

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Mental Health
Awareness
QN: 501/0253/9**

Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Mental Health Awareness		
Ofqual qualification number (QN)	501/0253/9	Aim reference	50102539
Guided learning hours (GLH)	24	Total qualification time (TQT)	30
Credit value	3		
Minimum age	14		
Qualification purpose	This qualification is designed for learners looking to increase their knowledge and awareness of mental health. It will help the learner to develop their awareness of issues surrounding mental health and to know the rights of those with mental health issues.		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	September 2017	First publication
v2.0	October 2017	Standard template updates
v3.0	September 2018	Standard template updates
v3.1	March 2020	Information regarding the wellbeing and safeguarding of learners added to resources.
v3.2	August 2021	New qualification specification template Progression qualifications updated Useful websites updated
v3.3	June 2022	Information regarding registration and entry requirements and language of assessment evidence added to section 1. Support handbook information updated in section 1.
v3.4	September 2022	Assessment method updated. This qualification is internally assessed and externally quality assured via a portfolio of evidence. Learners are no longer required to complete a mandatory workbook. Qualification specification template information has been updated throughout. There have been no changes to the unit content.
v3.5	October 2023	Support materials information updated in section 4 and minor formatting amendments.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of mental health

The objectives of this qualification are to:

- raise awareness of the issues surrounding mental health
- dispel some of the myths and misconceptions frequently linked to mental health issues
- develop learners' knowledge of the rights of those with mental health issues

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.

Guidance for entry and registration

This qualification is designed for learners looking to increase their knowledge and awareness of mental health.

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

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 an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/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 **one** mandatory unit.

Please refer to appendix A or the unit summary in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the unit as detailed in this qualification specification.

Progression

Learners who achieve this qualification could progress to the following:

- Level 2 Award in Helping Skills
- Level 2 Award in Suicide Awareness
- Level 2 Award in Introduction for Workplace Health Champions
- Level 2 Certificate in Mental Health Awareness
- Level 2 Certificate in Awareness of Mental Health Problems
- Level 2 Certificate in Understanding Working with People with Mental Health Needs
- Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace

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 LOs.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

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 usual)

Learners must be successful in this component to gain the Level 1 Award in Mental Health Awareness.

All the evidence generated by the learner will be assessed against the standards expected of a level 1 learner for each LO.

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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with the unit. On completion of the unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided. Assessors can use other methods of assessment, as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: 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 (LOs) 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 your external quality assurer.

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

Unit 01 Develop an awareness of mental health (K/600/6596)



Unit summary				
In this unit, the learner will understand what is meant by the term mental health and consider the definition and causes of mental health problems. Learners will also explore common perceptions of mental health difficulties and how stereotyping can affect people's perceptions. They will develop their knowledge of the rights of those who experience mental health difficulties and learn where appropriate support can be sought. Learners will also develop their awareness of cultural diversity within mental health issues.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 1	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria The learner can:
1. Be aware of what is meant by mental health	1.1 Define the terms mental health and mental ill-health
	1.2 Identify possible causes of mental health difficulties
	1.3 Identify examples of mental health problems
	1.4 List common sources of information on mental health issues
2. Be aware of some of the social and personal effects of mental ill-health	2.1 State the percentage of people in the UK that might experience mental health problems
	2.2 Identify the effects that experiencing a mental health problem might have on an individual
	2.3 Outline how mental health is reported in the media
	2.4 Identify the negative effects media reporting can have on an individual
	2.5 Identify the negative effects media reporting can have on society
	2.6 Outline how stereotyping can affect people with mental health problems
3. Be aware of some of the responses to mental health issues	3.1 Identify the rights of people experiencing mental ill-health
	3.2 Identify possible responses that can be made to support an individual with mental health problems
	3.3 Outline factors which can have an impact on whether a response will work
	3.4 Identify where to refer people for further help or guidance about mental health issues
	3.5 Identify ways to promote positive mental health
4. Be aware of cultural diversity in relation to mental health issues	4.1 Identify possible causes of mental distress in different cultural groups
	4.2 Give examples of barriers that may exist for different cultural groups accessing services
	4.3 Outline ways of overcoming barriers to accessing services
	4.4 Outline factors that can help promote positive mental health amongst different cultural groups

Range
<p>2. Be aware of some of the social and personal effects of mental ill-health</p> <p>2.1 Percentage of people in the UK that might experience mental health problems</p> <p>Learners should access an approved source and state statistics as a percentage for both adults and children. Answers should reflect the most recent statistics available.</p> <p>Learners could be encouraged to look at more specific statistics (for example, by diagnosis).</p> <p>It is important that in investigating figures, learners are introduced to reasons why figures differ and why it can be difficult to get an accurate figure (for example, reluctance to seek help, definitions used, what the research is for).</p> <p>2.3 Reported in the media</p> <p>Learners must provide positive and negative examples of how mental health is reported in the media.</p> <p>2.6 Stereotyping could include:</p> <ul style="list-style-type: none"> • fear of seeking help • fear of going out • fear of being labelled • compounding of mental health difficulties • fear of being treated differently, even by doctors • breakdown of or difficulty in forming relationships • limiting of opportunities (for example, access to employment, education) • social isolation • loss of friends • lowering of self-esteem • stigma
<p>3. Be aware of some of the responses to mental health issues</p> <p>3.1 Rights of people could include:</p> <ul style="list-style-type: none"> • people's rights: <ul style="list-style-type: none"> ○ individual needs, choices and privacy ○ independence ○ dignity ○ respect ○ as an employee • legal rights: <ul style="list-style-type: none"> ○ consent to treatment including decisions and wishes made in advance ○ advocacy (independent mental health advocates) ○ protection under the Mental Health Act

Range**3.2 Possible responses** could include:

- education of the individual, family, friends and general public:
 - literature
 - awareness-raising events
 - short courses
 - talks or seminars
- employment:
 - workplace training
 - mental health first aid
- treatment:
 - talking therapies
 - medication
 - support networks
 - resource centres
 - counselling
 - self-help groups
- policy:
 - local and national strategies and initiatives
 - effective partnership working between agencies
 - legislation

3.3 Factors:

- education, which could include:
 - willingness of the individual to accept support
 - how the rest of the community treats the individual
 - people willing to change their attitude towards/perception of others
 - quality of communication and education
- employment, which could include:
 - whether the individual discloses any mental health issues
- treatment, which could include:
 - appropriateness to the individual
 - quality of treatment/service
 - adherence/non-adherence with treatment
 - support network – depending on quality and availability
- policy, which could include:
 - effectiveness of joint agency working
 - allocation and prioritisation of funding
 - availability of services and resources
 - involving people using mental health services in policy and service development

4. Be aware of cultural diversity in relation to mental health issues**4.4 Promote** could include:

- reinforcement of cultural heritage
- access to a community support network
- integration into wider community
- access to education and employment
- raising awareness of mental health issues and services

Delivery and assessment guidance

This unit could be assessed through a workbook, learner reports, oral or written questioning, information leaflets. Group discussions used as evidence should be supported by peer or tutor witness testimonies detailing the key learning points raised and contribution of each learner.

1.1 There is no single definition of the term 'mental health', and learners may therefore offer a range of examples.

1.2 Learners must identify 3 possible causes of mental health difficulties.

1.3 Learners must identify 3 examples of mental health problems.

1.4 Learners must list 4 common sources of information on mental health issues. Sources of information must be relevant, current and reliable.

2.2 Learners must identify 3 effects that experiencing a mental health problem might have on an individual.

2.4 Learners must identify a minimum of 2 negative effects media reporting can have on an individual.

2.5 Learners must identify a minimum of 2 negative effects media reporting can have on society.

2.6 Learners must outline 2 ways that stereotyping can affect people with mental health problems.

3.1 Learners must identify 4 rights related to how people should be supported and their legal rights.

3.2 Learners must identify a minimum of 4 possible responses that can be made to support an individual who has mental health problems. Responses could be in relation to education, employment, treatment and policy.

3.3 For each response identified for AC3.2, learners must outline one factor that can have an impact on whether the response will work.

3.4 Learners must identify 3 services or organisations to refer people to for further help or guidance about mental health issues.

It is recommended that learners look at the range of services available in their local area, as well as national organisations.

3.5 Learners must identify 3 ways to promote positive mental health.

4.1 Learners must identify 3 potential causes of mental distress in different cultural groups.

4.2 Learners must give 3 examples of barriers that may exist for different cultural groups accessing services.

4.3 Learners must outline one way of overcoming each barrier identified for AC4.2.

4.4 Learners must outline 2 factors that can help promote positive mental health amongst different cultural groups.

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 the 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 NCFE before it can be used.

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

Please refer to the notes relating to expert witness testimony and simulation that 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"> 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*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) 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	No
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	No
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* 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:</p> <ul style="list-style-type: none"> • 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 <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment strategy

Knowledge LOs:

- 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

Competence/skills LOs:

- assessors will need to be both occupationally competent 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

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner workbook
- learner's evidence tracking log (LETL)

Useful websites

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

- www.mind.org.uk
- www.nhs.uk/mental-health
- www.mentalhealth.org.uk
- www.rethink.org
- www.sane.org.uk
- www.youngminds.org.uk

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or 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.

Other support materials

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.

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

- Hallmark Education Resources

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

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Appendix A**Units**

 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	K/600/6596	Develop an awareness of mental health	1	3	24	