

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Certificate in Mental  
Health Awareness  
QN: 600/6134/0**

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**Summary of changes**

Version	Publication Date	Summary of amendments
v1.0	August 2012	First publication
v2.0	September 2017	Standard template updates
v3.0	October 2017	Standard template updates
v4.0	September 2018	Standard template updates
v4.1	February 2020	Standard template updates
v4.2	August 2021	New qualification specification template Progression qualifications updated Assessment guidance added throughout Useful websites updated
v4.3	June 2022	Information updated in section 1 about how to access <a href="#">support handbooks</a> .  Information added to the entry guidance section to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Further information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.
v4.4	October 2023	List of progression qualifications updated.

# Section 1

## About this qualification

## Introduction

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

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

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

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

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## Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Mental Health Awareness
<b>Qualification number (QN)</b>	600/6134/0
<b>Aim reference</b>	60061340
<b>Total qualification time (TQT)</b>	130
<b>Guided learning hours (GLH)</b>	130
<b>Credit value</b>	13
<b>Minimum age</b>	16
<b>Qualification purpose</b>	This qualification is designed for learners who want to increase their knowledge and awareness of mental health.
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of mental health and mental wellbeing</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• raise awareness of mental health and a range of mental health conditions</li> <li>• increase the learners understanding of mental health and the causes of mental ill-health</li> </ul>
<b>Work/industry placement experience</b>	This is a knowledge only qualification. Work/industry placement experience is not required.
<b>Real work environment (RWE) requirement/recommendation</b>	This is a knowledge only qualification. Experience in the real work environment is not required.
<b>Rules of combination</b>	To be awarded the Level 2 Certificate in Mental Health Awareness, learners are required to successfully complete 10 mandatory units.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 and 3 Certificate in Preparing to Work in Adult Social Care</li> <li>• Level 3 Certificate in Understanding Mental Health</li> </ul>

<b>Qualification summary</b>	
	<ul style="list-style-type: none"> <li>• Level 3 Award in Steps Towards Suicide Reduction</li> <li>• Level 3 Award in Counselling Skills and Theory</li> <li>• Level 3 Diploma in Counselling Skills</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/6134/0.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

### Entry guidance

This qualification is designed for learners who want to increase their knowledge and awareness of mental health and a range of mental health conditions.

Learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 health and social care related qualification.

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

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

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **10** mandatory units.

Please refer to the list of units below or the unit summaries in section 2 for further information.

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







### Units

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

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

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

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	Unit 01	T/504/0482	Understanding mental health	2	4	40	
	Unit 02	M/504/0481	Understanding stress	2	1	10	
	Unit 03	Y/504/0488	Understanding anxiety	2	1	10	
	Unit 04	H/504/0493	Understanding phobias	2	1	10	
	Unit 05	M/504/0495	Understanding depression	2	1	10	
	Unit 06	T/504/0496	Understanding postnatal depression	2	1	10	



	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	Unit 07	L/504/0553	Understanding bipolar disorder	2	1	10	
☆	Unit 08	M/504/0562	Understanding schizophrenia	2	1	10	
☆	Unit 09	A/504/0564	Understanding dementia	2	1	10	
☆	Unit 10	R/504/0571	Understanding eating disorders	2	1	10	

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as per usual)

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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## 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. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
  - refer to course file documents on the NCFE website
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## Supervision of learners and your role as an assessor

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

# Section 2

## Unit content and assessment guidance

### **Unit content and assessment guidance**

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

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

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

For further information or guidance about this qualification, please contact our customer support team.

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**Unit 01 Understanding mental health (T/504/0482)**

<b>Unit summary</b>	In this unit, the learner will understand what is meant by mental health and mental ill-health and its impact. They will also look at the legal frameworks that ensure high-quality care is provided.
<b>Credit value</b>	4
<b>Guided learning hours</b>	40
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1. Know what is meant by mental health and mental ill-health	1.1 Define what is meant by <b>mental health and mental ill-health</b>		
	1.2 Describe the <b>components</b> of mental wellbeing		
	1.3 Describe the <b>risk factors</b> 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 <b>difficulties</b> 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		
	3.3 Explain the impact of these attitudes on individuals and their care		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		

## Assessment guidance

### Delivery and assessment

#### 1.1 Mental health and mental ill-health

Learners should be aware that mental health may vary within an individual and between individuals throughout their lifespan. They should be able to differentiate between the term mental health as a term used to describe a person's condition in relation to emotional and psychological wellbeing, which can be positive or impaired (mental ill-health).

#### 1.2 Components

Learners should consider how a range of protective factors, including biological, psychological and social factors, may contribute towards mental wellbeing.

#### 1.3 Risk factors

Learners should describe how a combination of personal (intrinsic) and environmental (extrinsic) factors can increase an individual's vulnerability to experiencing mental ill-health.

#### 2.1 and 2.2

Learners should describe how mental health services have evolved over time and moved from institutionalisation and exclusion towards a more individualised and inclusive approach. They should extend this to explain the impacts of these changes for people using services, their families/carers, mental health professionals and the wider community.

#### 2.3 Difficulties

Potential difficulties to include social isolation, discrimination, maintaining healthy relationships, gaining employment, financial, substance misuse and impact on physical health.

#### 3.1 and 3.2

Learners should describe both positive and negative attitudes towards mental ill-health within society, different cultures and within the media. They could be encouraged to look at how they are influenced by changing perceptions over time.

#### 3.3

Learners should provide specific examples of the impact of different attitudes (both positive and negative) on individuals and their care.

#### 4.1 to 4.4

Learners should investigate the key aspects of legislation that relate to the rights, best interests, treatment, care and support of individuals accessing mental health services. This should reflect the nation within which the learner lives and/or works.

### Types of evidence

Evidence could include:

- learner report
- research and commentary
- media analysis
- assignment
- question and answer
- factsheet/FAQs

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 01**

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

Assessor name:

Signature:

Date:

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



**Unit 02 Understanding stress (M/504/0481)**

<b>Unit summary</b>	In this unit, the learner 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. The learner will also gain an understanding of ways in which stress can be managed.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

Learner name:	
Centre no:	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1 Understand the term 'stress'	1.1 Define the term ' <b>stress</b> '		
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 <b>internal and external demands</b> in life that 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		

## Assessment guidance

<b>Delivery and assessment</b>
<p><b>1.1 Stress</b></p> <p>Learners should show understanding that stress is an individual experience although there are major events that are likely to impact all people significantly. It is also important to recognise that stress is accumulative and can build up over a series of apparently minor events. They should be aware that stress is not always negative and can have a positive effect, for example in being prepared for optimum performance during an exam, driving test or public speaking.</p> <p><b>3.1</b></p> <p>As stress is a response everyone feels at some point, learners are encouraged to focus on their experience of stress.</p> <p><b>3.2</b></p> <p>Learners should describe the signs and symptoms of the stress response, both short term (fight or flight response) and long term (chronic stress). They may find it useful to look at Selye's 3-stage general adaptation syndrome (GAS).</p> <p><b>4.1 Internal and external demands</b></p> <p>Internal demands are those generated within the individual, for example, own response to different stressors, personal expectations that are unrealistic or unachievable, negative thought processes and emotions. External demands are those that happen to individuals rather than within them; specific situations and events that impact them.</p> <p><b>5.1</b></p> <p>Learners should describe a series of positive steps that could be taken to reduce stress such as exercise, healthy diet, time management, sleep hygiene, social activities, relaxation and addressing negative thought patterns.</p> <p><b>5.2</b></p> <p>Learners should describe examples of sources of support available to individuals experiencing stress in their locality such as NHS services, counselling, mental health organisations, self-help groups. In some situations, stress may be associated with recent events such as bereavement and specific support groups could be helpful. Self-help groups are available to support people to change their behaviour if they adopt harmful coping strategies to deal with stress and, as a consequence, may develop dependence on alcohol or other substances.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• assignment</li> <li>• display/poster</li> <li>• research and commentary</li> <li>• reflective account</li> <li>• professional discussion</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 02**

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

Assessor name:

Signature:

Date:

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

**Unit 03 Understanding anxiety (Y/504/0488)**

<b>Unit summary</b>	In this unit, the learner 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. The learner will understand ways in which anxiety can be managed and treated and will also gain an understanding of the roles and needs of family and friends.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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 <b>causes of anxiety</b>		
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		
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		

## Assessment guidance

### Delivery and assessment

#### 1.1

Learners should provide a definition of the term anxiety as it is used within the context of mental health to describe a combination of symptoms including agitation, persistent worrying and fearfulness.

#### 1.2

Learners should describe how certain situations may trigger a reaction of extreme distress with physical and psychological effects known as a 'panic attack' or 'anxiety attack'.

#### 2.1 Causes of anxiety

Learners should give at least 3 examples of potential causes of anxiety. These may include a range of factors that could cause an individual to be more vulnerable to anxiety such as adverse childhood experiences (ACE), prolonged and cumulative stress, individual risk factors and use of specific prescription or illegal drugs.

#### 3.1

Learners are encouraged to focus on situations that might trigger anxiety and how an individual experiencing anxiety might feel at that time.

#### 3.2

Learners should demonstrate understanding of the possible physical, psychological effects and behaviour of an individual experiencing anxiety, and how this might vary between different people.

#### 3.3

Learners should look at how an individual's condition such as anxiety can impact friendships, relationships and the daily lives of those around them.

#### 4.1

Learners should describe stages within a cycle of negative thinking that becomes difficult to break and can spiral out of control.

#### 4.2

Learners are required to select a situation that may cause anxiety including any demand that is perceived by an individual to exceed their capabilities. This will vary according to each individual, and their own perceptions, personality and outlook on life. Learners will also need to describe how these individual differences may reduce or exacerbate anxiety.

#### 5.1

Learners should describe a minimum of 3 ways individuals can use self-help to support them to feel more in control of their situation and break the cycle of negative thinking. Examples include sharing feelings with family or friends to prevent negative thoughts from escalating, using distraction and refocusing techniques to divert thoughts, and exercise.

#### 5.2

Enjoyable activities are individual to each person; learners will need to describe a minimum of 3 suggestions that would aid relaxation and promote positive thinking.

**5.3**

Learners must describe a range of treatments and local resources available to individuals experiencing anxiety. Treatments should include a range of pharmaceutical and non-pharmaceutical treatments. Learners should include examples of sources of support available to individuals in their locality, which may be accessible through community mental health team, NHS, mental health organisations and support groups.

**Types of evidence**

Evidence could include:

- assignment
- question and answer
- research and commentary
- reflective account
- infographic/information leaflet

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 03**

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

Assessor name:

Signature:

Date:

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

**Unit 04 Understanding phobias (H/504/0493)**

<b>Unit summary</b>	In this unit, the learner 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. The learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1. Understand the term 'phobias'	1.1 Define the term 'phobia'		
	1.2 Describe the 2 main groups of phobias		
	1.3 Describe 2 examples of specific and social phobia		
2. Understand the possible causes of phobia	2.1 Describe 3 possible <b>causes of a phobia</b>		
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		
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		

**Assessment guidance**

<b>Delivery and assessment</b>
<p><b>1.2</b> Learners must describe each of the 2 groups of phobias as defined by NHS and Mind.</p> <p><b>2.1. Causes of a phobia</b> Learners should give at least 3 examples of contributory factors such as prolonged stress, anxiety, dysfunctional relationships, poor living conditions and possible familial link.</p> <p><b>3.1</b> Learners are required to describe the feelings of an individual experiencing a phobia and if they find it helpful, they may draw on their own experiences of feeling fearful or phobic.</p> <p><b>4.1</b> Learners should describe how a specific phobia could impact on individual's daily life. They should be encouraged to look at avoidance behaviour as one of the disabling effects of phobia.</p> <p><b>4.2</b> Learners should consider the effects of agoraphobia, such as avoidance strategies, loss of social contacts and limited access to services, and their associated effects on physical and mental health.</p> <p><b>5.1</b> Learners must provide at least 5 examples of self-help strategies and support such as adopting positive thought processes, relaxation, graded self-exposure and confidence building.</p> <p><b>5.2</b> Learners must provide at least 4 examples of pharmaceutical and non-pharmaceutical treatments used to treat phobias.</p> <p><b>5.3</b> Learners must describe a range of treatments and resources available to individuals locally. Learners should include examples of sources of support available to individuals in their locality, which may be accessible through the community mental health team, NHS, mental health organisations and support groups.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• assignment</li> <li>• research and commentary</li> <li>• professional discussion</li> <li>• assignment</li> <li>• question and answer</li> <li>• slide show and presentation</li> </ul>



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 04**

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

Assessor name:

Signature:

Date:

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

**Unit 05 Understanding depression (M/504/0495)**

<b>Unit summary</b>	In this unit, the learner 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. The learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		
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		

## Assessment guidance

<b>Delivery and assessment</b>
<p>Learners should be aware that people can be affected by different types of depression ranging from mild to severe (clinical) depression.</p> <p>Learners are required to highlight the features of depression within a clinical context.</p> <p><b>2.1</b> Learners should describe at least 3 examples of contributory factors such as biological and genetic factors, some types of medication, use of substances and how certain events can trigger depression.</p> <p><b>3.1</b> Learners are required to describe the feelings an individual who is experiencing depression may have.</p> <p><b>4.1</b> Learners will need to understand what is meant by psychotic depression and how it differs from depression. They should describe at least 3 additional factors associated specifically with psychotic depression, for example hallucinations, delusions and thought insertion.</p> <p><b>5.1</b> Learners must provide at least 5 examples of how depression can affect both an individual's daily life and their life chances.</p> <p><b>5.2</b> Learners should be aware that family and friends may respond in different ways depending on their understanding of the condition, potentially causing tensions within relationships. Learners should also consider the potential impact of supporting an individual in practical terms for family and friends.</p> <p><b>6.1</b> Learners should describe how a range of physical, social, emotional and economic demands of daily life can contribute to ongoing depression.</p> <p><b>7.1</b> Learners must describe a range of pharmaceutical and non-pharmaceutical treatments available to treat depression. They will need to explore treatments and resources available to individuals in their locality including the support available, which may be accessible through the community mental health team, NHS, mental health organisations and support groups.</p> <p><b>7.2</b> Learners should identify pharmaceutical and non-pharmaceutical treatments used specifically to treat psychotic depression. They should also consider specialist support available to help manage this condition.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• question and answer</li> <li>• research and commentary</li> <li>• assignment</li> <li>• professional discussion</li> <li>• factsheet</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 05**

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

Assessor name:

Signature:

Date:

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

**Unit 06 Understanding postnatal depression (T/504/0496)**

<b>Unit summary</b>	In this unit, the learner will gain an understanding of postnatal depression and its causes. They will develop an appreciation of what postnatal depression feels like and the symptoms that may be experienced. The learner will gain an understanding of ways in which postnatal depression can be managed and treated and will also gain an understanding of the roles and needs of family and friends.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
1. Understand the term 'postnatal depression'	1.1 Define the term 'postnatal depression'		
	1.2 Differentiate between the terms 'baby blues' and 'postnatal depression'		
2. Understand the causes of postnatal depression	2.1 Describe 6 possible risk factors for developing postnatal depression		
	2.2 Describe 3 possible causes of postnatal depression		
3. Understand what postnatal depression feels like	3.1 Describe what postnatal depression feels like		
4. Understand puerperal psychosis	4.1 Describe special features of puerperal psychosis		
5. Understand how postnatal depression affects the mother, the friends and family and impacts on bonding with the baby	5.1 Describe some of the ways postnatal depression affects the mother, including bonding with her baby		
	5.2 Describe how postnatal depression can affect friends and family		
6. Understand that preparation for the birth can help reduce the risk of postnatal depression	6.1 Describe the preparations for birth that may reduce the risk of postnatal depression		
7. Understand how postnatal depression may be managed and know some of the resources available to	7.1 Describe 3 self-help measures for postnatal depression		
	7.2 Describe 3 possible treatments for postnatal depression		
	7.3 Describe local resources and treatments that would be available to an		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
support the mother experiencing it	individual experiencing postnatal depression		
8. Understand how puerperal psychosis may be managed	8.1 Describe the resources and treatments a person with puerperal psychosis would require		

**Assessment guidance****Delivery and assessment****1.1**

Learners should define postnatal depression within the clinical context.

**1.2**

Learners will need to note how short-term mood changes many mothers experience within the first few days following the birth of a baby (baby blues) are different from postnatal depression.

**2.1**

Learners will need to describe at least 6 predisposing risk factors that may contribute to the likelihood of an individual developing postnatal depression. These may be genetic and socioeconomic in origin or associated with conception, pregnancy, labour and delivery.

**3.1**

Learners are required to describe the feelings an individual with postnatal depression may experience.

**4.1**

Learners must describe the specific features of puerperal psychosis, also known as post-partum psychosis, which differentiate it from postnatal depression.

**5.1**

Learners must describe how postnatal depression affects the mother individually and in terms of forming an attachment (bond) with the baby.

**5.2**

Learners should consider the potential effects of postnatal depression on other family members. Learners should also recognise the importance of healthy attachment for the baby and the potential long-term effects on their development without this.

**7.1**

Learners should describe at least 3 self-help measures that mothers can use for support when experiencing postnatal depression.

**7.2**

Learners must describe a minimum of 3 pharmaceutical and non-pharmaceutical interventions that can be potentially used to treat postnatal depression.

**7.3**

Learners will need to explore treatments and resources available to individuals in their locality including support, which may be accessible through the community mental health team, NHS, mental health organisations and support groups.

**8.1**

Learners must describe specialist treatments and resources available to mothers diagnosed with puerperal psychosis (also known as post-partum psychosis).

**Types of evidence**

Evidence could include:

- assignment
- research and commentary
- reflective account
- question and answer
- infographic

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 06**

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

Assessor name:

Signature:

Date:

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



**Unit 07 Understanding bipolar disorder (L/504/0553)**

<b>Unit summary</b>	In this unit, the learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		
6. Understand how to recognise the symptoms of bipolar disorder to enable stability	6.1 Give 3 examples of symptoms that may occur in a manic and depressive episode		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		

## Assessment guidance

### Delivery and assessment

#### 1.1

Learners should provide a definition of bipolar disorder within a clinical context. They should be encouraged to look at different types of bipolar disorder and how 'manic episodes' and 'depressive episodes' are a feature.

#### 2.1

Learners should be aware that it is thought there are a combination of factors that contribute to bipolar disorder. They are required to describe a minimum of 3 possible causes, such as genetic and environmental factors.

#### 3.1

Learners are required to describe the variety of feelings an individual with bipolar disorder may experience at different times.

#### 4.1

Learners should describe a range of ways an individual may be affected, both positive and negative, such as increased intensity, creativity, low mood, sleep disruption, risky and impulsive behaviour.

#### 4.2

Learners should explain how family members or friends might have to adapt to support and that tensions may occur if they have difficulty understanding associated behaviour and fluctuating moods.

#### 5.1 and 5.2

Learners should describe how a range of demands of daily life, such as financial, work, and family problems, could increase stress and trigger bipolar episodes.

#### 6.1

Learners should provide examples of at least 3 symptoms of a manic episode and 3 symptoms of a depressive episode.

#### 7.1

Learners should provide 4 examples of pharmaceutical or clinical interventions used to treat bipolar disorder.

#### 7.2

Learners will need to consider a range of self-help strategies individuals could use when entering a manic or depressive episode. They should explore ways an individual can recognise triggers, looking after physical health, establish informal support networks, maintain a work-life balance and reduce stress where possible.

#### 7.3

Learners should be aware that support from family and friends will vary depending on their understanding of the condition and how it affects the individual. They should be encouraged to consider how education can help family and friends to be alert to early warning signs of manic and/or depressive episodes and to take appropriate action to support the individual.

**7.4**

Learners will need to explore treatments and resources available to individuals with bipolar disorder in their locality including support, which may be accessible through the community mental health team, NHS, mental health organisations and support groups.

**Types of evidence**

Evidence could include:

- learner report
- research and commentary
- leaflet
- assignment
- slide show or infographic

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 07**

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

Assessor name:

Signature:

Date:

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

**Unit 08 Understanding schizophrenia (M/504/0562)**

<b>Unit summary</b>	In this unit, the learner 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. The learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		
	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		

## Assessment guidance

### Delivery and assessment

#### 2.1

Learners should look at media reports about people with schizophrenia and describe how rare but high-profile cases are sometimes presented in a negative way, which could cause misunderstanding and fear about the condition.

#### 3.1

Learners should be aware that it is thought there are a combination of factors that contribute to schizophrenia. They are required to describe a minimum of 3 possible causes, such as genetic, biological and substance misuse.

#### 4.1

Learners are required to describe the variety of feelings an individual with schizophrenia may experience at different times.

#### 5.1

Learners should consider the impact of schizophrenia on different aspects of the individual's life including relationships, discrimination, employment prospects and changes in personality.

#### 5.2

Learners should explore how the changes in the individual and concerns for their wellbeing may cause distress and tension for family and friends and the impact of this on their lives.

#### 6.1

Learners should provide at least 4 examples of interventions (pharmaceutical and non-pharmaceutical) that are used to treat schizophrenia.

#### 6.2

Learners will need to consider a range of self-help strategies individuals could use to help manage schizophrenia such as taking care of physical health, reducing stress, sleep hygiene, exercise and accessing support networks.

#### 6.3

Learners should be aware of the importance of support from family and friends including practical support with daily living activities when appropriate. They should be encouraged to consider how education can help family and friends to understand early warning signs and respond appropriately when the individual is experiencing specific symptoms.

#### 6.4

Learners will need to explore treatments and resources available to individuals with schizophrenia in their locality including support, which may be accessible through the community mental health team, NHS, mental health organisations and support groups.

**Types of evidence**

Evidence could include:

- resource pack
- research and commentary
- assignment
- professional discussion

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 08**

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

Assessor name:

Signature:

Date:

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

**Unit 09 Understanding dementia (A/504/0564)**

<b>Unit summary</b>	In this unit, the learner 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. The learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		
	5.3 Describe the local resources and treatments that would be available to an individual experiencing dementia		
6. Understanding factors – including own actions – that 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		



## Assessment guidance

<b>Delivery and assessment</b>
<p><b>1.1 and 1.2</b> Learners should provide a definition of dementia as an umbrella term together with 4 of the most common types of dementia.</p> <p><b>2.1</b> Learners should look at the physiological changes that occur in the most common types of dementia. They may also link in factors that contribute to the risk of an individual developing dementia.</p> <p><b>3.1</b> Learners should be encouraged to think about the signs and symptoms and how they influence an individual's experience of dementia.</p> <p><b>4.1</b> Learners should describe the impact of the effects of dementia on an individual's daily life (for example, independence, self-care, relationships, safety, security and nutrition).</p> <p><b>4.2</b> Learners should describe the impact of an individual living with dementia on their family and friends in practical terms and emotionally.</p> <p><b>5.1</b> Learners should describe a range of pharmaceutical interventions that may be used and examples of therapeutic strategies and approaches that are effective in supporting individuals with dementia.</p> <p><b>5.2</b> Learners should be aware of how families and friends can provide support with person-centred care, life history work, social contact and help with daily living activities.</p> <p><b>5.3</b> Learners will need to explore specialist resources and treatments available to individuals with dementia at different stages in their locality.</p> <p><b>6.1</b> Learners should consider how actions or words by those who lack understanding of dementia may unintentionally cause distress or compound difficulties for the individual.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• assignment</li> <li>• research and commentary</li> <li>• reflective account</li> <li>• professional discussion</li> <li>• FAQs</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 09**

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

Assessor name:

Signature:

Date:

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

**Unit 10 Understanding eating disorders (R/504/0571)**

<b>Unit summary</b>	In this unit, the learner 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. The learner 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number and method)	<b>Assessor</b> Initial and date
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		
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		

## Assessment guidance

<b>Delivery and assessment</b>
<p><b>1.1</b> Learners should provide a definition of eating disorders within a clinical context.</p> <p><b>1.2</b> Learners should describe at least 3 of the 4 main types of eating disorder: anorexia nervosa, bulimia nervosa, binge eating disorder (BED) and other specified feeding or eating disorder (OSFED). They may also include orthorexia and avoidant/restrictive food intake disorder (ARFID).</p> <p><b>2.1</b> Learners should be aware that the causes of eating disorders are complex. They are required to focus on one specific eating disorder and describe at least 3 potential factors that may contribute to an individual developing an eating disorder. These may be genetic, psychological, environmental, social or biological.</p> <p><b>3.1</b> Learners should describe the feelings and effects an individual may experience for one specific eating disorder.</p> <p><b>4.1 and 4.2</b> Learners should be encouraged to think about the effects of a specific eating disorder in the short term and potential implications for the individual's future life. They should consider physical and psychological affects and how these may affect an individual's behaviour. Learners should demonstrate awareness of the impact on family and friends and the difficulties that may arise in recognising signs and behaviours as it is common for individuals to conceal them.</p> <p><b>5.2 and 5.3</b> Learners should research local resources and treatments available to people experiencing an eating disorder. They should include an explanation of what other people close to the individual can do to support recovery, focusing on one specific eating disorder.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• learner report</li> <li>• research and commentary</li> <li>• professional discussion</li> <li>• assignment</li> <li>• question and answer</li> <li>• infographic/poster</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 10**

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

Assessor name:

Signature:

Date:

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

### Recommended assessment methods

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

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

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit (grades are not awarded).

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

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

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

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

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

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

## Assessment strategy

### Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

# Section 3

## Explanation of terms



## Explanation of terms

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

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

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

# Section 4

## Additional information

## Additional information

### Resource requirements

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

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### Support for learners

#### Learner's evidence tracking log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the qualifications page on the NCFE website. You do not have to use the LETL, you can devise your own evidence tracking document instead.

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### Support for centres

#### Qualification factsheet

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

#### Useful websites

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

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NHS: [www.nhs.uk/mental-health/](http://www.nhs.uk/mental-health/)
- 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)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources please see the additional and teaching materials sections on the qualification page on the NCFE website.

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**Learning resources**

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

**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 the NCFE website.

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