

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in
Understanding Mental Health First Aid and
Mental Health Advocacy in the Workplace
QN: 603/5148/2**

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Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full, regulated qualification title.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace
Qualification number (QN)	603/5148/2
Aim reference	60351482
Total Qualification Time (TQT)	135
Guided Learning Hours (GLH)	120
Minimum age	16
Qualification purpose	The purpose of this qualification is to give learners the skills to support colleagues with mental health problems. These skills will be gained by increasing the learner's knowledge and understanding of mental health conditions and the principles of mental health first aid and how this can be implemented in the workplace.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of mental health first aid and mental health advocacy in the workplace • offer breadth and depth of study of mental health first aid. <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • introduce and explore different types of mental ill health, and factors that may increase the risk of mental ill health in individuals. • understand how to support individuals with mental ill health within boundaries of own role • explore how to create a mentally healthy environment for individuals in a variety of settings.
Work/industry placement experience	This is a knowledge only qualification. Work/industry placement experience is not required.
Rules of combination	To be awarded the Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace, learners are required to successfully complete 3 mandatory units.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence

Qualification summary	
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 and 3 Certificate in Preparing to Work in Adult Social Care • Level 2 Award in Awareness of Dementia • Level 2 Certificate in Understanding Working in the Health Sector • Level 2 and 3 Certificate in the Principles of End of Life Care • Level 3 Certificate in Stroke Care Management • Intermediate and Advanced Apprenticeships in Health and Social Care.
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/5148/2.</p>
Funding	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

Entry guidance

This qualification is designed for learners who wish to raise awareness of mental health, creating a culture of care and the promotion of positive mental health. This qualification gives learners the opportunity to understand mental health, its associated care and how this can be applied to learners or colleagues in the workplace.

Workers within a wide range of public service roles may interact with those with mental health issues and support needs in their day-to-day work across a number of sectors.

It may also be useful to learners studying qualifications in the following sectors/areas:

- customer service
- housing
- voluntary sector
- sport and recreation
- hospitality
- travel and tourism.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification as they can apply their knowledge of the structures of work at Level 2 to this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 3 mandatory units.

Please refer to the list of units over the page or the unit summaries in Section 2 for further information.

To achieve this qualification learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
★	Unit 01	A/617/8261	Exploring mental health	2	40	
★	Unit 02	K/617/8269	Understand how to support individuals with mental ill health	2	40	
★	Unit 03	D/617/8270	Understand a mentally healthy environment	2	40	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Internal assessment

We have created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes for all 3 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks, they should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.



Unit 01 Exploring mental health (A/617/8261)

Unit summary	This unit will introduce learners to different types of mental ill health. They will understand factors which may contribute to mental ill health and actions that can be taken.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know what is meant by mental health and mental ill health	1.1 Define what is meant by mental health and mental ill health		
	1.2 Explain what is meant by the mental health continuum		
2. Understand factors which may contribute to mental ill health	2.1 Describe factors that may increase the risk of mental ill health in individuals		
	2.2 Explain how physical health can affect mental health		
3. Understand types of mental ill health in individuals	3.1 Use examples to describe different types of mental ill health along the continuum		
	3.2 Identify signs and indicators that an individual may be experiencing mental ill health		
4. Understand actions to take when an individual is facing a mental health crisis	4.1 Identify the steps to take to support an individual who is facing a mental health crisis		

Assessment guidance

Delivery and assessment

2.1 Factors such as :

- temporary
- long term
- inside learning/work environment
- outside learning/work environment

2.2 Physical health could include:

- the impact of physical activity/outdoor provision
- nutrition
- healthy lifestyle
- rest/sleep.

3.2 Signs and indicators should include physical signs, behavioural signs and signs of mental health crisis.

Example Internal Assessment Tasks

Task 1 (1.1 and 1.2)

Create a factsheet defining mental health and mental ill health. The factsheet should also explain the meaning of the mental health continuum. Illustrations may be included.

Task 2 (2.1 and 2.2)

Carry out research into the factors that may increase the risk of mental health in individuals. Create a presentation that describes five (5) factors. Supplement your presentation with a handout that explains how physical health can affect mental health.

Task 3 (3.1)

Create an information booklet that describes four (4) different types of mental ill health. Examples should be given from along the mental health continuum.

Task 4 (3.2 and 4.1)

Read the following scenario before undertaking this task.

Scenario

You have been asked to deliver some staff training to help colleagues identify the signs and indicators that an individual may be experiencing mental ill health or mental health crisis.

Task

Prepare a useful information resource that staff and volunteers can refer to. The resource should identify physical and behavioural signs of mental ill health as well as signs of mental health crisis. In addition, the resource should identify the steps to take to support an individual who is facing a mental health crisis.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02 Understand how to support individuals with mental ill health (K/617/8269)



Unit summary	The aim of this unit is to understand how to support individuals with mental ill health. Learners will understand their responsibilities and how to protect their own mental health.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of positive relationships	1.1 Describe characteristics of positive relationships		
	1.2 Explain the importance of positive relationships and effective communication when supporting individuals with mental ill health		
	1.3 Describe ways to support an individual with mental ill health		
2. Understand the importance of a person-centred approach to supporting mental ill health	2.1 Define the term person-centred		
	2.2 Describe the importance of a person-centred approach for mental health		
3. Understand own responsibilities and limitations in relation to the mental health of others	3.1 Explain the importance of recognising own responsibilities and limitations in relation to supporting the mental health of others		
	3.2 Identify when it may be necessary to refer to others when supporting individuals with mental ill health		
	3.3 Explain the role of the qualified mental health first aider		
4. Understand how to protect own mental health when supporting others	4.1 Explain the importance of seeking support for own mental health		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Understand the impact of attitudes and perceptions of mental health for individuals and organisations	5.1 Outline stigma and stereotypes relating to mental health illness.		
	5.2 Describe how attitudes and perceptions can influence an individual with mental ill health.		
	5.3 Summarise the impact media can have on an individual's mental health and wellbeing.		
	5.4 Explain how mental ill health can impact : <ul style="list-style-type: none"> • self • family, friends and colleagues • learning/education • work/employment • day to day living. 		

Assessment guidance

Delivery and assessment

1.2 Communication

To include difficult conversations and active listening

1.3 Support to include:

- short term
- long term
- mental health decline
- early intervention
- hope and recovery.

3.2 Others could include:

- line manager
- designated safeguarding lead
- emergency services
- qualified Mental Health First Aider
- HR
- child and adolescent mental health services
- GP.

5.3 Impact

Positive and negative impact should be covered.

Example Internal Assessment Tasks

Task 1 (1.1, 1.2, 1.3)

Read the scenario before attempting the task.

Scenario

You are setting up a new work-based community project with volunteers of all ages. You plan to run an induction session with the volunteers and want to ensure they understand the importance of positive relationships, between themselves and with the people they will come into contact with.

Task

Devise an information pack to share during the induction session that describes the characteristics of positive relationships. Ensure your information explains the importance of positive relationships and effective communication (including having difficult conversations) when supporting individuals with mental ill health.

Your information pack should conclude with a description of four (4) ways to support an individual with mental ill health.

Task 2 (2.1 and 2.2)

Learning outcome 2 requires an understanding of the importance of a person-centred approach to supporting mental ill health.

- Define the term person-centred.
- Describe the importance of a person-centred approach for mental health.

Task 3 (3.1, 3.2 and 4.1)

Create a poster or leaflet that could be shared with others to raise awareness and educate.

Your poster or leaflet should:

- explain the importance of recognising own responsibilities and limitations in relation to supporting the mental health of others.
- identify when it may be necessary to refer to others when supporting individuals with mental ill health.
- explain the importance of seeking support for your own mental health.

Task 4 (3.3)

Undertake research into the role of the qualified Mental Health First Aider and write an explanation of that role.

Task 5 (5.1, 5.2, 5.3, 5.4)

Read the scenario below before attempting the task.

Scenario

You are to deliver a speech at a team training day with the focus being to raise awareness of attitudes and perceptions of mental health for individuals and organisations.
As preparation, undertake research and prepare your speech.

Task

- Outline stigma and stereotypes relating to mental health illness.
- Describe how attitudes and perceptions can influence an individual with mental ill health
- Summarise the negative and positive impact media can have on an individual's mental health and wellbeing.

Create a handout to be shared with others that explains how mental ill health can impact on:

- self
- family, friends and colleagues
- learning/education
- work/employment
- day-to-day living.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03 Understand a mentally healthy environment (D/617/8270)



Unit summary	Learners will know about relevant legislation. They will understand mentally healthy environments and wellness action plans.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Know about the legislative framework relevant to mental health	1.1 Identify relevant legislation and guidance in relation to mental health provision		
	1.2 Identify drivers in relation to mental health provision		
	1.3 Describe how policy can support the mental health of individuals		
2. Understand mentally healthy environments	2.1 Describe strategies to promote well-being		
	2.2 Outline sources of information, resources and support for mentally healthy environments		
	2.3 Identify strategies to reduce barriers to accessing mental health support		
	2.4 Explain the importance of promoting mentally healthy environments in the workplace		
3. Understand the importance of having a wellness action plan	3.1 Define what is meant by a wellness action plan		
	3.2 Identify key components of a wellness action plan		
	3.3 Explain the importance of a wellness action plan for self and others		

Assessment guidance

Delivery and assessment

1.2 **Drivers** To include contributions by NHS, Public Health England, DfE.

1.3 **Policy** To include provision for health and well-being for individuals.

2.2 **Sources** of information and guidance - these can be internal to the organisation/learning environment or external to the organisation/learning environment such as private, statutory or independent agencies.

Example Internal Assessment Tasks

Task 1 (1.1, 1.2, 1.3)

Create a factsheet identifying relevant legislation, guidance and drivers relevant to mental health provision. Include a description of how policy can support the mental health of individuals.

Task 2 (2.1, 2.2, 2.3, 2.4)

Read the following scenario before undertaking this task.

Scenario

You have been asked to deliver a presentation at a health and well-being event organised by the local community. Attendees will be from a diverse range of organisations and local individuals. A question and answer session will be facilitated after your presentation.

Task

Prepare a presentation that describes four (4) strategies to promote well-being and identifies four (4) strategies to reduce barriers to accessing mental health support.

Supplement your presentation with a handout outlining sources of information, resources and support for mentally healthy environments for further reference.

Prepare an explanation on the importance of promoting mentally healthy environments.

Task 3 (3.1, 3.2, 3.3)

Create a leaflet to share with others about the importance of having a wellness action plan. As an introduction, your leaflet should define what is meant by a wellness action plan.

Next, identify the key components of a wellness action plan. Conclude by explaining the importance of a wellness action plan for self and others.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

I confirm that the learner has met the requirements for all assessment criteria demonstrating
knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks, which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.

** **Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategy

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
 - Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.
-

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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