

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in
Understanding Children and Young People's
Mental Health
QN: 603/2813/7**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 2.0 September 2018).

Version	Publication Date	Summary of amendments
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed.
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health
Qualification number	603/2813/7
Aim	<p>The aim of this qualification is to increase the learner's knowledge and awareness of children and young people's mental health.</p> <p>By completing the qualification, learners will develop knowledge of mental health in children and young people which would support progression onto further qualifications and into relevant employment in the health and social care or education sectors.</p>
Total Qualification Time (hours)	156
Guided Learning (hours)	135
Minimum age of learner	16
Age range covered by the qualification	In this qualification, children and young people refers to an age range of 5 to 18 years old.
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification, therefore, work experience is not mandatory.
Rules of combination	To achieve this qualification, learners are required to successfully complete all 5 mandatory units.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Certificate in Understanding Mental Health • Level 3 Award in the Awareness of the Mental Capacity Act 2005 • Level 3 Diploma for the Children and Young People's Workforce (England) • Level 3 Award/Certificate/Diploma in Supporting Teaching and Learning in Schools
Recommended assessment methods	All units will be individually internally assessed using a range of methods. See Section 4 for further information.
Grading system	Achieved/Not Yet Achieved.

Entry requirements/ recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2813/7.

Section 3: Units

Unit achievement log – Level 2 Certificate in Understanding Children and Young People’s Mental Health

	Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Notes
	Unit 01	H/616/8100	Understand children and young people’s mental health in context	Knowledge	2	26	
	Unit 02	K/616/8101	Understand factors which may affect children and young people’s mental health	Knowledge	2	29	
	Unit 03	M/616/8102	Understand children and young people’s mental health concerns	Knowledge	2	36	
	Unit 04	T/616/8103	Understand the impact of children and young people’s mental health concerns	Knowledge	2	20	
	Unit 05	A/616/8104	Understand how to support children and young people with mental health concerns	Knowledge	2	24	

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit Guided learning hours (GL)	Hours attributed to the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
Unit group	Denotes whether the unit is mandatory or optional.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance	Any additional guidance provided to support the assessment of the unit.

NB: Words highlighted in bold in the learning outcomes and assessment criteria are linked to the additional guidance section where more information can be found.

Explanation of terms used at Level 2: (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.

Unit 01: Understand children and young people's mental health in context



Unit reference	H/616/8100	Unit level	2
Unit group	Mandatory	Unit guided learning hours	26
Unit aim	In this unit learners will understand the concept of mental health. An understanding of how society views mental health and how this has changed over time will also be investigated. Learners will also understand the legislation in place to support children and young people's mental health.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand the concept of mental health.	1.1. Define the terms: <ul style="list-style-type: none"> • mental health • mental ill health • resilience • self-esteem. 		
	1.2. Explain the relationship between mental health and well-being.		
	1.3. State the prevalence of mental health problems in children and young people.		
2. Know the legislation and guidance that applies to children and young people's mental health.	2.1. State the key points of legislation related to: <ul style="list-style-type: none"> • mental ill health • mental capacity • age of consent to treatment • parental responsibility • data protection and confidentiality. 		
	2.2. Explain what is meant by the term 'safeguarding' as applied to children and young people		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.3. Give examples of how legislation and guidance can be used to support children and young people with mental health concerns.		
	2.4. State how duty of care applies for children and young people in different settings: <ul style="list-style-type: none"> • education • care provision • the criminal justice system. 		
3. Understand how society views mental health.	3.1. Define the terms: <ul style="list-style-type: none"> • prejudice • discrimination • stigma • stereotyping. 		
	3.2. Describe how social and cultural attitudes towards mental health have changed over time.		
	3.3. Describe how social and cultural attitudes can affect a child or young person's perception of their own mental health.		
	3.4. Describe how the media can influence attitudes towards mental health.		
	3.5. Describe how discrimination can affect the mental health of children and young people.		

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.

Additional information	
Guidance for developing unit assessment arrangements	<p>1.3 Learners should be encouraged to look at current statistics and trends of mental health problems in children and young people.</p> <p>Learners should state prevalence in own nation.</p> <p>2.1 Learners should identify key points of law which impact children and young people. These could be UK or home nation. They should also look at legislation specific to children and young people where it applies, for example, Children Act 2004, Children and Families Act 2014, or equivalent in their home nation.</p> <p>2.2 Learners should show how safeguarding goes beyond 'child protection'. For example, safeguarding is defined in 'Working Together to Safeguard Children 2015' as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment • preventing impairment of children's health and development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care and • taking action to enable all children to have the best outcomes. <p>2.3 Examples include education, health and care (EHC) plans, Early Help Assessment (EHA) and Team Around the Family (TAF).</p> <p>3.4 Learners should be encouraged to include both positive and negative media representation of mental health.</p>
Unit assessment guidance	<p>Type of evidence: Infographic or poster</p> <p>Assessment criteria: 1.1–1.3</p> <p>Additional information: Learners could research the key terms and prevalence of mental health conditions in children and young people for the UK or their home nation. They could show statistics in a range of different ways, for example, '50% of mental health conditions are established by age 14'. They could also investigate variations in occurrence according to gender, age and ethnic origin.</p> <p>Type of evidence: Table</p> <p>Assessment criteria: 2.1–2.4</p> <p>Additional information: Learners could complete a table indicating key points of legislation and how this is used to support children and young people with mental health concerns. They could also complete additional explanations of safeguarding and duty of care and how they apply in different settings.</p>

	<p>Type of evidence: Media review</p> <p>Assessment criteria: 3.1–3.5</p> <p>Additional information: Learners could review a range of different media sources, such as news items, films, TV, books etc. The Tutor could set headings for guidance to ensure that learners address the assessment criteria. Learners should be encouraged to include both positive and negative media representation of mental health.</p>
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Unit 02: Understand factors which may affect children and young people's mental health



Unit reference	K/616/8101	Unit level	2
Unit group	Mandatory	Unit guided learning hours	29
Unit aim	In this unit learners will understand the risk factors that can affect children and young people's mental health and how these can be mitigated. They will also investigate how developmental changes and puberty can impact children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand risk factors which may affect the mental well-being of children and young people.	1.1. Describe how risk factors can impact the mental health of children and young people.		
	1.2. Identify protective factors which could limit the impact of risk factors.		
	1.3. Explain the role of resilience in relation to children and young people's mental health.		
	1.4. Identify ways to support children and young people to recognise risk factors and signs of distress in themselves.		
2. Understand the potential effects of puberty and developmental changes on the mental health of children and young people.	2.1. Describe the effects of puberty on children and young people.		
	2.2. Describe how children and young people's identity, self-esteem and body image can affect their mental well-being.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.3. Describe the opportunities and challenges young people may face during the transition to adulthood.		
3. Understand how abuse or bullying may affect the mental health of a child or young person.	3.1. Outline different types of abuse which a child or young person may experience.		
	3.2. State different ways bullying can occur.		
	3.3. Explain why some children or young people may be more vulnerable to abuse and/or bullying.		
	3.4. Describe how witnessing abuse or bullying directed at others may affect a child or young person.		
	3.5. Explain how abuse or bullying directed at a child or young person may affect their mental health and well-being.		

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

1.1 **Risk factors** could include:

- family mental health problems
- parental separation/divorce
- relationships with friends
- poverty, illness or disability
- being a young carer
- culture
- problems at school
- traumatic events
- transitions
- stages of development
- substance misuse
- social pressures etc.

1.2 **Protective factors** may be linked to:

- resilience
- family life, parenting and healthy relationships
- physical health, diet and exercise
- play, social activities and fun
- positive support and educational experiences – nurturing, achievement, and learning
- trust, independence and ability to make choices
- being heard and understood
- ability to regulate emotions (self-regulation).

2.2 This should include developmental changes associated with puberty.

3.1 **Types of abuse** could include:

- physical abuse
- domestic abuse (witnessing or living in an abusive situation)
- emotional/psychological abuse
- neglect
- sexual abuse/exploitation
- female genital mutilation
- bullying.

3.2 Learners should identify a variety of ways in which bullying takes place, in particular cyberbullying.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance

Type of evidence: Assignment

Assessment criteria: 1.1–1.4

Additional information: Learners could complete a series of Tutor-devised assessment tasks investigating the range of protective factors and the impact of risk factors on children's and young people's mental health.

Type of evidence: Display or web page design

Assessment criteria: 2.1–2.3

Additional information: Learners could design a web page or display for parents and carers explaining the potential effects of puberty and developmental changes children and young people experience. This should include the transition to adulthood. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: Leaflet or guide

Assessment criteria: 3.1–3.5

Additional information: Learners could produce a guide about different types of abuse and bullying children and young people are vulnerable to. They should include the potential impact of experiencing or witnessing abuse/bullying on children and young people's mental health. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Unit 03: Understand children and young people's mental health concerns



Unit reference	M/616/8102	Unit level	2
Unit group	Mandatory	Unit guided learning hours	36
Unit aim	In this unit learners will understand behaviours displayed by children and young people which may indicate a mental health concern. They will also investigate common mental health conditions that affect children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand behaviour that is associated with mental health concerns in children and young people.	1.1. Identify a range of behaviours that may indicate concerns about a child's or young person's mental health.		
	1.2. Explain how a child or young person expresses how they are feeling through their behaviour.		
	1.3. Describe harmful behaviour that children and young people may demonstrate as a way of coping with their feelings.		
	1.4. Explain the importance of early intervention when identifying behavioural concerns.		
2. Understand stress and anxiety in children and young people.	2.1. Define the terms: <ul style="list-style-type: none"> • stress • anxiety. 		
	2.2. Outline the relationship between resilience and stress.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.3. Describe possible causes of stress and anxiety for children and young people.		
	2.4. Explain why stress can be both helpful and harmful.		
	2.5. Describe how to recognise signs of stress and anxiety in children and young people.		
3. Understand depression in children and young people.	3.1. Define the term 'depression'.		
	3.2. Describe the difference between low mood and depression.		
	3.3. Describe possible causes of depression for children and young people.		
	3.4. Describe how to recognise signs that a child or young person could be depressed.		
	3.5. Give examples of how depression may affect children and young people.		
4. Know about specific mental health conditions that children and young people may experience.	4.1. Outline a range of other mental health conditions that may present in children and young people.		
	4.2. Describe how to recognise a range of mental health conditions in children and young people.		
	4.3. Describe how other mental health conditions may impact children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	4.4. Describe what might constitute a mental health 'crisis' or emergency.		

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

1.1 Behavioural concerns may include:

- changes in behaviour
- distress
- withdrawal
- truanting
- avoidance of specific situations
- substance misuse
- violence
- self-injurious behaviour.

1.2 To include examples of typical behaviour at specific developmental stages in a child or young person's life. As well as conditions that may affect tolerance levels, such as learning difficulties/disabilities or health conditions.

1.2 Negative or harmful behaviour might include:

- self-harm
- alcohol or substance use
- violent or destructive actions
- high expressed emotion or distressed behavioural responses
- expressions of suicidal intent etc.

2.3 Learners should be encouraged to think about internal and external causes. Internal causes are those which result from pressures within, that children and young people may put on themselves, their emotional state, perceptions, preoccupations or the need to be perfect. External causes include major life events, debt, exam worries, relationship difficulties, alcohol or drug dependency.

2.5 Learners should be aware that a child or young person may express feelings of anxiety and stress in different ways, including a range of behaviours that adults may misinterpret. These may vary according to the child's or young person's age and stage of development.

4.1 Examples include eating disorders, post-traumatic stress disorder (PTSD), obsessive compulsive disorder (OCD) and psychosis. Mental health conditions rarely occur in isolation and most are associated with anxiety, possibly also with depression.

4.4 Examples include:

- expressions of suicidal intent
- self-harm
- high-risk harmful behaviour
- escalation of symptoms and effects of mental health condition
- breakdown of existing support systems.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance

Type of evidence: Tutor-devised case studies

Assessment criteria: 1.1–1.4

Additional information: Tutors could design a series of case studies to illustrate situations where a child or young person's behaviour may raise concerns about or impact their mental health. Learners could then answer questions relating to the assessment criteria.

Type of evidence: Assignment

Assessment criteria: 2.1–2.5, 3.1–3.5

Additional information: Learners could complete a series of assessment tasks exploring the issues surrounding stress, anxiety and depression in children and young people.

Type of evidence: Fact sheet

Assessment criteria: 4.1–4.4

Additional information: Learners could investigate a range of other mental health conditions (other than those stated in learning outcomes 2 and 3). The fact sheet should include how they are recognised, their impact on children and young people, and they must include what is meant by a crisis or emergency in terms of mental health.

Unit 04: Understand the impact of children and young people's mental health concerns



Unit reference	T/616/8103	Unit level	2
Unit group	Mandatory	Unit guided learning hours	20
Unit aim	In this unit learners will investigate the impact of mental health concerns on children, young people and others. They will also understand the importance of diagnosis and the reasons why there may be a reluctance to seek a diagnosis.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand the impact mental health concerns can have on children and young people.	1.1 Describe potential effects of mental health concerns on children and young people's: <ul style="list-style-type: none"> • family life and relationships • education. 		
	1.2 Identify the potential impact of mental health concerns for children and young people in both the: <ul style="list-style-type: none"> • short term • long term. 		
2. Understand the impact of children and young people's mental health problems on others.	2.1. Describe the impact on others of living with a child or young person with mental health concerns.		
	2.2. Identify the range of services that may be required to support positive mental health in children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.3. Describe how cultural beliefs and social attitudes can affect expectations of diagnosis of mental health concerns: <ul style="list-style-type: none"> • for the child or young person • for others. 		
3. Understand the importance of being diagnosed with a mental health problem.	3.1. Give reasons why it is important to seek support and a formal diagnosis.		
	3.2. Describe the barriers children and young people may face seeking a diagnosis.		
	3.3. Give reasons why children and young people may be reluctant to seek medical intervention and a formal diagnosis.		

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 04

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.

Guidance for developing assessment arrangements for the unit:	
<p>Guidance for developing unit assessment arrangements</p>	<p>1.2 For example:</p> <ul style="list-style-type: none"> • future mental health • physical well-being • employment • relationships • family • life chances. <p>2.1 Impact could include:</p> <ul style="list-style-type: none"> • stress and anxiety • guilt and fear • social isolation and effects on own mental health needs. <p>2.1 Others could be family, legal guardian, children's care facilities etc.</p> <p>2.2 A range of statutory services as well as voluntary and self-help groups: referral, guidance and care journey.</p> <p>2.3 For example: opinions and views.</p> <p>3.3 For example:</p> <ul style="list-style-type: none"> • stigma • perceived limits and barriers to ambition/progression opportunities in employment • health records and other personal documentation.
<p>Unit assessment guidance</p>	<p>Type of evidence: Case studies</p> <p>Assessment criteria: 1.1, 1.2, 2.1, 2.3</p> <p>Additional information: Tutors could devise a series of case studies to illustrate situations where learners are required to explore the short and long term effects of mental health concerns on children, young people and their families. The case studies could be used to stimulate discussion about how these occur in different contexts and settings. Learners could then answer questions relating to the assessment criteria.</p>

	<p>Type of evidence: Assignment</p> <p>Assessment criteria: 2.2, 3.1-3.3</p> <p>Additional information: Tutors could devise a series of assessment tasks requiring learners to investigate the available services involved with promoting positive mental health for children and young people and the issues surrounding diagnosis. A list of headings could be provided for learners to follow for guidance, to make sure the assessment criteria are addressed.</p>
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Unit 05: Understand how to support children and young people with mental health concerns



Unit reference	A/616/8104	Unit level	2
Unit group	Mandatory	Unit guided learning hours	24
Unit aim	In this unit learners will understand the support available for children and young people's mental health. They will investigate a person-centred approach, mental health promotion and the services and treatment available.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand person-centred approaches to supporting children and young people with mental health concerns.	1.1. Explain what is meant by person-centred support for children and young people.		
	1.2. Describe the recovery model which applies to children and young people with mental health concerns.		
	1.3. Give examples of how the rights of a child or young person with mental health concerns can be upheld.		
	1.4. Identify strategies that can be used to support a child or young person experiencing mental health concerns.		
2. Understand how to promote mental well-being in children and young people	2.1. Describe ways in which a calm and nurturing environment can be created to promote the well-being of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.2. Describe how to promote interactions between children and young people and others to develop their well-being.		
	2.3. Describe how to respond to behaviour and lifestyle choices in a way that respects a child's or young person's self-esteem.		
	2.4. Describe how to support children and young people to express their emotions and concerns within a safe environment.		
3. Understand services and treatment involved with children and young people's mental health.	3.1. Identify a range of services and professionals involved in supporting children and young people's mental health.		
	3.2. Explain the importance of early intervention, support and treatment.		
	3.3. Outline what is meant by 'Care Programme Approach' (CPA).		
	3.4. Identify therapies that could be used to treat a child or young person experiencing mental health problems.		
	3.5. Identify types of medication used to treat children and young people experiencing mental health problems.		

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 05

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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>1.1 Person-centred practice to empower the child and young person. Involving the child/young person and supporting positive outcomes for children and young people.</p> <p>1.3 Examples include: human rights, confidentiality, safeguarding, protection and care. As well as supporting children and young people to identify triggers, manage their own mental health and access to medical intervention such as counselling/cognitive behavioural therapy.</p> <p>1.4 Learners should explore how children and young people can be encouraged to develop coping strategies, the ability to self-regulate (emotions) and develop resilience using strategies that are appropriate to age and stage of development.</p> <p>2.1 Learners should explore the role of the adult in promoting a positive environment and mitigating any negative effects of the physical and emotional environment where possible and appropriate.</p> <p>2.2 Learners should explore the importance of positive interactions with children and young people. Positive interactions should be open, non-judgemental and demonstrate respect for individuality and diversity whilst maintaining the professional boundaries as expected of a responsible adult.</p> <p>3.1 Learners should be encouraged to explore the range and functions of the services accessible to children, young people and their families associated with mental health and well-being.</p>
Unit assessment guidance	<p>Type of evidence: Assignment</p> <p>Assessment criteria: 1.1–1.4</p> <p>Additional information: Learners could investigate strategies and approaches to supporting children and young people who are experiencing mental health concerns. Tutors could devise a series of assessment tasks designed to meet the criteria.</p> <p>Type of evidence: Scenarios/role play, question and answer</p> <p>Assessment criteria: 2.1–2.4</p> <p>Additional information: Tutors could present a series of scenarios where learners could explore the role of the adult in promoting mental well-being in children and young people. They may participate in role play to demonstrate positive interactions within a safe environment. Learners can use their findings to answer pre-prepared questions designed to meet assessment criteria.</p>

	<p>Type of evidence: Guidance</p> <p>Assessment criteria: 3.1–3.4</p> <p>Additional information: Learners could research the services, professionals and therapeutic interventions used to treat mental health conditions in children and young people. Tutors could produce a list of headings for learners to follow for guidance, to make sure the assessment criteria are addressed.</p>
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Section 4: Assessment and quality assurance information

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 Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

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 evidence* <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
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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
<p>* 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:</p> <ul style="list-style-type: none"> • 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. <p>** Simulation. A learner’s Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found on the NCFE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

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.

Staffing requirements

Centres delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents can be found on the NCFE website.

Resources

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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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

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