed learning, critically reflecting on practice to maximise skills and knowledge, as well as own potential to lead and develop both care and services.			x
g) Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.			x
h) Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning and support them to address these.			x
i) Enable the wider team to build capacity and capability through clinical/professional supervision, work-based and interprofessional learning, and the application of learning to practice.			x

j) Act as a role model, educator, supervisor (with appropriate training), coach, and mentor, seeking to instil and develop the confidence of others, actively facilitating the development of others.			x
k) Actively seek to share best practice, knowledge, and skills with other members of the team, for example through educational sessions and presentations at meetings.			x
l) Contribute to a variety of professional networks, other agencies and individuals sharing learning from these and the ability to offer a professional voice about mental health needs.			x

APPENDICES:

KEY SOURCES AND BIBLIOGRAPHY ETC…..TO BE ADDED

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