

PRACTICE LEARNING HUB

Mental Capacity Assessment in Practice

Facilitator Guide for Team Learning Sessions

Intended audience	Team managers, practice educators, ASYE leads, training leads and anyone facilitating a team learning session
Estimated time	30, 60 or 90-minute session options (15 minutes preparation)
Sector	Adult social care (adaptable for students and universities)
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Intended use

This resource is for learning, reflection and discussion. It is not legal advice and does not replace local policies, statutory guidance or supervision.

Please do not discuss or record identifiable details about people, families, colleagues or live cases when using this resource.

About this session

This session uses two of Kayleigh Rose Evans' public YouTube videos as the starting point for reflection and discussion: a fictional mental capacity assessment role play, and an analysis video that unpacks the practice within it.

The aim is not to test people or judge practice. It is to notice what good practice can look like, where things become complex, and how reflection can strengthen professional judgement. You do not need to be an MCA expert to facilitate this session - the videos and prompts do the heavy lifting. Your role is to create a safe, reflective space.

Learning outcomes

- Recognise key elements of a good mental capacity assessment conversation
- Identify strengths and areas for improvement in assessment practice
- Reflect on recording, evidence and professional judgement in MCA work
- Consider how local policy and current guidance applies to your own practice
- Develop confidence in approaching capacity assessments reflectively

The videos

Video 1 - Role play: Mental Capacity Assessment Role Play | Social Work Practice Analysis. A fictional capacity assessment conversation, watched as if observing a colleague.

Video 2 - Analysis: Mental Capacity Assessment Explained | Social Work Role Play and Analysis. Unpacks the role play, highlighting strengths, complexity and learning points.

Both videos are embedded on the resource page: kayleighroseevans.com/mca-learning-resource.html. Check your organisation's network allows YouTube playback before the session, or play from a personal device connected to the meeting room screen.

Preparing to facilitate

1. Watch both videos yourself before the session, noting your own observations.
2. Print or share the participant observation worksheet (one per person).
3. Check the room or call has working audio and video playback.
4. Decide which session length fits your time (plans below).
5. Have your local MCA policy or practice guidance to hand for signposting.

Ground rules to read out at the start

This is a fictional scenario for reflection - no real case is represented.

We are noticing, not judging. Everyone's observations are valid.

Please keep discussion general. Do not share identifiable details about people, families, colleagues or live cases.

What is shared in reflection stays in the room, unless someone raises a practice concern that needs taking forward properly.

Session plans

30-minute quick reflection

Best for: team meetings, lunch-and-learn, quick CPD

Time	Activity
0-2 min	Set up: explain this is a fictional scenario for reflection, not a test. Read the ground rules.
2-15 min	Watch the role play video. Ask people to note one strength and one question as they watch.
15-25 min	Discuss in pairs or as a group. Use two or three discussion prompts from the prompt bank below.
25-30 min	Close: one takeaway each. Signpost the analysis video for individual viewing and the CPD reflection template.

60-minute team session

Best for: team development, practice learning groups, ASYE sessions

Time	Activity
0-5 min	Welcome: explain the session purpose. This is reflective, not assessment. Read the ground rules.
5-20 min	Watch the role play. Hand out the observation worksheet. Ask people to note strengths, concerns and questions.
20-35 min	Discuss: pairs first (5 minutes), then whole group. Use four or five prompts. Draw out themes as facilitator.
35-50 min	Watch the analysis video. Ask: what did you notice that the analysis also picked up? What surprised you?
50-55 min	Connect to practice: what will you take into your next capacity assessment? What belongs in supervision?
55-60 min	Close and CPD: complete the reflection template. One sentence each - what stays with me from this session.

90-minute workshop

Best for: practice development days, extended team learning, workshop events

Time	Activity
0-10 min	Welcome and context: why MCA practice matters. Overview of the session. Ground rules: reflection not judgement, no real case details, everyone's perspective is valid.
10-25 min	Watch the role play. Hand out the observation worksheet. Ask people to watch as if observing a colleague.

Time	Activity
25-40 min	Small group discussion: groups of three or four. Each group identifies the top three strengths seen, the top three questions raised, and one thing they would do differently.
40-50 min	Whole group feedback: each group shares one key point. Capture themes on a whiteboard or flipchart.
50-65 min	Watch the analysis video. Compare group observations with the analysis.
65-80 min	Application to practice: in pairs, discuss how this connects to your own MCA work, what you would want to strengthen, what your local policy says about recording and evidence, and what you would raise in supervision.
80-90 min	Close and CPD: complete the reflection template. Round the room - one word or phrase that captures your learning today.

Discussion prompt bank

Choose the prompts that fit your group and time. You do not need to use them all.

1. What did you notice the assessor doing well? What strengths stood out?
2. Was there anything that felt unclear, rushed or missed?
3. How did the assessor support the person to participate in the conversation?
4. How were understanding, retention, weighing and communication explored?
5. What evidence would you need to record a clear, defensible decision?
6. How would you explain the outcome of this assessment to the person and their family?
7. Thinking about your own practice, what does this scenario remind you to pay attention to?
8. What would good supervision look like after carrying out an assessment like this?

Facilitator tips

- If the group is quiet, start with pairs - people speak more freely to one colleague than to a room.
- If one voice dominates, use a structured round: one observation each, no responses until everyone has spoken.
- If discussion drifts into a live case, gently redirect: 'That sounds like one for supervision - let's stay with the scenario.'
- If people disagree about the practice in the video, treat it as material: 'What does this disagreement tell us about professional judgement?'
- Close on strengths. People leave reflective sessions more open to change when they feel capable, not criticised.

After the session

- Encourage everyone to complete the CPD reflection template while the session is fresh.
- Suggest one follow-up action per person - something specific to try or notice in their next assessment.
- Consider a brief revisit in a future team meeting: what did people actually do differently?

Professional standards this resource supports

Mapping is indicative, to help you evidence CPD and connect the learning to professional frameworks.

Social Work England professional standards	Standard 1 (promote rights, strengths and wellbeing), Standard 3 (be accountable for the quality of my practice), Standard 4 (maintain my continuing professional development)
Professional Capabilities Framework (PCF)	Knowledge; Critical reflection and analysis; Skills and interventions; Professionalism
Post-qualifying standards (adults)	Knowledge and Skills Statement for social workers in adult services - mental capacity, person-centred practice and professional judgement

A note on currency

Mental capacity law and guidance evolve. This resource supports reflection on practice skills - always check current legislation, statutory guidance and your local policy for the legal framework that applies to

your work. If anything in the videos appears to differ from current guidance, treat that as discussion material rather than direction.

Using this with your team?

If your team, authority or university is using this resource, Kayleigh would love to hear how. Your feedback shapes future materials.

Share feedback: kayleighroseevans@gmail.com

To invite Kayleigh to deliver a live session linked to this resource, visit kayleighroseevans.com and use the speaking enquiry contact.