

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Stress
Awareness
QN: 600/5976/X**

Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Stress Awareness		
Ofqual qualification number (QN)	600/5976/X	Aim reference	6005976X
Guided learning hours (GLH)	24	Total qualification time (TQT)	30
Credit value	3		
Minimum age	14		
Qualification purpose	This qualification is designed to develop learners' knowledge and understanding of stress. Learners will look at the causes of stress and the effects stress can have on health. They will also learn to recognise the signs and symptoms of stress and look at ways of preventing or reducing stress.		
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
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to resources.
v4.2	June 2022	Information regarding registration and entry requirements added to section 1. Information regarding the language of assessment evidence added to section 2. Information about the support handbook added to section 5.
v4.3	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.

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 stress awareness

The objectives of this qualifications are to:

- raise learner awareness of stress
- develop learner understanding of possible causes of stress and how to recognise it
- develop learner knowledge of ways to prevent and reduce the effects of stress

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 who wish to develop their knowledge and understanding of stress.

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 Mentoring
- Level 2 Award in Nutrition and Health
- Level 2 Award in Employability Skills

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 Stress 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 Introduction to stress and stress management (T/504/0613)



Unit summary				
This unit provides learners with an opportunity to understand what stress is, its causes and how it can affect people in various ways. It will enable them to develop an understanding of the different types of stress and how to recognise when they are experiencing stress that could have potentially harmful effects. They will explore a range of healthy strategies that can be used to prevent and reduce the effects of stress they encounter in their daily lives. Learners will also gain an understanding of when and how they should seek specialist help if they are experiencing significant levels of stress.				
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 (AC) The learner can:
1. Understand what is meant by stress	1.1 Outline what is meant by stress
	1.2 Outline the purpose of stress on the body
	1.3 Define the different types of stress
2. Know the effects of stress	2.1 Identify the short-term and long-term effects of stress on a person
	2.2 State why stress can be useful
	2.3 State why stress can be harmful
	2.4 Identify how prolonged stress can damage health and wellbeing
3. Understand possible causes of stress	3.1 Outline a range of possible causes of stress
	3.2 Identify how causes of stress can vary between different people
	3.3 Give examples of situations that trigger own stress
4. Understand how to recognise stress	4.1 List the symptoms of stress
	4.2 Outline how people can respond to a stressful situation
	4.3 Give examples of how stress changes behaviour
5. Know ways to prevent and reduce the effects of stress	5.1 Identify a range of healthy strategies for preventing and reducing the effects of stress
	5.2 State the benefits of using healthy strategies
	5.3 Describe how using one healthy strategy has helped to prevent or reduce the effects of own stress
	5.4 Give examples of harmful strategies people may use to cope with stress
	5.5 Identify situations when people may need additional or professional support
	5.6 Identify support available to people experiencing stress

Range
1. Understand what is meant by stress
1.2 Purpose of stress could include: The stress response puts us on high alert, concentrating all the body and mind's resources on the threat, and prepares us for fight or flight. It is a natural defence mechanism, an alarm response.

Range
<p>1.3 Types of stress must include:</p> <ul style="list-style-type: none"> • acute stress • chronic stress • episodic acute stress • situational anxiety
<p>2. Know the effects of stress</p> <p>2.1 Short term:</p> <p>The body releases hormones that prepare it for fight or flight and an immediate, short-term response.</p> <p>Long term:</p> <p>The response can be harmful if these body changes are repeated or constant. The body has to adapt.</p> <p>There should be clear distinction between the short- and long-term effects of stress in learner responses.</p>
<p>3. Understand possible causes of stress</p> <p>3.2 How causes of stress can vary between different people:</p> <p>The answers should show individual differences between causes of stress for different people. People may respond to the same stressor in a variety of ways. Personality and life experiences influence the way people respond to the same stressor.</p>
<p>5. Know ways to prevent and reduce the effects of stress</p> <p>5.1 Healthy strategies:</p> <p>A wide range of strategies could be identified including physical and mental techniques. Learners should outline the benefits of each strategy.</p> <p>5.5 Situations:</p> <p>Any situation when the person's response or coping strategies could cause harm to their health, or where healthy strategies are not helping.</p> <p>If a person feels they can cope with the demands on them, they will be able to manage the stress in their lives effectively.</p> <p>If a person feels the situation is beyond their control or they are unable to meet the demands of the situation, they will struggle to manage the stress in their lives.</p>

Delivery and assessment guidance

This unit could be assessed through a workbook, learner reports, oral or written questioning or 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.

1.1–1.3 These closely-related assessment criteria - covering the basic understanding of stress and its effects - can be readily incorporated into a single piece of evidence. Learners should show that they understand that the word 'stress' is usually used to describe the feelings that people experience when the demands made on them are greater than their ability to cope with them. Stress, whether positive or negative, is a normal part of everyone's life and not all stress is bad. Negative stress, however, diminishes quality of life.

2.2 Learners must identify a minimum of 2 situations when stress can be useful and why it is useful in these situations.

2.3 Learners must identify a minimum of 2 situations when stress can be harmful and why it is harmful in these situations.

3.1 Learners must outline 6 different situations that might cause people stress.

3.2 and 3.3 Learners could look at the examples they identified in AC 3.1 and pick out 4 situations that would cause them stress. They could then ask 2 people who they know well (friends or family members) to highlight 4 situations that would cause them stress. How are they different? How do they differ to the learner's own?

Short scenarios illustrating various potentially stressful situations in a range of settings could be used to demonstrate that responses in the individual and to situations can be different. Not everyone reacts in the same ways in similar circumstances. Learners can then identify their own stressors and understand their personal triggers. Learners could also be encouraged to keep a personal stress diary and make notes of stressful episodes for 2 to 4 weeks, then review it to spot their triggers.

Examples would be individual to the learner.

Answers may vary depending on the learner's experiences and situation and perception of stress.

4.1–4.3 Referring back to the situations identified in LOs 2 and 3, learners could be asked to review these to address the symptoms, responses and changes to behaviour that are caused by stress.

4.2 Learners must outline 3 examples of how people can respond to a stressful situation.

4.3 Learners must give 3 examples of how stress changes behaviour.

5.1 Learners must identify 4 healthy strategies for preventing and reducing the effects of stress.

5.2 Learners must state 2 benefits of using healthy strategies.

5.3 This will be individual to the learner but could include examples from LO3.

Delivery and assessment guidance

5.4 Learners must give 4 examples of harmful strategies people may use to cope with stress.

Learners can respond to short scenarios, illustrating different harmful strategies individuals may use to cope with stress.

5.5 Learners must identify 3 examples of situations when people may need additional or professional support.

5.5 and 5.6 Learners could conduct research and prepare notes or a learner report on when an individual may need additional support and the mechanisms, techniques and treatments that are available.

Learners must identify 2 examples of support available to people experiencing stress. Support could be local or national but must be reliable.

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 this qualification:

- www.mind.org.uk/information-support/tips-for-everyday-living
- www.nhs.uk/Conditions/Stress/Pages/Introduction.aspx
- www.stress.org.uk
- www.hse.gov.uk/stress
- www.bupa.co.uk/health-information/mental-health/stress

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.

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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	T/504/0613	Introduction to stress and stress management	1	3	24	