

Core Functions  
Child & Adolescent Mental Health Services  
Tiers 3, 4  
(Specialist Targeted)



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## **Introduction**

The paper presents:

- a functional map for the CAMHS workers working at Tiers 3 and 4; and,
- National Occupational Standards (NOS) which underpin these functions.

The functional map and associated NOS may be used to inform,

- the development of local protocols and procedures to support services;
- role review and (re)design;
- the development of job descriptions, and recruitment processes;
- performance assessment, supervision and appraisal;
- skills review, to identify and inform continuing professional development needs and planning;
- training and education commissioning and delivery;
- curricula development;
- performance management;
- and service commissioning.

## **Method**

Three key tasks were carried out to produce the functional map and associated competences. They were,

- a desktop review of literature and key policies and National Occupational Standard suites (Appendix 1);
- identification of the core functions of the CAMHS role at tiers 3 and 4, and associated functional statements;

- and mapping competences against key functions, using the Skills for Health Competence Clusters tool.<sup>1</sup>

## Consultation

A targeted consultation with respondents to the consultation on the first draft of the NOS for CAMHS workers working at tiers 3, 4 was undertaken. Feedback was taken into account in the production of the final document.

## Using National Occupational Standards (competences)

Competences are descriptors of the performance criteria, knowledge and understanding that are required to undertake work activity. They describe what people need to do, and to know, to carry out the activity – regardless of who performs it.

Competences are classified as National Workforce Standards (NWCs) or National Occupational Standards (NOS). The only difference is that NOS are additionally approved for use in qualifications.<sup>2</sup>

A range of NOS have been mapped against the core functions of the CAMHS worker. These are set out in Table A below. Summaries of the NOS are presented in Appendix 2.<sup>3</sup>

Whereas thirty-four NOS have been identified, it is not expected that the full set of NOS should be assimilated by, or reflected in the role profile the CAMHS worker (Tiers 3, 4).

Owing to the comprehensiveness of the NOS, and in order to reflect the different contexts and roles within which practitioners may be working, in some instances the NOS ‘overlap’.

Practitioners should refer to those NOS that *most closely reflect the role and context within which they work*; that is, the NOS should reflect their functions. The NOS can be used to inform performance: more than one NOS may cover a function; and parts of different NOS may cover a function.

NOS are comprehensive and detailed; it is recommended that the full NOS are viewed on the Skills for Health website and the Children’s Workforce Development Council website (see page 8, below).

The CAMHS worker would be expected to demonstrate that s/he is competent to deliver a range of functions, specific to his/her role. The scope of a practitioner’s role and level of responsibility will be defined in the practitioner’s job description.

An approach to mapping competences within a role can be described as capturing the,

- foundation competences,

<sup>1</sup> [www.skillsforhealth.org.uk/competenceapplicationtools](http://www.skillsforhealth.org.uk/competenceapplicationtools)

<sup>2</sup> Skills for Health, [www.skillsforhealth.org.uk/competences](http://www.skillsforhealth.org.uk/competences)

<sup>3</sup> A NOS covering ‘supporting people to develop, implement and sustain an individual budget as part of a care plan’ is under development. For further information contact [John.Allcock@dh.gsi.gov.uk](mailto:John.Allcock@dh.gsi.gov.uk).

- core competences,
- and role-specific competences.

Practitioners will use a range of competences in their role, including a range of shared (or **foundation**) competences, such as communicating effectively, and promoting a culture that values and respects the diversity of individuals.

The Functional Map presented in this report sets out the **core competences** which a CAMHS practitioner working at tiers 3 and 4 may use.

Competences specific to a practitioner's role may also be used; for example, **role-specific** competences may include undertaking specialist assessments; advising on medication compliance; and offering psychological therapies.

### **NHS Knowledge and Skills Framework**

Within the NHS, the scope of a practitioner's role and level of responsibility would be appraised through the NHS Knowledge and Skills Framework (KSF).

Skills for Health works in partnership with the Agenda for Change Knowledge and Skills Framework (KSF) Group to ensure that National Occupational Standards fit well with the NHS KSF dimensions and levels. Every competence has been mapped to an *indicative* point on the KSF. This principle applies to the competences identified in the Functional Map (below).

### **Functional Map**

The Functional Map sets out the key tasks (i.e. core functions) undertaken by CAMHS worker, working at Tiers 3 and 4.

### **Functional Statements**

The Functional Statements have been derived from the NOS which have been mapped against each core function. The functional statements describe in more detail the components of each core function.

### **Why use a Functional Map?**

The Functional Map and Functional Statements may be used by service planners and service managers to:

- define the role and function of CAMHS workers working in Tiers 3 and 4 services;

<sup>4</sup> Ten Essential Shared Capabilities (2006), CSIP-NIMHE, Department of Health

- review and redesign roles and responsibilities within services;
- consider and review the distribution of a practitioner's workload and caseload, in the light of care co-ordination responsibilities;
- agree local protocols for the delegation of specific tasks, where the CAMHS worker remains both responsible and accountable for the appropriate and effective delivery of the care co-ordination function. For example, a support worker may support a person to follow his/her recovery plan, and the CAMHS worker will monitor and review progress with both the person, the support worker, and others involved in that person's care as appropriate;
- to inform supervision and appraisal; for example by referring to the performance standards set out in the associated National Occupational Standards, the principles of practice; and the values and principles embedded therein (i.e. as described in the *Ten Essential Shared Capabilities*);
- to inform training and development; for example, by providing learning objectives to be achieved via work based learning, mentoring, and coaching;
- within the care plan review process, to be used as a point of reference or 'check list' both by the care co-ordinator, the person using services, and those supporting him/her;
- to inform service governance processes; for example,
  - to define criteria for audit, evaluation, and review,
  - to inform caseload management and supervision,
  - to design approaches for service user focused monitoring;
- to develop information for people who use services, and people who support them.

## **CAMHS CORE FUNCTIONS**

The following Core Functions of a CAMHS worker working at Tiers 3 and 4 have been identified as:

**Table A**

<b>CAMHS CORE FUNCTIONS – Tiers 3 &amp; 4</b>	
<b>[1]</b>	<b>Effective communication &amp; engagement with children, young people, their families and carers.</b>
<b>[2]</b>	<b>Assessment</b>
<b>[3]</b>	<b>Safeguarding &amp; promoting the welfare of children</b>
<b>[4]</b>	<b>Care co-ordination</b>
<b>[5]</b>	<b>Promoting health &amp; wellbeing</b>
<b>[6]</b>	<b>Supporting transitions</b>
<b>[7]</b>	<b>Multi-agency working</b>
<b>[8]</b>	<b>Sharing information</b>
<b>[9]</b>	<b>Professional development and learning</b>



## FUNCTIONAL MAP

Competences (National Occupational Standards, (NOS)) have been mapped to each of these core functions (Table B, below). The references within this table refer NOS taken from the following suites:

1. Health and Social Care (HSC)
2. Mental Health (MH)
3. Children's Services (CS).
4. Children's Care, Learning, and Development (CCLD)

Suites 1-3 can be found on [www.skillsforhealth.org.uk/competences](http://www.skillsforhealth.org.uk/competences). The fourth suite, CCLD, can be found on [www.cwdcouncil.org.uk/qualifications/CCLD\\_level\\_4.asp](http://www.cwdcouncil.org.uk/qualifications/CCLD_level_4.asp).

A summary of each competence is set out by core function, in Appendix 1, for reference. The full competence can be selected and viewed on the websites as indicated above.

**Table B**  
**National Occupation Standards mapped to CAMHS Core Functions**

<b>CAMHS CORE FUNCTIONS</b>	<b>NATIONAL OCCUPATIONAL STANDARDS</b>			
	<b>Health &amp; Social Care  (HSC)</b>	<b>Children's Care, Learning &amp; Development  (CCLD)</b>	<b>Children's Services (Revised)  (CS)</b>	<b>Mental Health  (MH)</b>
<b>1 Effective communication &amp; engagement</b>	31,32,34,41,44	401,402,403		8,9
<b>2 Assessment</b>	32	301,302 402, 403	3,4	14,16,17
<b>3 Safeguarding &amp; promoting the welfare of children</b>	34	402	17	
<b>4 Care co-ordination</b>			5,7,8,10	
<b>5 Promoting health &amp; wellbeing</b>			13,14,20,22,30	23,24
<b>6 Supporting transitions</b>	38, 310,329			
<b>7 Multi-agency working</b>	31,34	401,402,403		
<b>8 Sharing information</b>	31,32,34			
<b>9 Professional development and learning</b>				90,93

## **Functional statements**

Each core function has associated tasks, or *functional statements*. These are set out in Tables 1-9 (below).

A summary of each competence is set out by core function, in Appendix 1, for reference. The full competence can be selected and viewed on the websites as indicated above.

**Table 1**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<p><b>CAMHS 1: Effective communication and engagement with children, young people and their families and carers</b></p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 1.1 Establish and maintain respectful and supportive professional relationships with children, young people, their families and carers</p> <p>CAMHS 1.2 Establish, sustain and disengage from relationships with families of children and young people.</p> <p>CAMHS 1.3 Empower families, carers and others to support people with mental health needs.</p> <p>CAMHS 1.4 Interpret and respond appropriately to a wide range of communication styles and cultural influences</p> <p>CAMHS 1.5 Adapt communication to ensure the full understanding and engagement of children, young people, their families and carers and other professionals</p> <p>CAMHS 1.6 Follow agreed procedures on confidentiality and information sharing within limits of own role</p> <p>CAMHS 1.7 Identify and select appropriate sources of additional support, work with others to facilitate access and monitor outcomes where appropriate to own job role.</p>	<p>HSC 31, HSC 32, HSC 34 HSC 41, 44</p> <p>CCLD 401, 402, 403</p> <p>MH8</p> <p>MH9</p>

**Table 2**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<p><b>CAMHS 2: Assessment</b></p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 2.1 Observe and assess the physical, intellectual, linguistic, emotional development of the child or young person based on your knowledge of agreed developmental norms and consider the needs of the individual child</p> <p>CAMHS 2.2 Evaluate the physical, intellectual, linguistic, emotional and social context of the child and assess their impact</p> <p>CAMHS 2.3 Identify where the behaviour of children and young people indicates a delayed or unexpected developmental process, based on your knowledge of agreed developmental patterns and consider the needs of the individual child</p> <p>CAMHS 2.4 Evaluate the physical, intellectual, linguistic, emotional and social context of the child or young person and assess their impact upon their development</p> <p>CAMHS 2.5 Identify potential mental health needs and related issues.</p> <p>CAMHS 2.6 Enable the child or young person to explore concerns and issues about their own development and the influences upon it</p> <p>CAMHS 2.7 Support children, young people, their families and carers to address issues of developmental difficulty or disability and to overcome any barriers</p> <p>CAMHS 2.8 Identify additional sources of support, work with others to facilitate access and monitor outcomes</p> <p>CAMHS 2.9 Provide complete and</p>	<p>HSC 32 CS3R CS4R CCLD 301 CCLD 303 CCLD 402 CCLD 403</p> <p>MH14, MH16, MH17</p>

	accurate records of assessments made, interventions and their outcomes.	
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**Table 3**

CAMHS Core Function Tiers 3 & 4	Functional Statements	National Occupational Standards
<p><b>CAMHS 3: Safeguarding and promoting the welfare of children</b></p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 3.1 Establish and maintain effective professional relationships with children and young people, their families and carers in order to maintain their safety and wellbeing</p> <p>CAMHS 3.2 Understand the key legislation and policy relating to child protection and the rights of the child</p> <p>CAMHS 3.3 Create a safe working environment which ensures the wellbeing of children and young people and others engaged with them</p> <p>CAMHS 3.4 Assess individual needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others.</p> <p>CAMHS 3.5 Identify and respond to signs of harm or the risk of harm and follow agreed reporting procedures in conjunction with other professionals</p> <p>CAMHS 3.6 Improve awareness of the potential of abuse of children and young people.</p> <p>CAMHS 3.7 Support children and young people in order to protect them from risk of harm and assist them to cope with the consequences of abuse, harm or neglect</p>	<p>HSC 34 CS17R CS18R CS25R CCLD402</p>

**Table 4**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<b>CAMHS 4: Care co-ordination</b>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 4.1 Develop individualised care plans with children and young people.</p> <p>CAMHS 4.2 Co-ordinate the delivery of care plans to meet the health and wellbeing needs of children and young people.</p> <p>CAMHS 4.3 Assess the effectiveness of individualised care plans in meeting the health and wellbeing needs of children and young people.</p> <p>CAMHS 4.4 Prepare a discharge plan with children and young people, and those involved in their care.</p>	<p>CS5R</p> <p>CS7R</p> <p>CS8R</p> <p>CS10R</p>



**Table 5**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<p><b>CAMHS 5: Promoting health and wellbeing</b></p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 5.1 Enable children and young people to understand their health and well being.</p> <p>CAMHS 5.2 Support children and young people to understand their health and wellbeing.</p> <p>CAMHS 5.3 Assess the need for interventions and present assessments of individuals and related risks.</p> <p>CAMHS 5.4 Implement interventions with children and young people and those involved in their care.</p> <p>CAMHS 5.5 Evaluate interventions with children and young people and those involved in their care.</p> <p>CAMHS 5.6 Provide advice and information to children and young people and those involved in their care on how to manage their own condition.</p> <p>CAMHS 5.7 Support stakeholders in improving environments and practices to promote mental health.</p>	<p>CS20R</p> <p>CS22R</p> <p>MH17</p> <p>CS13R</p> <p>CS14R MH23, MH24</p> <p>CS30R</p> <p>MH69</p>

**Table 6**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<b>CAMHS 6: Supporting transitions</b>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 6.1 Evaluate the likely impact of different types of transition on individual children and young people and identify ways of supporting them in the process</p> <p>CAMHS 6.2 Present transition to children and young people in a positive and reassuring manner in order to help them understand and prepare for changes in their situation</p> <p>CAMHS 6.3 Gather, collate and transfer necessary information to assist transition of children and young people to other individuals and agencies, in advance of transition</p> <p>CAMHS 6.4 Enable children and young people to explore their concerns about transitions and notify appropriate colleagues</p> <p>CAMHS 6.5 Support children and young people, their families and carers to address issues around transition</p> <p>CAMHS 6.6 Identify additional sources of support for children, young people, their families and carers and help them to access it</p>	<p>HSC 39, HSC 310, HSC 329</p>

**Table 7**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<p>CAMHS 7: Multi-agency working</p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 7.1 Identify own role and the roles, criteria and procedures of other agencies and services and how these influence inter-agency working</p> <p>CAMHS 7.2 Establish and maintain effective joint working arrangements with other agencies and services</p> <p>CAMHS 7.3 Prepare and communicate relevant information to other agencies and services following agreed procedures to ensure effective support for children, young people, their families and carers</p> <p>CAMHS 7.4 Contribute to team and inter-agency working within the limits of own responsibility and expertise</p> <p>CAMHS 7.5 Share information and experience of working with children and young people through formal and informal networking, to improve the quality of the service</p> <p>CAMHS 7.6 Make effective use of other agencies and services to support own role</p>	<p>HSC 31, HSC 34 CCLD401 CCLD402 CCLD403</p>

**Table 8**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<p>CAMHS 8: Sharing information</p>	<p><i>Working with children, young people, their families and carers,</i></p> <p>CAMHS 8.1 Communicate information clearly to children, young people, their families and carers</p> <p>CAMHS 8.2 Provide children and young people, their families and carers with a clear statement of what information will be collected about them and how that information will be shared with others</p> <p>CAMHS 8.3 Make use of relevant information to support children and young people</p> <p>CAMHS 8.4 Collect and record sufficient and relevant information about children and young people using agreed procedures and documentation</p> <p>CAMHS 8.5 Maintain the confidentiality of information about children and young people, following agreed procedures for disclosure of information to others</p> <p>CAMHS 8.6 Share information with colleagues and other agencies following agreed procedures for confidentiality and disclosure</p>	<p>HSC31, HSC32, HSC34</p>

**Table 9**

<b>CAMHS Core Function Tiers 3 &amp; 4</b>	<b>Functional Statements</b>	<b>National Occupational Standards</b>
<b>CAMHS 9. Contribute to professional development and learning.</b>	CAMHS 9.1 Support others in understanding people’s mental health needs and how these can be addressed in their work.	MH90 MH93



Skills for Health (Head Office)  
Goldsmiths House  
Broad Plain  
Bristol  
BS2 0JP

Tel: 0117 922 1155  
Fax: 0117 925 1800  
E-mail: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)  
Website: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)



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