

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Certificate in Awareness
of Mental Health Problems
QN: 601/3438/0**

Contents

Section 1	4
Introduction	5
Support handbook	5
Qualification summary	6
Entry guidance	7
Achieving this qualification	8
Units	9
How the qualification is assessed	11
Internal assessment	11
Supervision of learners and your role as an assessor	11
Section 2	12
Unit content and assessment guidance	13
Unit 01 Understanding mental health (Y/506/2880)	14
Unit 02 Understanding stress (H/506/2882)	17
Unit 03 Understanding anxiety (M/506/2884)	19
Unit 04 Understanding phobias (A/506/2886)	21
Unit 05 Understanding depression (L/506/3105)	23
Unit 06 Understanding postnatal depression (L/506/2889)	25
Unit 07 Understanding bipolar disorder (F/506/2890)	27
Unit 08 Understanding schizophrenia (L/506/2892)	29
Unit 09 Understanding dementia (Y/506/2894)	31
Unit 10 Understanding eating disorders (D/506/2928)	33
Unit 11 Understanding Attention Deficit Hyperactivity Disorder – ADHD (F/506/2937)	35
Unit 12 Understanding Obsessive Compulsive Disorder - OCD (D/506/2900)	37
Unit 13 Understanding Post-Traumatic Stress Disorder – PTSD (T/506/2904)	39
Recommended assessment methods	41
Assessment strategy	42
Section 3	43
Explanation of terms	44
Section 4	46
Additional information	47
Resource requirements	47
Support for learners	47
Learner’s evidence tracking log (LETL)	47
Support for centres	47
Useful websites	47
Learning resources	47
Third-party products	47
Contact us	48

Summary of Changes

Version	Publication Date	Summary of amendments
V1.0	September 2014	First publication
V4.0	September 2017	Standard template updates
V5.0	October 2017	Standard template updates
V6.0	September 2018	Standard template updates
V6.1	February 2020	Standard template updates
V6.2	August 2021	New qualification specification template Assessment guidance added throughout Bold words added
V6.3	June 2022	Further information added to 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 assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support handbook section about how to access support handbooks.
V6.4	October 2023	List of progression qualifications updated. Formatting updated.
V6.5	September 2024	Removal of reference to Level 3 Award in Steps Towards Suicide Reduction as a qualification for progression as the product has been withdrawn.

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.

Reproduction by **approved** centres is permissible for internal use under the following conditions:

- 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
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release
- 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

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 of the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems
Qualification number (QN)	601/3438/0
Aim reference	60134380
Total qualification time (TQT)	160
Guided learning hours (GLH)	160
Credit value	16
Minimum age	16
Qualification purpose	This qualification is designed for anyone looking to develop their understanding of mental health and the problems that can cause mental ill-health.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of mental health and a range of mental health problems • offer breadth and depth of study, incorporating a key core of knowledge <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • raise awareness of mental health and a range of mental health problems • increase the learners understanding of a range of mental health problems, which could be used to support their role in the workplace or where they may work or interact with individuals with mental health problems
Work/industry placement experience	This is a knowledge only qualification. Work/industry placement experience is not required.
Real work environment (RWE) requirement/recommendation	This is a knowledge only qualification. Experience in the real work environment is not required.

Rules of combination	To be awarded the Level 2 Certificate in Awareness of Mental Health problems, learners are required to successfully complete 13 mandatory units.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Progression	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> • Level 2 and 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Certificate in Understanding Mental Health • Level 3 Award in Counselling Skills and Theory • Level 3 Diploma in Counselling Skills
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3438/0
Funding	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.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There is no specific prior skill/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.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **13** 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

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	Y/506/2880	Understanding mental health	2	4	40	
	Unit 02	H/506/2882	Understanding stress	2	1	10	
	Unit 03	M/506/2884	Understanding anxiety	2	1	10	
	Unit 04	A/506/2886	Understanding phobias	2	1	10	
	Unit 05	L/506/3105	Understanding depression	2	1	10	
	Unit 06	L/506/2889	Understanding post-natal depression	2	1	10	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	Unit 07	F/506/2890	Understanding bipolar disorder	2	1	10	
☆	Unit 08	L/506/2892	Understanding schizophrenia	2	1	10	
☆	Unit 09	Y/506/2894	Understanding dementia	2	1	10	
☆	Unit 10	D/506/2928	Understanding eating disorders	2	1	10	
☆	Unit 11	F/506/2937	Understanding Attention Deficit Hyperactivity Disorder – ADHD	2	1	10	
☆	Unit 12	D/506/2900	Understanding Obsessive Compulsive Disorder – OCD	2	1	10	
☆	Unit 13	T/506/2904	Understanding Post-Traumatic Stress Disorder – PTSD	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.

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.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 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)

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

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.

Unit 01 Understanding mental health (Y/506/2880)



Unit summary	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.
Credit value	4
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Know what is meant by mental health and mental ill-health	1.1 Define what is meant by mental health and mental ill-health		
	1.2 Describe the components of mental wellbeing		
	1.3 Describe the risk factors associated with developing mental health problems		
	1.4 Identify examples of mental health problems		
2. Understand how mental health care has changed over time	2.1 Describe how mental health care has changed with regard to: <ul style="list-style-type: none"> historical approaches to care the use of community care 		
	2.2 Explain the impacts of the changes in mental health care		
	2.3 Explain the difficulties individuals with mental health problems may face in day to day living		
3. Understand the social context of mental ill health	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		
4. Understand the legal context of mental ill health	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 the 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, 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, 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.

4.1-4.4 - 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
- fact sheet

Unit 02 Understanding stress (H/506/2882)



Unit summary	In this unit, the learner will gain an understanding of stress and its causes, as well as the effects stress can have on individuals and their daily life. Learners will gain an understanding of ways in which stress can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1 Understand the term 'stress'	1.1 Define the term ' stress '		
2. Understand possible causes of stress	2.1 Describe possible causes of stress		
3. Understand how stress can affect an individual	3.1 Explain how stress can be both useful and harmful		
	3.2 Give examples of the symptoms of stress		
	3.3 Describe the feelings an individual may have when experiencing stress		
	3.4 Describe how stress can affect an individual.		
4. Understand how the demands of daily life can contribute to stress	4.1. Describe internal and external demands in life which may result in stress		
5. Understand how stress may be managed	5.1 Describe healthy strategies that could be used by an individual to reduce or manage stress in life		
	5.2. Describe local support available to individuals experiencing stress		

Assessment guidance

Delivery and assessment
<p>1.1 Stress - 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.</p> <p>3.1 - Learners should explain how whilst stress can be harmful, it can also be useful, (for example, in being prepared for optimum performance during an exam, driving test or public speaking).</p> <p>3.3 - Stress is a response everyone feels at some point, learners are encouraged to focus on the feelings of people experiencing stress.</p> <p>3.4 - Learners should describe how people are affected by stress both in the short-term (fight or flight response) and in the long-term (chronic stress). They may find it useful to look at Selye's 3-stage general adaptation syndrome (GAS).</p> <p>4.1 - Internal and external demands: Internal demands are those generated within the individual, (for example, own response to different stressors, personal expectations which 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>5.1 - Learners should describe a range of healthy strategies 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>5.2 - 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 consequently, may develop dependence on alcohol or other substances.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • assignment • research and commentary • question and answer • FAQs

Unit 03 Understanding anxiety (M/506/2884)



Unit summary	In this unit, the learner will gain an understanding of anxiety, the causes of anxiety and how it affects the individual and others. Learners will also gain an understanding of ways in which anxiety can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor 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 possible causes of anxiety		
3. Understand how anxiety can affect the individual and others	3.1 Describe situations where individuals may experience anxiety		
	3.2 Describe the feelings an individual may have when experiencing anxiety		
	3.3 Describe how anxiety can affect an individual		
	3.4. Describe how an individual's anxiety may affect others		
4. Understand how different ways of thinking and behaving can affect anxiety	4.1. Describe what happens in a cycle of negative thinking		
	4.2 Explain how an individual's personality and outlook on life could help or hinder anxiety		
5. Understand how anxiety may be managed	5.1 Describe examples of self-help for anxiety		
	5.2 Describe enjoyable activities which may help an individual manage anxiety		
	5.3 Describe local resources and treatments 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 a range of situations that might trigger anxiety and recognise that these will differ between individuals.

3.3 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.

3.4 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 which becomes difficult to break and can spiral out of control.

4.2 Learners should describe how individual differences, such as perceptions, personality and outlook on life, may reduce or exacerbate anxiety.

5.1 Learners should describe a range of 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, 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
- professional discussion

Unit 04 Understanding phobias (A/506/2886)



Unit summary	In this unit, the learner will gain an understanding of phobias, the causes of phobias and the effect they can have on the individual and others. Learners will also gain an understanding of ways in which phobias can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'phobias'	1.1 Define the term 'phobia'		
	1.2 Describe the main groups of phobias		
	1.3 Describe examples of specific and social phobias		
2. Understand the possible causes of phobia	2.1 Describe possible causes of phobia		
3. Understand how a phobia can affect the individual and others	3.1 Describe the feelings an individual may have when experiencing a phobia		
	3.2. Explain how a specific phobia could prevent an individual from leading a normal life		
	3.3. Describe how agoraphobia could prevent someone leading a normal life		
	3.4. Describe how an individual's phobia may affect others		
4. Understand how phobias may be managed	4.1 Describe examples of self-help for phobias		
	4.2 Describe examples of possible treatments for phobias		
	4.3 Describe the local resources and treatments available to an individual experiencing a phobia		

Assessment guidance

Delivery and assessment
<p>1.2 Learners must describe the 2 main groups of phobias, as defined by the NHS and Mind.</p> <p>2.1. Causes of phobia: Learners should describe a range of contributory factors such as prolonged stress, anxiety, dysfunctional relationships, poor living conditions and possible familial link.</p> <p>3.2 Learners should explain how a specific phobia could impact on an individual's daily life. They should be encouraged to look at avoidance behaviour as one of the disabling effects of phobia.</p> <p>3.3 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>3.4 Learners should look at how an individual's phobia may, for example, affect family and friends.</p> <p>4.1 Learners must provide a range of examples of self-help strategies and support, such as adopting positive thought processes, relaxation, graded self-exposure and confidence building.</p> <p>4.2 Learners should provide examples of both pharmaceutical and non-pharmaceutical treatments used to treat phobias.</p> <p>4.3 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>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • assignment • research and commentary • professional discussion • resource pack

Unit 05 Understanding depression (L/506/3105)



Unit summary	In this unit, the learner will gain an understanding of depression, the causes of depression and how it can affect individuals and others. Learners will also gain an understanding of ways in which depression can be managed
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'depression'	1.1 Define the term 'depression'		
	1.2 Differentiate between feeling low and clinical depression		
	1.3 Describe the factors associated with psychotic depression		
2. Understand the possible causes of depression	2.1 Describe possible causes of depression		
3. Understand how depression affects the individual and others	3.1 Describe the feelings an individual may have when experiencing depression		
	3.2 Describe examples of how depression may affect the individual and their life		
	3.3 Describe how an individual's depression may affect others		
4. Understand how the demands of daily life can affect depression	4.1 Describe how the demands of daily life may contribute towards depression for some individuals		
5. Understand how depression can be managed	5.1 Describe local resources and treatments available to an individual experiencing depression		
	5.2 Identify the resources and treatment required to manage a person with psychotic depression		

Assessment guidance

Delivery and assessment

1.1 Learners should define the term 'depression' being aware that people can be affected by different types of depression ranging from mild to severe (clinical) depression.

1.3 Learners will need to understand what is meant by psychotic depression and how it differs from depression. They should describe additional factors associated specifically with psychotic depression, (for example hallucinations, delusions and thought insertion).

2.1 Learners should describe a range of contributory factors such as biological and genetic factors; some types of medication; use of substances and how certain events can trigger depression.

3.2 Learners must describe a range of examples of how depression can affect both an individual's daily life and their life chances.

3.3 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 effects of supporting an individual in practical terms for family and friends.

4.1 Learners should describe how a range of physical, social, emotional and economic demands on daily life can contribute to on-going depression.

5.1 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.

5.2 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

Types of evidence

Evidence could include:

- question and answer
- research and commentary
- assignment
- professional discussion
- information leaflet or poster

Unit 06 Understanding postnatal depression (L/506/2889)



Unit summary	In this unit, the learner will gain an understanding of postnatal depression and its causes, looking at how it can affect the individual and others. Learners will also gain an understanding of ways in which postnatal depression can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor 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 possible risk factors for developing postnatal depression		
3. Understand puerperal psychosis	3.1 Describe the features of puerperal psychosis		
4. Understand how postnatal depression can affect the mother and others	4.1 Describe the feelings an individual may have when experiencing postnatal depression		
	4.2 Describe the ways postnatal depression can affect: <ul style="list-style-type: none"> • the mother • bonding with the baby • others 		
5. Understand how preparation for the birth can help reduce the risk of postnatal depression	5.1 Describe the preparations for birth that may reduce the risk of postnatal depression		
6. Understand how postnatal depression may be managed	6.1 Describe self-help measures for postnatal depression		
	6.2. Describe possible treatments for postnatal depression		
	6.3. Describe local resources and treatments available to an individual experiencing postnatal depression		
7. Understand how puerperal psychosis may be managed	7.1 Describe the resources a person with puerperal psychosis would require		
	7.2 Describe the treatments a person with puerperal psychosis would require		

Assessment guidance

Delivery and assessment

1.1 Learners should define 'post-natal 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 post-natal depression.

2.1 Learners will need to describe a range of predisposing risk factors that may contribute to the likelihood of an individual developing post-natal depression. These may be genetic and socio-economic in origin or associated with conception, pregnancy, labour and delivery.

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

4.1 Learners are required to describe the feelings an individual with post-natal depression may experience.

4.2 Learners must describe how post-natal depression affects the mother individually and in terms of forming an attachment (bond) with the baby. They should also recognise the importance of healthy attachment for the baby and the potential long-term effects on their development without this. In addition, the potential effects of post-natal depression on other family members.

6.1 Learners should describe a range of self-help measures that mothers can use for support when experiencing post-natal depression.

6.2 Learners must describe both pharmaceutical and non-pharmaceutical interventions that are potentially used to treat post-natal depression.

6.3 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.

7.1, 7.2 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
- slide show presentation

Unit 07 Understanding bipolar disorder (F/506/2890)



Unit summary	In this unit, the learner will gain an understanding of bipolar disorder, its causes and the effect it can have on individuals and their daily lives. Learners will gain an understanding of ways in which bipolar disorder can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor 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 possible causes of bipolar disorder		
3. Understand how bipolar disorder can affect the individual and others	3.1 Describe the feelings an individual may have when experiencing bipolar disorder		
	3.2 Describe the ways bipolar disorder affects the individual and their life		
	3.3 Explain how an individual's bipolar disorder may affect others		
4. Understand how the demands of daily life can influence the presentation of symptoms of bipolar disorder	4.1 Describe the demands of daily life that may influence symptoms of bipolar disorder		
	4.2 Describe how these demands of daily life may influence symptoms of bipolar disorder		
5. Understand how to recognise the symptoms of bipolar disorder	5.1 Give examples of symptoms which may occur in a manic-depressive episode		
6. Understand how bipolar disorder may be managed	6.1 Give examples of medical intervention for bipolar disorder		
	6.2 Describe ways in which an individual with bipolar disorder can help to manage their illness when entering a manic-depressive episode		
	6.3 Describe ways in which others can help the individual with bipolar disorder to manage their illness		
	6.4 Describe local resources and treatments 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 range of 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.

3.2 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.

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

4.1, 4.2 Learners should describe how a range of demands of daily life, such as financial, work, family problems etc, could increase stress and trigger bipolar episodes.

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

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

6.2 Learners will need to consider a range of self-help strategies individuals can use when entering a manic and 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.

6.3 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.

6.4 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 self-help groups.

Types of evidence

Evidence could include:

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

Unit 08 Understanding schizophrenia (L/506/2892)



Unit summary	In this unit, the learner will gain an understanding of schizophrenia, the causes of schizophrenia and media representation of the condition. Learners will gain an understanding of ways in which schizophrenia can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor 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 media coverage may cause fear and misunderstanding with regard to schizophrenia		
3. Understand the causes of schizophrenia	3.1 Describe possible causes of schizophrenia		
4. Understand how schizophrenia can affect the individual and others	4.1 Describe the feelings an individual with schizophrenia may experience		
	4.2 Describe the ways schizophrenia affects the individual and their life		
	4.3 Describe how an individual's schizophrenia may affect others		
5. Understand how schizophrenia may be managed	5.1 Give examples of possible interventions for schizophrenia		
	5.2 Describe ways in which the individual with schizophrenia can help manage their illness		
	5.3 Describe ways in which others can help the individual with schizophrenia to manage their illness		
	5.4 Describe local resources and treatments available to an individual experiencing schizophrenia		

Assessment guidance

Delivery and assessment
<p>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.</p> <p>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.</p> <p>4.1 Learners are required to describe the variety of feelings an individual with schizophrenia may experience at different times.</p> <p>4.2 Learners should consider the impact of schizophrenia on different aspects of the individual's life including relationships, discrimination, employment prospects and changes in personality.</p> <p>4.3 Learners should explore how the changes in the individual and concerns for their well-being may cause distress and tension for family and friends and the impact of this on their lives.</p> <p>5.1 Learners should provide a range of interventions (pharmaceutical and non-pharmaceutical) that are used to treat schizophrenia.</p> <p>5.2 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.</p> <p>5.3 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.</p> <p>5.4 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</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • display/poster • research and commentary • assignment • professional discussion

Unit 09 Understanding dementia (Y/506/2894)

Unit summary	In this unit, the learner will gain an understanding of dementia, its causes and how it can affect the individual and others. Learners will also gain an understanding of the ways in which dementia can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'dementia'	1.1 Define the term 'dementia'		
	1.2 Identify the most common types of dementia		
	1.3 Describe the functions of the brain that are affected by dementia		
2. Understand the causes of dementia	2.1 Describe possible causes of dementia		
3. Understand how dementia can affect the individual and others	3.1 Describe the likely signs and symptoms of the most common causes of dementia		
	3.2 Explain the difficulties individuals with dementia may face in day to day living		
	3.3 Describe how an individual's dementia may affect others		
4. Understand how dementia may be managed	4.1 Describe possible interventions for dementia		
	4.2 Describe ways in which others can help the individual with dementia to manage their illness		
	4.3 Describe the local resources and treatments that would be available to an individual experiencing dementia		
5. Understand factors which may adversely affect a person with dementia	5.1 Describe why a person with dementia may be adversely affected by unconsidered actions or words of others		

Assessment guidance

Delivery and assessment
<p>1.1, 1.2 Learners should provide a definition of dementia as an umbrella term together with 4 of the most common types of dementia.</p> <p>1.3 Learners should provide a description of how dementia affects different functions of the brain, such as memory, decision-making, communication, language and recognising faces and objects.</p> <p>2.1 Learners should look at the physiological changes that occur in the brain with the most common types of dementia. They may also link in factors that contribute to the risk of an individual developing dementia.</p> <p>3.1 Learners should be encouraged to think about the signs and symptoms and how they influence an individual's experience of dementia.</p> <p>3.2 Learners should explain 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>3.3 Learners should describe the impact of an individual living with dementia on their family and friends, both emotionally and in practical terms</p> <p>4.1 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>4.2 Learners should be aware of how families and friends can provide support through person-centred care, life history work, social contact and help with daily living activities.</p> <p>4.3 Learners will need to explore specialist resources and treatments available to individuals during different stages of dementia in their local area.</p> <p>5.1 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>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • leaflet/infographic • research and commentary • reflective account • professional discussion

Unit 10 Understanding eating disorders (D/506/2928)



Unit summary	In this unit, the learner will gain an understanding of eating disorders, the causes of eating disorders and how they can affect the individual and others. Learners will gain an understanding of ways in which eating disorders can be managed
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'eating disorder'	1.1 Give a definition of the term 'eating disorder'		
	1.2 Describe possible types of eating disorders		
2. Understand the causes of eating disorders	2.1 Describe possible causes of eating disorders		
3. Understand how an eating disorder may affect the individual and others	3.1 Give examples of the signs and symptoms associated with eating disorders		
	3.2 Describe the feelings an individual with an eating disorder may experience		
	3.3 Describe some of the ways an eating disorder may affect the individual and their life		
	3.4 Explain how an individual's eating disorder may affect others		
4. Understand how a specific eating disorder may be managed	4.1 Describe different approaches to the treatment of eating disorders		
	4.2. Explain what others could do to help an individual recover from a specific eating disorder.		
	4.3 Describe local resources and treatments that would be available to an individual experiencing an eating disorder		

Assessment guidance

Delivery and assessment

1.1 Learners should provide a definition of eating disorders within a clinical context.

1.2 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).

2.1 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 which may contribute to an individual developing an eating disorder. These may be genetic, psychological, environmental, social or biological.

3.1 Learners should provide examples of signs and symptoms of each of the main types of eating disorders. They should demonstrate awareness of the difficulties that may arise in recognising the signs as it is a common feature for individuals to conceal them.

3.3, 3.4 Learners should be encouraged to think about the effects of an 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 the 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.

4.2, 4.3 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.

Types of evidence

Evidence could include:

- learner report
- research and commentary
- professional discussion
- assignment
- infographic/FAQ poster

Unit 11 Understanding Attention Deficit Hyperactivity Disorder – ADHD (F/506/2937)

Unit summary	In this unit, the learner will gain an understanding of ADHD, the causes of the condition and the effect it can have on an individual and others. The learner will also gain an understanding of ways in which ADHD can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'ADHD'	1.1 Define the term 'ADHD'		
	1.2 Identify those most likely to be diagnosed with ADHD		
2. Understand the causes of ADHD	2.1 Describe possible causes of ADHD		
3. Understand how ADHD can affect the individual and others	3.1 Describe the ways ADHD affects the individual and their life		
	3.2 Explain how an individual's ADHD may affect others		
4. Understand the symptoms associated with ADHD	4.1 Give examples of the common symptoms associated with ADHD		
5. Understand how ADHD may be managed	5.1 Describe ways in which others can help the individual with ADHD to manage their condition		
	5.2 Describe local resources and treatments available to an individual experiencing ADHD		

Assessment guidance

Delivery and assessment

1.1 Learners should provide a definition of the term ADHD within the context of this qualification, as a lifelong, developmental condition which affects behaviour and may co-exist with mental health problems.

1.2 Learners should look at prevalence in terms of age and gender to identify those most likely to be diagnosed. They should be aware that although ADHD is most likely to be diagnosed in childhood between ages 6-12 years, a diagnosis can be made in older children and adults.

2.1 Learners should be aware that although the causes of ADHD are not fully understood, there are a number of possible risk factors, (for example, genetic links and prematurity).

3.1, 3.2 Learners should describe the main characteristics of ADHD and the potential effects on an individual's development, behaviour and daily lives. They should also look at how this affects parents, family and others the individual lives or works with, both positively and negatively.

4.1 Learners should give examples of a range of common symptoms of ADHD and how they may vary between children and adults.

5.1, 5.2 Learners should research local resources and treatments available to children and adults who have ADHD. They should include a description of ways others close to the individual (such as parents, teachers, family members and friends) can support them to manage their condition.

Types of evidence

Evidence could include:

- learner report
- research and commentary
- professional discussion
- question and answer
- infographic/poster

Unit 12 Understanding Obsessive Compulsive Disorder - OCD (D/506/2900)

Unit summary	In this unit, the learner will gain an understanding of OCD, the causes of OCD and how it can affect the individual and others. They will also understand the ways in which OCD can be managed.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'OCD'	1.1 Define the term 'OCD'		
2. Understand the causes of OCD	2.1 Describe possible causes of OCD		
3. Understand how OCD can affect the individual and others	3.1 Describe the feelings an individual may have when experiencing OCD		
	3.2 Describe the ways OCD affects the individual and their life		
	3.3 Explain how an individual's OCD may affect others		
4. Understand the thoughts and behaviour associated with OCD	4.1 Give examples of the types of thoughts and behaviour associated with OCD		
5. Understand how OCD may be managed	5.1 Describe ways in which an individual with OCD can help to manage their illness		
	5.2 Describe ways in which others can help the individual with OCD to manage their illness		
	5.3 Describe local resources and treatments available to an individual experiencing OCD		

Assessment guidance

Delivery and assessment
<p>1.1 Learners should provide a definition of obsessive-compulsive disorder (OCD) within a clinical context.</p> <p>2.1 Learners should describe a range of potential factors which may contribute to an individual developing obsessive-compulsive disorder, such as biological, genetic, significant life events, personality and overlap or co-existence with autism.</p> <p>3.1, 3.2, 3.3 Learners should describe the 3 main elements of obsessive-compulsive disorder and the feelings an individual may experience. They should describe how unwanted and intrusive thoughts can affect their behaviour and impact their daily lives as well as how the condition can affect family and friends.</p> <p>4.1 Learners should provide examples of the common obsessions and associated behaviours that individuals may present with.</p> <p>5.1, 5.2 Learners should describe a range of ways in which an individual can promote their physical and mental health, share feelings with family, peer and support networks and find time to relax through activities that can promote more positive thought processes.</p> <p>5.3 Learners should research resources and treatments available in their area to people with obsessive-compulsive disorder.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • research and commentary • infographic/leaflet • assignment • question and answer

Unit 13 Understanding Post-Traumatic Stress Disorder – PTSD (T/506/2904)



Unit summary	In this unit, the learner will gain an understanding of PTSD, its causes and how it can affect the individual and others. Learners will also gain an understanding of the ways in which PTSD can be managed
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the term 'PTSD'	1.1 Define the term 'PTSD'		
2. Understand the causes of PTSD	2.1 Describe possible causes of PTSD		
3. Understand how PTSD can affect the individual and others	3.1 Describe the feelings an individual may have when experiencing PTSD		
	3.2 Describe the ways PTSD affects the individual and their life		
	3.3 Explain how an individual's PTSD may affect others		
4 Understand the symptoms associated with PTSD	4.1 Give examples of the symptoms associated with PTSD		
5. Understand how PTSD may be managed	5.1 Describe ways in which an individual with PTSD can help to manage their condition		
	5.2 Describe ways in which others can help the individual with PTSD to manage their condition		
	5.3 Describe local resources and treatments available to an individual experiencing PTSD		

Assessment guidance

Delivery and assessment

1.1 Learners should provide a definition of post-traumatic stress disorder (PTSD) within a clinical context.

2.1. Learners should describe the type of traumatic events which could contribute to an individual developing PTSD. They should be aware that PTSD may occur immediately after an event or after a delay of months or years.

3.1, 3.2, 3.3 Learners should describe the range of feelings a person with post-traumatic stress disorder may experience and how the anxiety can disrupt their daily lives and those who are close to them.

5.1, 5.2 Learners should describe a range of ways in which an individual can promote their physical and mental health, share feelings with family, peer and support networks and find time to relax through activities to promote more positive thought processes.

5.3 Learners should research resources and treatments available in their area to people with post-traumatic stress disorder.

Types of evidence

Evidence could include:

- learner report
- research and commentary
- infographic
- assignment
- question and answer

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 which 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: by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

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)

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

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

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.

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 NCFE website. You do not have to use the LETL; you can devise your own evidence tracking document instead.

Support for centres

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
- NHS Mental Health: www.nhs.uk/mental-health/
- Mental Health Foundation: www.mentalhealth.org.uk
- Rethink Mental Illness: www.rethink.org
- Sane: www.sane.org.uk
- Young Minds: 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 NCFE website.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check 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
- Learning Curve Group

For more information about these resources and how to access them, please visit the NCFE website.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

NCFE © Copyright 2024 All rights reserved worldwide.

Version 6.5 September 2024

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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