

Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding
Working in Mental Health

QRN: 600/6133/9

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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 Understanding Working in Mental Health.

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.

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. The website contains information about all our qualifications, and also a link to our QualHub 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 website www.qualhub.co.uk or can be requested from the Customer Support team on 0345 347 2123 or by emailing 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.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Working in Mental Health
Qualification number	600/6133/9
Aims and objectives	<p>This qualification is designed for a wide range of learners who wish to understand the approaches to care and support of those with mental health problems.</p> <p>This qualification aims to raise awareness of:</p> <ul style="list-style-type: none"> • mental health problems • the processes and approaches involved in the care and support of those who experience mental ill-health
Total Qualification Time (hours)	140
Guided Learning (hours)	120
Credit value	14
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore no real work environment placement is required.
Rule of combination	To be awarded this qualification learners are required to successfully complete 5 mandatory units.
Entry requirements/ recommendations	<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 to undertake the qualification.</p>

Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Certificates for Working in the Health Sector • Level 3 Diploma in Health and Social Care (Adults) for England • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Diploma in Clinical Healthcare Support • Level 3 Diploma in Healthcare Support Services • Level 3 qualifications in Counselling Skills
Assessment methods	Portfolio of evidence
Additional assessment requirements	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
- NHS Choices - www.nhs.uk
- Making Space: www.makingspace.co.uk
- Mental Health Foundation: www.mentalhealth.org.uk
- Rethink: www.rethink.org
- SANE: www.sane.org.uk

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours
 Unit 01	D/504/1707	Mental health and mental health issues	Knowledge	2	3	29
 Unit 02	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9
 Unit 03	L/503/1013	Valuing equality and diversity	Knowledge	2	2	16
 Unit 04	K/601/2950	Approaches to care and management in mental health	Knowledge	2	3	27
 Unit 05	K/504/1709	Understanding change and support in relation to mental health	Knowledge	2	5	39

The lightbulb icon  indicates that a unit is knowledge based.

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

Unit layout	
For each unit the following information has been provided:	
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.
Unit delivery and assessment guidance*	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.
Type 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.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks 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.
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: Mental health and mental health issues



Unit reference	D/504/1707	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	29		
Unit summary	<p>In this unit learners will look into the need for positive mental health and the effects mental health problems can have on individuals. They will also investigate the different types of mental health problems and associated symptoms. Legislation and guidance that relate to mental health are also investigated.</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of mental health.	1.1. Define the term 'mental health'.
	1.2. Define the key components of mental well-being.
	1.3. Explain the need for positive mental health.
	1.4. Describe key risk factors in developing mental ill-health.
	1.5. Identify the effects that experiencing a mental health problem might have on an individual.
	1.6. Give examples of the ways in which individuals may cope with their mental health problem.
2. Know common types of mental health problems and illnesses.	2.1. Define the term 'mental disorder'.
	2.2. Outline the key features of different models of mental health problems.
	2.3. Describe the two main means of classifying mental disorder.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4. Describe the symptoms of a common psychosis.
	2.5. Describe other common mental disorders.
3. Know the legislation and guidance that applies to those with mental health problems.	3.1. Identify the key legislation and guidance that relates to people with mental health problems.
	3.2. Give examples of how legislation and guidance can be used to support people with mental health problems.
	3.3. Explain the need to challenge discrimination against people with mental health problems.

Delivery and assessment guidance

- 1.1. For example: the World Health Organization definition.
- 1.2. **Components:** there are a range of factors that contribute to mental well-being. For example, ability to cope with stress, manage emotions, maintain friendships/relationships, diet and exercise, dealing with experiences and life events and feeling secure and supported.
- 1.6. Both positive and negative ways of coping with mental health problems must be covered.
- 2.1. Learners could look at the definition used within current mental health legislation.
- 2.2. **Models:** eg disease, psychodynamic, behavioural, cognitive and social.
- 3.1. **Legislation and guidance:** must be current.

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 1.1–1.3, 2.1

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

Type of evidence: Oral or written questioning

Assessment criteria: 1.4–1.6, 3.3

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

Type of evidence: Individual notes or learner report

Assessment criteria: 2.2–2.5, 3.1, 3.2

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

Types of evidence

Evidence could include:

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

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</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"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against a range of National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Key: Health and Social Care: SCDHSC Mental Health: MH General Healthcare: GEN</p> <ul style="list-style-type: none"> • SCDHSC0234, SCDHSC0023
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 02: Introduction to duty of care in health, social care or children's and young people's settings



Unit reference	H/601/5474	Unit level	2
Unit group	Mandatory		
Credit value	1		
Unit guided learning hours	9		
Unit summary	This unit introduces the concept of duty of care, and awareness of dilemmas or complaints that may arise where there is a duty of care.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.
	1.2. Describe how the duty of care affects own work role.
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.
	3.2. Identify the main points of agreed procedures for handling complaints.

Delivery and assessment guidance

Guidance for Developing Assessment

In this unit learners are introduced to the concept of duty of care. Learners should be encouraged to consider how duty of care applies to working in a mental health context.

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 reports

Assessment criteria: 2.1, 2.2, 3.1, 3.2

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 reports.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</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"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against a range of National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Key: Health and Social Care: SCDHSC Mental Health: MH General Healthcare: GEN</p> <ul style="list-style-type: none"> • SCDHSC0024 • SFH5501
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 03: Valuing equality and diversity



Unit reference	L/503/1013	Unit level	2
Unit group	Mandatory		
Credit value	2		
Unit guided learning hours	16		
Unit summary	Learners will gain an understanding of equality and diversity. They will identify legislation and investigate inequality and stereotyping. They will also identify the differences between discrimination and prejudice.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand aspects of equality.	1.1. Define the term 'equality'.
	1.2. Describe key legislation in relation to equality.
	1.3. Describe cases of inequality in a range of situations.
	1.4. Describe organisational bodies who work on equality issues.
2. Understand aspects of diversity.	2.1. Define the term 'diversity'.
	2.2. Describe key legislation in relation to diversity.
	2.3. Describe cases of positive and negative stereotyping.
	2.4. Explain how diversity can benefit society.
3. Understand aspects of discrimination.	3.1. Explain the difference between discrimination and prejudice.
	3.2. State the areas of discrimination covered by legislation.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Explain the difference between direct and indirect discrimination.
	3.4. Illustrate examples of each.

Delivery and assessment guidance

Guidance for Developing Assessment

In this unit learners are introduced to the concepts of equality and diversity. Learners should be encouraged to consider how issues related to equality and inequality can impact on those with mental health problems and others.

1.2. **Legislation:** must be current.

1.4. **Organisational bodies:** these can be local or national.

2.2. **Legislation:** must be current. There will be significant overlap with 1.2 and a holistic approach to these criteria is encouraged.

3.4 This relates to direct and indirect discrimination.

Type of evidence: Individual notes from a small group discussion

Assessment criteria: 1.1, 2.1

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: 1.2, 1.4, 2.2, 3.2

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

Type of evidence: Oral or written questioning

Assessment criteria: 2.3, 2.4, 3.1, 3.3, 3.4

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: Oral or written questioning

Assessment criterion: 1.3

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

Types of evidence

Evidence could include:

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

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</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"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against a range of National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Key: Health and Social Care: SCDHSC Mental Health: MH General Healthcare: GEN</p> <ul style="list-style-type: none"> • Equality and diversity underpins a wide range of NOS
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Approaches to care and management in mental health



Unit reference	K/601/2950	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	27		
Unit summary	Learners will investigate the key features and principles of the care planning process and will identify aspects of good practice, including the key components of a risk assessment and the requirements of a mental health assessment. Learners will identify the agencies involved in the care process and the role they perform.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the key features of the care planning process.	1.1. Identify local and national standards on care.
	1.2. Outline the stepped approach to care.
	1.3. State the key principles of care planning.
	1.4. Identify the interpersonal skills required to enable assessment in care planning.
	1.5. Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs.
2. Understand aspects of good practice in the care planning process.	2.1. Describe the key features of models of mental health needs and care.
	2.2. Explain what a risk assessment is.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.3. Outline the importance of carrying out a risk assessment with a person who may have mental health problems.
	2.4. Identify categories of risk and the key components of a risk assessment when working with a service user.
	2.5. Describe the stages of a basic mental health assessment.
	2.6. Outline the role of key agencies involved in the care process.
	2.7. Explain how to report and record work activities.
	2.8. Explain the importance of accurate record-keeping.

Delivery and assessment guidance

Guidance for Developing Assessment

1.1. **Standards:** These must be current. Examples at the time of print include those produced by the Care Quality Commission (CQC) and the National Institute for Health and Clinical Excellence (NICE).

2.4. **Categories:** eg harm to self, harm to others, being harmed by others.

2.4. **Components:** eg previous history, threat of harm, internal triggers, substance use, homelessness, current symptoms, disengagement from services and treatment, client's and worker's own perceptions.

Type of evidence: Individual notes or learner report

Assessment criteria: 1.1–1.5, 2.1, 2.6

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

Type of evidence: Oral or written questioning

Assessment criteria: 2.2–2.5, 2.7, 2.8

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

Types of evidence

Evidence could include:

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

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</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"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against a range of National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Key: Health and Social Care: SCDHSC Mental Health: MH General Healthcare: GEN</p> <ul style="list-style-type: none"> • MH14 • GEN12 • SCDHSC0025
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 05: Understanding change and support in relation to mental health



Unit reference	K/504/1709	Unit level	2
Unit group	Mandatory		
Credit value	5		
Unit guided learning hours	39		
Unit summary	This unit will help learners understand how mental health change occurs. They will look at the support available and the role of the support worker and others. Treatment options will be investigated as well as identifying support and resources available to those experiencing mental health problems.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how mental health change occurs.	1.1. Define the term 'mental well-being'.
	1.2. Identify what needs to be in place for mental health change to occur.
	1.3. Outline key areas of support in making change.
	1.4. Outline the role of the support worker in fostering change.
	1.5. Explain how to support people during mental health change.
	1.6. Describe how to support individuals to become more independent.
2. Understand the role of others in the individual's mental health change.	2.1. Explain the component parts of the support worker's relationship with service users.
	2.2. Outline the roles of those who can offer support.
	2.3. Outline the role of key agencies.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4. Explain the contribution of others in facilitating change. 2.5. Describe the role of support groups locally and nationally. 2.6. Explain the role of housing, financial and life skills support.
3. Know the treatment options available to manage mental health problems.	3.1. Outline the types of treatment available to those experiencing mental health problems. 3.2. Describe basic outcome measurements in support of, and as part of, an individual's treatment package.
4. Know how to access information to support understanding of mental health issues.	4.1. Identify sources of information for those experiencing mental health problems and their families and/or carers. 4.2. Identify resources available to support good practice. 4.3. Outline why people need ongoing support.

Delivery and assessment guidance

Type of evidence: Individual notes or learner report

Assessment criteria: 1.1–1.6

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

Type of evidence: Oral or written questioning

Assessment criteria: 2.1-2.6

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: 3.1, 3.2, 4.1, 4.2

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

Type of evidence: Individual notes from a small group discussion

Assessment criterion: 4.3

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.

Types of evidence

Evidence could include:

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

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to National Skills Standards</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"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against a range of National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Key: Health and Social Care: SCDHSC Mental Health: MH General Healthcare: GEN</p> <ul style="list-style-type: none"> • MH2, MH3, MH39, MH40 • SCDHSC0025, SCDHSC0026, SCDHSC0390 • GEN 12
<p>Additional unit assessment requirements</p>	<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.

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.

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 our dedicated qualifications website www.qualhub.co.uk. 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.

Learning resources

We offer 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:

- NCC Resources

For more information about these resources and how to access them please visit www.cache.org.uk.

Section 6: General Information

Equal opportunities

NCFE 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. NCFE aims 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 our 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. NCFE 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.