

# Qualification Specification

NCFE CACHE Level 2 Certificate in Mental Health  
Awareness

QRN: 600/6134/0

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NCFE CACHE Level 2 Certificate in Mental Health Awareness

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v11.1	March 2019	<a href="#">Resources</a> section added



## **Section 1: General introduction**

## About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Mental Health Awareness.

## 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.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- 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/scope of learning** – 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.

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

Centres can decide how to allocate the TQT across the units of a qualification.

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.

### **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner 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 Assurer.

### Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

### 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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

## Entry guidance

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 shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

## Our website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- other support materials

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

- complaints procedure
- appeals process
- diversity statement.

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 in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).

## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Mental Health Awareness
<b>Qualification number</b>	600/6134/0
<b>Aims and objectives</b>	This qualification aims to raise awareness of mental health and a range of mental health conditions.
<b>Total Qualification Time (hours)</b>	130
<b>Guided Learning (hours)</b>	130
<b>Credit value</b>	13
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	This is a knowledge-only qualification; therefore no real work environment placement is required.
<b>Rule of combination</b>	To be awarded the Level 2 Certificate in Mental Health Awareness learners are required to successfully complete 10 mandatory units.
<b>Entry requirements/ recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification; however, learners might find it helpful if they've already achieved a Level 1 qualification.</p> <p>Entry is at the discretion of the Centre; however, learners should be 16 or above to undertake the qualification.</p>

<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Certificate in Understanding Working in Mental Health</li> <li>• Level 2 Award in Awareness of Dementia</li> <li>• Level 2 and 3 Certificates in Preparing to Work in Adult Social Care</li> <li>• Level 2 and 3 Diplomas in Clinical Healthcare Support</li> <li>• Level 2 Certificate in Counselling Skills</li> <li>• Level 3 Award and Diploma in Counselling Skills.</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence.
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.

### Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:









- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Making Space: [www.makingspace.co.uk](http://www.makingspace.co.uk)
- Mental Health Foundation: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
- Rethink Mental Illness: [www.rethink.org](http://www.rethink.org)
- SANE: [www.sane.org.uk](http://www.sane.org.uk)
- General Government Directory: [www.direct.gov.uk](http://www.direct.gov.uk)
- World Health Organization: [www.who.int/mental\\_health](http://www.who.int/mental_health)








## **Section 3: Units**

<b>Mandatory units</b>
------------------------

	<b>Unit ref (assigned by AO)</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning hours</b>
	Unit 01	T/504/0482	Understanding mental health	Knowledge	2	4	40
	Unit 02	M/504/0481	Understanding stress	Knowledge	2	1	10
	Unit 03	Y/504/0488	Understanding anxiety	Knowledge	2	1	10
	Unit 04	H/504/0493	Understanding phobias	Knowledge	2	1	10
	Unit 05	M/504/0495	Understanding depression	Knowledge	2	1	10
	Unit 06	T/504/0496	Understanding post-natal depression	Knowledge	2	1	10
	Unit 07	L/504/0553	Understanding bipolar disorder	Knowledge	2	1	10
	Unit 08	M/504/0562	Understanding schizophrenia	Knowledge	2	1	10

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
 Unit 09	A/504/0564	Understanding dementia	Knowledge	2	1	10
 Unit 10	R/504/0571	Understanding eating disorders	Knowledge	2	1	10

The lightbulb icon  indicates that a unit is knowledge based.

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

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content 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 group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	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.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Types of evidence	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 the Quality Assurance team at NCFE.

**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.
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.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

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: Understanding mental health



<b>Unit reference</b>	T/504/0482	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit guided learning hours</b>	40		
<b>Unit summary</b>	In this unit learners will understand what is meant by mental health and mental ill-health and its impact. They'll also look at the legal frameworks that ensure high-quality care is provided.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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. Describe the components of mental well-being.
	1.3. Describe the risk factors associated with developing mental health problems.
	1.4. Identify examples of mental health problems.
2. Understand the impact of mental health care becoming more community based.	2.1. Describe how mental health care has changed with the move towards community care.
	2.2. Explain the impacts of the changes in mental health care.
	2.3. Explain the difficulties individuals with mental health problems may face in day-to-day living.
3. Understand the social context of mental illness.	3.1. Describe social and cultural attitudes to mental illness.
	3.2. Describe media attitudes to mental illness.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.3. Explain the impact of these attitudes on individuals and their care.
4. Understand the legal context of mental illness.	4.1. Identify relevant legislation in relation to mental illness.
	4.2. Outline the implications in legislation for the provision of care to an individual with mental health problems.
	4.3. Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health problems.
	4.4. Outline the legal issues around confidentiality and data protection in relation to individuals with mental health problems.



### Delivery and assessment

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.1-1.4

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 2.1-2.3

**Additional information:** Learners could conduct research and prepare notes or a learner report.

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 3.1-3.3

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 4.1-4.4

**Additional information:** Learners could conduct research and prepare notes or a learner report.

### Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- individual notes from a small group discussion
- individual notes or learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 02: Understanding stress



<b>Unit reference</b>	M/504/0481	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	In this unit learners will gain an understanding of stress and its causes. They will develop an appreciation of what stress feels like and the symptoms that may be experienced. Learners will also gain an understanding of ways in which stress can be managed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'stress'.	1.1. Define the term 'stress'.
2. Understand possible causes of stress.	2.1. Describe 3 possible causes of stress.
3. Understand what stress feels like and how it can affect an individual.	3.1. Describe a time when you have felt under stress and explain what it felt like.
	3.2. Describe how stress can affect an individual.
4. Understand that demands of daily life can contribute to feelings of stress.	4.1. Describe internal and external demands in life which may result in stress.
5. Understand how stress may be managed and know some of the resources available to support the individual experiencing stress.	5.1. Describe steps that could be taken to reduce stress in life.
	5.2. Describe local support available to individuals experiencing stress.

### Delivery and assessment

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.1, 2.1, 3.1, 3.2, 4.1

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 5.1, 5.2

**Additional information:** Learners could conduct research and prepare notes or a learner report.

### Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 03: Understanding anxiety



<b>Unit reference</b>	Y/504/0488	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of anxiety and its causes. They will develop an appreciation of what anxiety feels like and the symptoms that may be experienced. Learners will gain an understanding of ways in which anxiety can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the terms 'anxiety' and 'panic attack'.	1.1. Define the term 'anxiety'.
	1.2. Describe what is meant by a 'panic attack'.
2. Understand possible causes of anxiety.	2.1. Describe 3 possible causes of anxiety.
3. Understand what anxiety feels like and how it affects the individual, their friends and family.	3.1. Describe a situation where you have experienced anxiety and explain what it felt like.
	3.2. Describe how anxiety can affect an individual.
	3.3. Describe how a person's anxiety may affect their friends and family.
4. Understand that different ways of thinking and behaving can affect anxiety.	4.1. Describe what happens in a cycle of negative thinking.
	4.2. Select a situation that could cause anxiety and describe how an individual's personality and outlook on life could help or hinder the situation.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand how anxiety may be managed and know some of the resources available to support the individual experiencing anxiety.	5.1. Describe 3 examples of self-help for anxiety.
	5.2. Describe 3 enjoyable activities which may help an individual manage anxiety.
	5.3. Describe local resources and treatments that would be available to individuals experiencing anxiety problems.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.1, 3.1-3.3</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1, 4.2, 5.1- 5.3</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report.</li> </ul>



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT.</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 04: Understanding phobias



<b>Unit reference</b>	H/504/0493	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of phobias and their causes. They will develop an appreciation of what phobias feel like and the symptoms that may be experienced. Learners will gain an understanding of ways in which phobias can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'phobias'.	1.1. Define the term 'phobia'.
	1.2. Describe the two main groups of phobias.
	1.3. Describe 3 examples of specific and social phobia.
2. Understand the possible causes of phobia.	2.1. Describe 3 possible causes of a phobia.
3. Understand what a phobia feels like.	3.1. Describe a time when you felt fearful and explain how it felt.
4. Understand how a phobia affects the individual, their life and their friends and family.	4.1. Describe how a specific phobia could prevent someone leading a normal life.
	4.2. Describe how agoraphobia could prevent someone leading a normal life.
	4.3. Describe how a person's phobia may affect their friends and family.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand how phobias may be managed and know some of the resources available to support the individual experiencing a phobia.	5.1. Describe 5 examples of self-help for phobias.
	5.2. Describe 4 examples of possible treatments for phobias.
	5.3. Describe details of the local resources and treatments that would be available to an individual experiencing a phobia.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1-1.3, 2.1, 3.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1-4.3, 5.1-5.3</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report.</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 05: Understanding depression



<b>Unit reference</b>	M/504/0495	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of depression and its causes. They will develop an appreciation of what depression feels like and the symptoms that may be experienced. Learners will gain an understanding of ways in which depression can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'depression'.	1.1. Define the term 'depression'.
	1.2. Differentiate between feeling low and clinical depression.
2. Understand the possible causes of depression.	2.1. Describe 3 possible causes of depression.
3. Understand what depression feels like.	3.1. Describe what depression feels like.
4. Understand how a person with psychotic depression may be affected.	4.1. Describe 3 factors especially associated with psychotic depression.
5. Understand how depression affects the individual, their life and their friends and family.	5.1. Describe 5 examples of how depression may affect the individual and their life.
	5.2. Describe how a person's depression may affect their friends and family.
6. Understand that demands of daily life can maintain depression.	6.1. Describe the demands of daily life that may contribute towards maintaining depression.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
7. Understand how depression can be managed and know some of the resources available to support the individual experiencing depression.	7.1. Describe local resources and treatments that would be available to an individual experiencing depression.
	7.2. Identify the resources and treatment required to manage a person with psychotic depression.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.1, 3.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1, 5.1, 5.2, 6.1, 7.1, 7.2</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report.</li> </ul>



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 06: Understanding post-natal depression



<b>Unit reference</b>	T/504/0496	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of post-natal depression and its causes. They will develop an appreciation of what post-natal depression feels like and the symptoms that may be experienced. Learners will gain an understanding of ways in which post-natal depression can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'post-natal depression'.	1.1. Define the term 'post-natal depression'.
	1.2. Differentiate between the terms 'baby blues' and 'post-natal depression'.
2. Understand the causes of post-natal depression.	2.1. Describe 6 possible risk factors for developing post-natal depression.
	2.2. Describe 3 possible causes of post-natal depression.
3. Understand what post-natal depression feels like.	3.1. Describe what post-natal depression feels like.
4. Understand puerperal psychosis.	4.1. Describe special features of puerperal psychosis.
5. Understand how post-natal depression affects the mother, the friends and family and impacts on bonding with the baby.	5.1. Describe some of the ways post-natal depression affects the mother, including bonding with her baby.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	5.2. Describe how post-natal depression can affect friends and family.
6. Understand that preparation for the birth can help reduce the risk of post-natal depression.	6.1. Describe the preparations for birth that may reduce the risk of post-natal depression.
7. Understand how post-natal depression may be managed and know some of the resources available to support the mother experiencing it.	7.1. Describe 3 self-help measures for post-natal depression.
	7.2. Describe 3 possible treatments for post-natal depression.
	7.3. Describe local resources and treatments that would be available to an individual experiencing post-natal depression.
8. Understand how puerperal psychosis may be managed.	8.1. Describe the resources and treatments a person with puerperal psychosis would require.

### Delivery and assessment

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.1, 1.2

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 6.1, 7.1-7.3, 8.1

**Additional information:** Learners could conduct research and prepare notes or a learner report.

### Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 07: Understanding bipolar disorder



<b>Unit reference</b>	L/504/0553	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of bipolar disorder and its causes. They will develop an appreciation of what bipolar disorder feels like and the symptoms that may be experienced. Learners will also gain an understanding of ways in which bipolar disorder can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'bipolar disorder'.	1.1. Define the term 'bipolar disorder'.
2. Understand the causes of bipolar disorder.	2.1. Describe 3 possible causes of bipolar disorder.
3. Understand what bipolar disorder feels like.	3.1. Describe what bipolar disorder feels like.
4. Understand how bipolar disorder affects the individual, their life and their friends and family.	4.1. Describe some of the ways bipolar disorder affects the individual and their life.
	4.2. Explain how bipolar disorder may affect their friends and family.
5. Understand that demands of daily life can influence the presentation of symptoms of bipolar disorder.	5.1. Describe some demands of daily life that may influence symptoms of bipolar disorder.
	5.2. Describe how these demands of daily life may influence symptoms of bipolar disorder.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
6. Understand how to recognise the symptoms of bipolar disorder to enable stability.	6.1. Give 3 examples of symptoms which may occur in a manic and depressive episode.
7. Understand how bipolar disorder may be managed and know some of the resources available to support the individual experiencing it.	7.1. Give 4 examples of medical intervention for bipolar disorder.
	7.2. Describe ways in which an individual with bipolar disorder can help to manage their illness when entering a manic and depressive episode.
	7.3. Describe ways in which family and friends can help the individual with bipolar disorder to manage their illness.
7.4. Describe local resources and treatments that would be available to an individual experiencing bipolar disorder.	

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 2.1, 3.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1, 4.2, 5.1, 5.2, 6.1, 7.1-7.4</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report.</li> </ul>



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 08: Understanding schizophrenia



<b>Unit reference</b>	M/504/0562	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of schizophrenia and its causes. They will develop an appreciation of what schizophrenia feels like and the symptoms that may be experienced. Learners will gain an understanding of ways in which schizophrenia can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'schizophrenia'.	1.1. Define the term 'schizophrenia'.
2. Understand how media representation of schizophrenia can create confusion about the illness.	2.1. Describe how newspaper and TV coverage may cause fear and misunderstanding with regard to schizophrenia.
3. Understand the causes of schizophrenia.	3.1. Describe 3 possible causes of schizophrenia.
4. Understand what schizophrenia feels like.	4.1. Describe what schizophrenia feels like.
5. Understand how schizophrenia affects the individual, their life and their friends and family.	5.1. Describe some of the ways schizophrenia affects the individual and their life.
	5.2. Describe how schizophrenia may affect their friends and family.
6. Understand how schizophrenia may be managed and know some of the resources available to support the individual experiencing it.	6.1. Give 4 examples of possible intervention for schizophrenia.
	6.2. Describe ways in which the individual with schizophrenia can help manage their illness.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	6.3. Describe ways in which family and friends can help the individual with schizophrenia to manage their illness.
	6.4. Describe local resources and treatments that would be available to an individual experiencing schizophrenia.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 3.1, 4.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>
<p><b>Type of evidence:</b> Individual notes from a small group discussion</p> <p><b>Assessment criterion:</b> 2.1</p> <p><b>Additional information:</b> Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p>
<p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 5.1, 5.2, 6.1-6.4</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes from a small group discussion</li> <li>• individual notes or learner report.</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT.</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 09: Understanding dementia



<b>Unit reference</b>	A/504/0564	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of dementia and its causes. They will develop an understanding of what dementia feels like and the symptoms that may be experienced. Learners will gain an understanding of ways in which dementia can be managed and treated and will also gain an appreciation of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'dementia'.	1.1. Define the term 'dementia'.
	1.2. Identify 4 of the most common types of dementia.
2. Understand the causes of dementia.	2.1. Describe 3 possible causes of dementia.
3. Understand what dementia feels like.	3.1. Describe what dementia feels like.
4. Understand how dementia affects the individual, their life and their friends and family.	4.1. Describe some of the ways dementia may affect the individual and their life.
	4.2. Describe how dementia may affect an individual's friends and family.
5. Understand how dementia may be managed and know some of the resources available to support the individual experiencing it.	5.1. Describe possible interventions for dementia.
	5.2. Describe ways in which family and friends can help the individual with dementia to manage their illness.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	5.3. Describe the local resources and treatments that would be available to an individual experiencing dementia.
6. Understanding factors – including own actions – which may adversely affect a person with dementia.	6.1. Describe why a person with dementia may be adversely affected by unconsidered actions or words of the carer.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.1, 3.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>
<p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1, 4.2, 5.1-5.3</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<p><b>Type of evidence:</b> Case study</p> <p><b>Assessment criterion:</b> 6.1</p> <p><b>Additional information:</b> Tutors could construct case studies to illustrate scenarios based on the assessment criterion, these could be supported by focussed questions for the learner.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report</li> <li>• case study.</li> </ul>



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 10: Understanding eating disorders



<b>Unit reference</b>	R/504/0571	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	1		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of eating disorders and their causes. They will develop an appreciation of what eating disorders feel like and the symptoms that may be experienced. Learners will gain an understanding of ways in which eating disorders can be managed and treated and will also gain an understanding of the roles and needs of family and friends.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the term 'eating disorders'.	1.1. Give a definition of eating disorders.
	1.2. Describe 3 possible types of eating disorders.
2. Understand the causes of one specific eating disorder.	2.1. Describe 3 possible causes of a specific eating disorder.
3. Understand what one specific eating disorder feels like.	3.1. Describe what one specific eating disorder feels like.
4. Understand how one specific eating disorder may affect the individual, their life and their friends and family.	4.1. Describe some of the ways a specific eating disorder may affect the individual and their life.
	4.2. Explain how a specific eating disorder may affect an individual's friends and family.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand how a specific eating disorder may be managed and know some of the resources available to support the individual experiencing it.	5.1. Describe possible medical interventions for a specific eating disorder.
	5.2. Explain what you could do to help an individual recover from a specific eating disorder.
	5.3. Describe local resources and treatments that would be available to an individual experiencing an eating disorder.

<b>Delivery and assessment</b>
<p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.1, 3.1</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 4.1, 4.2, 5.1-5.3</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• individual notes or learner report.</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT.</li></ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>



## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering any of NCFE's 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.



## Internal Assessment

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. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. 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. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

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 and the learner must declare that the work is their 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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- 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 the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification/these qualifications.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.



## **Section 5: Documents**

### Useful documents

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

#### **Learner's Evidence Tracking Log (LETL)**

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from the Centre secure website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

### 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 are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

### Resource requirements

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

### 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.

### Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

#### Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Hallmark Education.

For more information about these resources and how to access them please visit our dedicated qualifications [www.qualhub.co.uk](http://www.qualhub.co.uk).





## **Section 6: General Information**

### **Equal opportunities**

We fully supports the principle of equal opportunities and opposes 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 Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. CACHE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance 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 our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).