

Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding
Working with People with Mental Health Needs

QRN: 601/3434/3

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NCFE CACHE Level 2 Certificate in Understanding Working with People
with Mental Health Needs

QRN: 601/3434/3

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Contents

Summary of changes	5
Section 1: General introduction	7
About this Qualification Specification	8
How the qualification works	8
Total Qualification Time	9
Barred units, equivalencies and exemptions	9
Recognition of Prior Learning (RPL)	9
Credit transfer	9
Understanding learning outcomes	10
Entry guidance	11
Our Website	11
The Centre Secure Website	11
Support for centres	12
Section 2: About this qualification	13
Qualification summary	14
Useful websites	15
Section 3: Units	17
Mandatory units	18
Unit layout	19
Glossary of terms	20
Unit 01: Understand the role of the mental health worker	23
Unit 02: Mental health and mental health issues	27
Unit 03: Understand duty of care in adult health and social care	31
Unit 04: Approaches to care and management in mental health	35
Unit 05: Understanding change and support in relation to mental health	39
Section 4: Assessment and quality assurance information	43
Staffing requirements	44
Assessors and Internal Quality Assurance	44
Internal Assessment	45
Supervision of learners and your role as an Assessor	46

Feedback to learners	46
Presenting evidence	46
Quality Assurance	47
Internal quality assurance	47
External quality assurance	47
Section 5: Documents	48
Mandatory documents	49
Resources	49
Section 6: General Information	51
Equal opportunities	52
Diversity, access and inclusion	52

Summary of changes

This section summarises the changes to this qualification specification since the previous version (Version 4.0 September 2018).

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .

Section 1: General introduction

About this Qualification Specification

This qualification specification contains 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 with People with Mental Health Needs.

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. Grades are not awarded.

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

Total Qualification Time

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 Advisor.

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
- other support materials

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

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

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

The Centre Secure Website

More specific information to support Centre delivery can be found 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 with People with Mental Health Needs
Qualification number	601/3434/3
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"> • the role of the mental health worker • the process and approaches involved in the care and support of those who experience mental ill-health. <p>The objective of this qualification is to give learners working, or intending to work in a health or social care context, an understanding of approaches to supporting those with mental health needs. It will also enable learners to progress to other qualifications in health care and social care.</p>
Total Qualification Time (hours)	180
Guided Learning (hours)	155
Credit value	18
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 the NCFE Level 2 Certificate in Understanding Working with People with Mental Health Needs, learners are required to successfully complete the 5 mandatory units.

Entry requirements / recommendations	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 or 2 qualification in a health or social care related area.</p> <p>Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Award in Substance Misuse • Level 2 Award in Awareness of Dementia • Level 3 Certificate for Working in the Health Sector • Level 3 Certificate in Understanding Mental Health • Level 3 Diploma in Health and Social Care (Adults) for England.
Assessment methods	Portfolio of evidence
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3434/3.






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
- Making Space: www.makingspace.co.uk
- Mental Health Foundation: www.mentalhealth.org.uk
- Rethink: www.rethink.org
- Sane: www.sane.org.uk
- General Government Directory: www.direct.gov.uk
- World Health Organization: www.who.int/mental_health

Section 3: Units

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours*
	Unit 01	D/506/2895	Understand the role of the mental health worker	Knowledge	2	2	14
	Unit 02	D/504/1707	Mental health and mental health issues	Knowledge	2	3	29
	Unit 03	K/506/1300	Understand duty of care in adult health and social care	Knowledge	2	5	46
	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 the 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.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
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.
Unit 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.
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 CACHE.

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.

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
Advanced ways	Solutions may be more complex or more considered. (see basic ways and considered ways).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion (see reasoned conclusions).
Basic ways	Straightforward, mostly obvious ideas or solutions. (see advanced ways and considered ways).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (see technical problems).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
Considered ways	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (see use).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. (see possible solutions).
Efficiently solves	Solves in a manner appropriate to the vocational area.

Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
Format of source	The style of information - eg a questionnaire, a report, an observation, interview (see type of source).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions).
Range	Frequent use of most common words/techniques/materials (see some and wide range).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (see balanced conclusions).
Simple experimentation	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
Some	Occasional use of most common words/techniques/materials (see range and wide range).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
Specialist skill	Advanced technical skills in context (see technical skills).
Specialist terms/language	Advanced technical terms in context (see everyday language and technical terms/language).

Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. (see complex technical problems).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. (see everyday language and specialist terms/language).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors (see format of source).
Use	Applying general or basic skills or knowledge to a task (see correctly applies).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (see range).

Unit 01: Understand the role of the mental health worker



Unit reference	D/506/2895	Unit level	2
Mandatory/optional	Mandatory		
Credit value	2		
Guided learning hours	14		
Unit summary	In this unit learners will consider the standards required to work in the mental health sector and the factors that support good practice within this sector. Learners will also investigate how they can develop within their own work role and how to maintain their own wellbeing.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the standards required to work in mental health.	1.1. Describe the skills, knowledge and attitudes required to work in mental health.
	1.2. Identify ways to access up-to-date information on agreed ways of working.
	1.3. Outline the key requirements of the following in relation to working in mental health: <ul style="list-style-type: none"> • legislation • codes of practice • good practice guidance.
2. Understand the factors that can support good practice in mental health work.	2.1. State why presenting a positive image of self, organisation or service to others is important.
	2.2. Describe why it is important to adhere to the agreed scope of the job role.
	2.3. Give examples of ways to maintain clear professional boundaries in relationships with colleagues and people who use mental health services.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4. Explain why it is important to work in partnership with key people, advocates and others who are significant to an individual using mental health services. 2.5. Give examples of when it may be necessary to seek help from others.
3. Understand how personal development can contribute to own work role.	3.1. Explain why it is important to keep up-to-date and develop own work role. 3.2. Describe ways in which feedback from others can help to develop and improve own work role. 3.3. Describe how reflective practice can be used to improve the quality of the service you provide.
4. Know how to maintain own wellbeing when working in mental health.	4.1. Describe common signs and indicators of stress. 4.2. Give examples of ways to maintain own mental health and well-being to cope with the demands of mental health work. 4.3. Identify sources of support to manage own wellbeing when working in mental health.

Types of evidence	
<p>Type of evidence: individual notes or learner report</p> <p>Assessment criteria: 1.1–1.3, 2.2–2.3</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p>	
<p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 2.1, 3.1–3.3, 4.1–4.3</p> <p>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.</p>	
<p>Type of evidence: oral or written questioning</p> <p>Assessment criteria: 2.4–2.5</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>	
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> <ul style="list-style-type: none"> • SCDHSC0023 • SCDHSC0227 • SCDHSC0233 • GEN12

Unit 02: Mental health and mental health issues



Unit reference	D/504/1707	Unit level	2
Mandatory/optional	Mandatory		
Credit value	3		
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 2 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

Range

- 1.1 **define:** for example, the World Health Organization (WHO) definition
- 1.2 **components:** there are a range of factors that contribute to mental well-being. For example, ability to cope with stress; managing emotions; friendships and relationships; diet and exercise; dealing with experiences and life events; feeling secure and supported
- 1.6 **examples:** both positive and negative ways of coping with mental health problems must be covered
- 2.1 **mental disorder:** learners could look at the definition used within current mental health legislation
- 2.2 **models:** for example, disease; psychodynamic; behavioural; cognitive; social
- 3.1 **legislation and guidance:** must be current

Types of evidence

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. 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.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

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.

The mapping is only at the level of the unit.

- English
- ICT

Links to NOS

SCDHSC0234
SCDHSC0023

Unit 03: Understand duty of care in adult health and social care



Unit reference	K/506/1300	Unit level	2
Mandatory/optional	Mandatory		
Credit value	5		
Guided learning hours	46		
Unit summary	In this unit learners will explore issues relating to duty of care within the context of adult health and social care. The learner will gain an understanding of possible conflicts and dilemmas faced between duty of care and individuals' rights. They will also be able to recognise and report unsafe practice and understand the impact of own actions on individuals and others.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what is meant by 'duty of care'.	1.1. Explain what is meant by 'duty of care' within the context of adult health and social care.
	1.2. Describe how duty of care influences health and social care practice.
2. Know about dilemmas and conflicts relating to duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.
	2.2. Describe possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer.
	2.3. Explain where to get additional support and advice about how to resolve such dilemmas.
3. Know how to recognise and report unsafe practices.	3.1. Describe unsafe practices that may affect the well-being of individuals.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Explain the actions to take if unsafe practices have been identified. 3.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
4. Understand the impact of own actions on individuals and others.	4.1. Explain how health and social care workers can promote a positive culture. 4.2. Give examples of ways that own actions can impact on individuals and others . 4.3. Explain the importance of sharing concerns with a responsible professional. 4.4. Explain the possible consequences of health and social care workers failing to act in the interests of individuals and others.
5. Understand the importance of consent in health and social care practice.	5.1. Define the meaning of: <ul style="list-style-type: none"> • consent • best interests. 5.2. Identify different ways of gaining consent. 5.3. Explain actions to take when consent: <ul style="list-style-type: none"> • is not given • cannot be confirmed.

Delivery and assessment

- 3.1 **unsafe practices** may include poor working practices; resource difficulties, operational difficulties.
- 3.1 **well-being** may include aspects that are spiritual; emotional; cultural; religious; social; political; sexual; physical; mental.
- 3.2 **actions to take** constitutes the health and social care workers' responsibilities if unsafe practice is observed and in response to allegations or suspicion of abuse. They include actions to take if the unsafe practice, allegation or suspicion implicates:
- a colleague
 - someone in the individual's personal network
 - the health and social care worker's line manager
 - others.
- 4.2 **others** may include:
- colleagues
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - advocate
 - dementia care advisor
 - family or carers.

Types of evidence

Type of evidence: leaflet

Assessment criteria: 1.1, 1.2, 4.1, 4.2

Additional information: learners could produce a leaflet for adult social care workers new to the profession explaining different aspects of duty of care. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: Tutor-devised case studies

Assessment criteria: 2.1–2.3; 3.1–3.3; 4.3; 4.4

Additional information: Tutors could design a series of case studies to illustrate how dilemmas, conflicts and unsafe practices may occur and their consequences. Learners could answer questions relating to the assessment criteria.

Type of evidence: assignment

Assessment criteria: 5.1–5.3

Additional information: learners could complete a series of assessment tasks exploring the issues surrounding consent and best interests.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

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.

The mapping is only at the level of the unit.

- English
- ICT

Links to NOS

- SCDHSC0023
- SCDHSC0024
- SCDHSC0233
- SCDHSC0234
- SCDHSC0335
- SCDHSC0395

Unit 04: Approaches to care and management in mental health



Unit reference	K/601/2950	Unit level	2
Mandatory/optional	Mandatory		
Credit value	3		
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	
<p>1.1 standards: these must be current, for example, at the time of print include those produced by the Care Quality Commission (CQC) and the National Institute for Health and Care Excellence (NICE).</p> <p>2.4 categories: for example, self-harm, harm to others, being harmed by others.</p> <p>2.4 components: for example, previous history; threat of harm; internal triggers; substance use; homelessness; current symptoms; disengagement from services and treatment; clients and workers own perceptions.</p>	
Types of evidence	
<p>Type of evidence: individual notes or learner report</p> <p>Assessment criteria: 1.1–1.5, 2.1, 2.6</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p> <p>Type of evidence: oral or written questioning</p> <p>Assessment criteria: 2.2–2.5; 2.7; 2.8</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>	
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> <ul style="list-style-type: none"> • GEN12 • SCDHSC0025

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



Unit reference	K/504/1709	Unit level	2
Mandatory/optional	Mandatory		
Credit value	5		
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 workers 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 wellbeing'.
	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 workers 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.

Types of evidence	
<p>Type of evidence: individual notes or learner report</p> <p>Assessment criteria: 1.1–1.6, 3.1, 3.2, 4.1, 4.2</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p>	
<p>Type of evidence: oral or written questioning</p> <p>Assessment criteria: 2.1–2.6</p> <p>Additional information: learners could respond to a set of pre- prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>	
<p>Type of evidence: individual notes from a small group discussion</p> <p>Assessment criteria: 4.3</p> <p>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.</p>	
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> <ul style="list-style-type: none"> • SCDHSC0025 • SCDHSC0026 • GEN12

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 CACHE. 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

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.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

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

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

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Resources

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

Section 6: General Information

Equal opportunities

NCFE CACHE 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 CACHE 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 NCFE 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. NCFE 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 website: www.qualhub.co.uk