

About this Unit

This standard covers enabling individuals with mental health needs to access appropriate housing and accommodation. The standard relates primarily to the support given to those who are not currently in accommodation which is appropriate to their needs, whether this be their own homes or other settings. The standard does not cover visiting and assisting individuals in their own homes, with the maintenance of their property and living accommodation. Housing and accommodation covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places. This standard applies to those who work directly with individuals with mental health needs to assist them to find and maintain appropriate housing and accommodation and any related services.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you explaining to individuals the range of services that you and your agency is able to offer to meet their needs. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain, with an example from practice, how you have applied the principles of equality, diversity and anti-discriminatory practice to your work.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

F05H 04 (MH33) Enable individuals with mental health needs to access housing and accommodation

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The relationship between physical, social, psychological and emotional development and behaviour and associated patterns.	
2 The effect of mental illness on individuals' ability to form relationships.	
3 The issues and hazards that affect individuals with mental health needs in society, how they can manage these and the sort of assistance they need.	
4 The impact of the broader social environment on individuals (eg area of material deprivation, poor housing, poverty).	
5 The effect that being in care has on individuals.	
6 The relationship between homelessness and mental health.	
7 The practical and emotional skills that individuals need to develop in order for them to be able to live independently.	
8 The different types of accommodation that are available and the forms of support they offer individuals.	
9 The benefits and drawbacks of the different types of accommodation for individuals of different ages, and with different mental health and related needs and issues.	
10 Who offers the different types of accommodation locally and more widely.	
11 The agencies that need to be involved in developing housing and accommodation for individuals: local authority housing departments, housing associations, social services, voluntary organisations.	
12 The availability of suitable accommodation for those in different stages of mental illness (eg stabilised, controlled, intermediate care).	
13 The factors that need to be taken into account when arranging housing and accommodation for individuals with mental health needs including risks to the individual and risks to others from the individuals.	
14 The rights which individuals have in relation to where they may be housed and accommodated.	
15 The duties of local authorities to house and support different groups of individuals.	
16 The benefits which are available to assist with housing and accommodation (eg Income Support, Housing Benefit).	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
17 How to evaluate housing and accommodation that is provided for individuals to identify those which have been successful in meeting their various needs.	
18 The legislation (national and European) which relates to the work being undertaken, the context in which it takes place and the individuals with whom you work (eg Mental Health legislation, The Children Act, The Law of Property Act)	
19 How to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken.	
20 The nature of the housing sector and the roles and functions of the principle agencies within it.	
21 Referral routes into and between different parts of the housing sector.	
22 Local housing plans and strategies and how these can be influenced in the interests of individuals with mental health needs.	
23 How to use agency information related to the frequency and types of mental health needs to influence housing provision.	
24 How to feed useful information into local planning forums to improve provision for individuals with mental health needs.	
25 Government initiatives from different sources and related funding that is available for housing and accommodation for different groups of individuals (eg those who have been looked after in local authority care).	
26 Partnership working between different agencies which can support individuals in housing and accommodation.	
27 The role of the agency and its services and how they relate to other agencies and services in mental health and in the housing sector.	
28 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.	
29 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	
30 How you have applied the principles of equality, diversity and anti-discriminatory practice to your work.	
31 The options you considered in your work and the reasoning processes you used in relating to different individuals.	
32 How to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience.	
33 How to inform and consult with others on problems and proposals and encourage others to offer and challenge ideas.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
34 The need to develop your own competence and skills in line with changes in knowledge and practice; how your area and scope of practice are changing, the evidence which is available on the effectiveness of interventions and the implications of this for your own skill and knowledge base.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1 Gather relevant information about: <ul style="list-style-type: none"> (a) the individual's current housing and accommodation situation (b) any mental, physical or sensory impairment that has an affect on the housing and accommodation required (c) their ongoing needs for housing and accommodation (d) their need for associated services and support 								
2 Explain clearly and accurately to individuals: <ul style="list-style-type: none"> (a) the range of services that you and your agency is able to offer to meet their needs (b) where other services would be better placed to meet their needs (c) the other housing and accommodation services might meet their needs 								
3 Encourage individuals to: <ul style="list-style-type: none"> (a) understand the range of different support that housing and accommodation services offer (b) assess their own needs for housing and accommodation and associated support (c) recognise that housing and accommodation services might require certain behaviours or actions (d) value themselves positively 								
4 Encourage individuals to realistically evaluate the housing and accommodation services in which they are interested and which might be able to help them meet their needs.								
5 Identify with individuals the housing and accommodation services that are suitable for and open to them, and the advantages and disadvantages of each if there are options.								
6 Encourage individuals to explore: <ul style="list-style-type: none"> (a) obstacles to them accessing and using housing and accommodation services (b) how the obstacles can be constructively addressed 								

Performance Criteria		DO	RA	EW	Q	P	WT	PD
7	Encourage individuals to draw up a realistic and achievable plan for accessing and using housing and accommodation services which identifies: (a) realistic and achievable goals (b) the actions that they will take (c) the support they will need (d) people from whom they will seek support (e) timescales (f) how and when they will review their progress towards their goals							
8	Assist individuals to access and use relevant sources of support in a manner which enables them to be as self-managing as possible.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: