

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Certificate in
Understanding Working with People with Mental
Health Needs
QN: 601/3434/3**

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Summary of changes

Version	Publication Date	Summary of amendments
v1.0	September 2014	First publication
v2.0	September 2017	Standard template updates
v3.0	October 2017	Standard template updates
v4.0	September 2019	Standard template updates
v4.1	February 2020	Standard template updates
v4.2	August 2021	New qualification specification template Assessment guidance added throughout Bold words added
v4.3	June 2022	Information updated in the support handbook section about how to access this document. 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. Further information added to the how this 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. Unit 03 - Serious case review changed to Safeguarding Adults Reviews.
v4.4	September 2023	Qualification title amended on title page and header. Sentence formatting on page 18. Amended ' works ' to ' workers ' on page 28. Updated information under ' Support for centres '.

Section 1

About this qualification

Introduction

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

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

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

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- 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 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 Understanding Working with People with Mental Health Needs
Qualification number (QN)	601/3434/3
Aim reference	60134343
Total qualification time (TQT)	180
Guided learning hours (GLH)	155
Credit value	18
Minimum age	16
Qualification purpose	This qualification is designed for anyone looking to develop their understanding of working with people with mental health needs.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of working with people with mental health needs • offer breadth and depth of study, incorporating a key core of knowledge <p>The objectives of this qualification are to understand:</p> <ul style="list-style-type: none"> • the role of the mental health worker • the process and approaches involved in the care and support of those who experience mental ill-health
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 NCFE Level 2 Certificate in Understanding Working with People with Mental Health Needs, learners are required to successfully complete the 5 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 Steps Towards Suicide Reduction • Level 3 Award in the Awareness of the Mental Capacity Act 2005 • 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 601/3434/3
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 understanding of working with people with mental health needs.

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

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

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

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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **5** mandatory units.

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

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






Units

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

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

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

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	Unit 01	D/506/2895	Understand the role of the mental health worker	2	2	14	
	Unit 02	D/504/1707	Mental health and mental health issues	2	3	29	
	Unit 03	K/506/1300	Understand duty of care in adult health and social care	2	5	46	
	Unit 04	K/601/2950	Approaches to care and management in mental health	2	3	27	
	Unit 05	K/504/1709	Understanding change and support in relation to mental health	2	5	39	

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 1 component:

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

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

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 Understand the role of the mental health worker (D/506/2895)



Unit summary	In this unit, the learner will consider the standards required to work in the mental health sector and the factors that support good practice within this sector. Learners will also investigate how they can develop within their own work role and how to maintain their own wellbeing.
Credit value	2
Guided learning hours	14
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 the standards required to work in mental health	1.1 Describe the skills, knowledge and attitudes required to work in mental health		
	1.2 Identify ways to access up-to-date information on agreed ways of working		
	1.3 Outline the key requirements of the following in relation to working in mental health: <ul style="list-style-type: none"> • legislation • codes of practice • good practice guidance 		
2. Understand the factors that can support good practice in mental health work	2.1 State why presenting a positive image of self, organisation or service to others is important		
	2.2 Describe why it is important to adhere to the agreed scope of the job role		
	2.3 Give examples of ways to maintain clear professional boundaries in relationships with colleagues and people who use mental health services		

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

Assessment guidance

Delivery and assessment

1.1 Learners should investigate a range of skills, knowledge and attitudes that are specific to working with people with mental health problems such as communication skills, non-judgemental attitudes and knowledge of mental health conditions.

1.2 Learners must identify how to access approved sources within the context of the setting (for example, workplace policies, procedures and protocols). They should also look at sources of information specific to individuals such as care and support plans, risk assessments.

1.3 Learners should be able to differentiate between the purposes of legislation, codes of practice and good practice guidelines and outline the key requirements that are specific to the role of a mental health worker.

2.1, 2.5 Learners should think about the how a positive image of mental health workers and services provided can benefit individuals who use them, their families and the wider public. Leading on from this, learners should give examples of situations when a mental health worker needs to seek support from other colleagues or professionals.

2.2, 2.3, 2.4 Learners should provide a description of the importance of mental health workers working within the expectations and limitations of their own role. They should give examples of ways that professional boundaries should be respected between mental health workers and people using the service. They must also recognise the concept of partnership working and explain its importance within the context of mental health services.

3.1, 3.2, 3.3 Learners should consider the importance of mental health workers developing and improving their own practice and the quality of the service. They should look at the importance of keeping up-to-date so that their practice reflects current standards, and how feedback from others and reflective practice is used in personal and professional development.

4.1 Learners should be able to recognise signs and indicators that may indicate mental health workers are experiencing stress.

4.2, 4.3 Learners should provide examples of different strategies mental health workers can use to manage their own mental health and wellbeing and where they can access additional support when necessary.

Types of evidence

Evidence could include:

- reflective account
- research and commentary
- professional discussion
- assignment

Unit 02 Mental health and mental health issues (D/504/1707)



Unit summary	In this unit, the learner will understand the need for positive mental health and the effects mental health problems can have on individuals. They will understand different types of mental health problems and associated symptoms. They will also understand legislation and guidance that can be used to support people with mental health problems.
Credit value	3
Guided learning hours	29
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 concept of mental health	1.1 Define the term 'mental health'		
	1.2 Define the key components of mental wellbeing		
	1.3 Explain the need for positive mental health		
	1.4 Describe key risk factors in developing mental ill-health		
	1.5 Identify the effects that experiencing a mental health problem might have on an individual		
	1.6 Give examples of the ways in which individuals may cope with their mental health problem		
2. Know common types of mental health problems and illnesses	2.1 Define the term ' mental disorder '		
	2.2 Outline the key features of different models of mental health problems		
	2.3 Describe the 2 main means of classifying mental disorder		
	2.4 Describe the symptoms of a common psychosis		

	2.5 Describe other common mental disorders		
3. Know the legislation and guidance that applies to those with mental health problems	3.1 Identify the key legislation and guidance that relates to people with mental health problems		
	3.2 Give examples of how legislation and guidance can be used to support people with mental health problems		
	3.3 Explain the need to challenge discrimination against people with mental health problems		

Assessment guidance

Delivery and assessment
<p>1.1 Learners should provide a definition that encompasses mental wellbeing as well as mental ill-health. They should look at reputable sources (for example, the World Health Organisation (WHO) definition).</p> <p>1.2 Components: Learners should consider how a range of protective factors, including biological, psychological and social factors, may contribute towards mental wellbeing. Examples include ability to cope with stress; managing emotions; friendships and relationships; diet and exercise; dealing with experiences and life events; feeling secure and supported.</p> <p>1.3 Learners should explain the benefits of positive mental health in terms of coping with the demands of daily life, relationships and responsibilities.</p> <p>1.4 Learners should describe how a combination of personal (intrinsic) and environmental (extrinsic) factors can increase an individual’s vulnerability to experiencing mental ill-health.</p> <p>1.6 Learners must include both positive and negative ways of coping with mental health problems.</p> <p>2.1 Mental disorder: Learners should provide a definition from a reputable and current source (for example, the definition used within current mental health legislation).</p> <p>2.2 Models: Learners should give an overview of a range of different models. Examples of models applicable to mental ill-health include biological; psychodynamic; behavioural; cognitive and social.</p> <p>2.3 Learners should describe the 2 main systems which are currently in use for psychiatric classification including their application and scope. These are the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification for Diseases (ICD).</p> <p>2.4 Learners should be able to describe the symptoms that are associated with a psychotic episode (for example, hallucinations, delusions and disturbed and confused thoughts (losing touch with reality)).</p>

2.5 Learners should investigate the main types of mental health conditions including anxiety disorders, dementia, mood disorders, eating disorders, sleep disorders and personality disorders.

3.1, 3.2 **Legislation and guidance:** Learners are required to identify current legislation specific to people with mental health problems.

3.3 Learners should be aware that discrimination is usually based on misconceptions about mental health. They should explain how discrimination can affect an individual's access to services, education and employment and have a negative impact on future life chances.

Types of evidence

Evidence could include:

- question and answer
- research and commentary
- assignment
- professional discussion

Unit 03 Understand duty of care in adult health and social care (K/506/1300)



Unit summary	In this unit, the learner will understand issues relating to duty of care within the context of adult health and social care. The learner will gain an understanding of possible conflicts and dilemmas faced between duty of care and individuals' rights. They will also know how to recognise and report unsafe practice and understand the impact of own actions on individuals and others.
Credit value	5
Guided learning hours	46
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 what is meant by 'duty of care'	1.1 Explain what is meant by 'duty of care' within the context of adult health and social care		
	1.2 Describe how duty of care influences health and social care practice		
2. Know about dilemmas and conflicts relating to duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights		
	2.2 Describe possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer		
	2.3 Explain where to get additional support and advice on how to resolve such dilemmas		
3. Know how to recognise and report unsafe practices	3.1 Describe unsafe practices that may affect the wellbeing of individuals		
	3.2 Explain the actions to take if unsafe practices have been identified		

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

Assessment guidance

Delivery and assessment

1.1, 1.2 Learners should provide an explanation to reflect the obligation to safeguard the safety and wellbeing of others, particularly those who are vulnerable. They may find it useful to illustrate this using an example within the context of mental health work.

2.1, 2.2 Learners should describe examples showing how dilemmas may occur between duty of care and individual rights within the context of mental health work. They are also required to describe examples of the potential for conflict between the demands of an employer and duty of care towards an individual within a mental health service.

2.3 Learners should identify sources of support and advice that could be accessed when dilemmas or conflicts arise in mental health work.

3.1 Unsafe practices: learners should describe examples of unsafe practices which may be caused by factors such as lack of staff training; resource or operational difficulties; inappropriate restraint. They could be encouraged to research safeguarding adults reviews and identify how services and staff have failed in their duty of care, in recognising unsafe practice and taking appropriate action.

Wellbeing may include aspects that are spiritual; emotional; cultural; religious; social; political; sexual; physical; mental.

3.2, 3.3 Actions to take: learners should include the workers' responsibilities if unsafe practice is observed and in response to allegations or suspicion of abuse. They should include actions to take if the unsafe practice, allegation, or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the health and social care worker's line manager
- other professionals from within or outside the organisation

Learners also need to demonstrate awareness of their responsibility to escalate concerns and the procedures to follow to do this if no action has been taken in response once reported. This includes how the law protects those who report genuine concerns to a higher authority under an organisation's whistleblowing policy.

4.1 Learners should use examples to show how engaging in positive interactions and person-centred approaches can promote a positive culture.

4.2 **Others** may include families, carers and health professionals who support the individual. Learners should develop an awareness of how their own words, attitudes, actions or inactions can affect individuals and others in a positive or negative way. They should use examples to illustrate this within the context of mental health settings.

4.3 Learners should explain the mental health worker's role and responsibility for sharing any concerns about the health and wellbeing of individuals with appropriate professionals and within the boundaries of confidentiality.

4.4, 5.1, 5.3 **Best interests:** learners should provide an explanation of the potential outcomes for all involved if mental health workers do not act in a way that respects the best interests of individuals and others. They should consider the legal definition of 'best interests' and how this applies in practice when working within a mental health setting.

5.1, 5.2, 5.3 **Consent:** learners should give the definition of consent and how it applies when working within the mental health sector. This should include when consent should be obtained and how it should be confirmed in different situations. They should look at action to be taken if consent is not given and/or cannot be confirmed by an individual.

Types of evidence

Evidence could include:

- assignment
- research and commentary
- case studies
- reflective account
- professional discussion

Unit 04 Approaches to care and management in mental health (K/601/2950)



Unit summary	In this unit, the learner will understand the key features and principles of the care planning process. They will identify aspects of good practice, including the key components of a risk assessment and the requirements of a mental health assessment. The learner will also know about the agencies involved in the care process and the role they perform.
Credit value	3
Guided learning hours	27
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 key features of the care planning process	1.1 Identify local and national standards on care		
	1.2 Outline the stepped approach to care		
	1.3 State the key principles of care planning		
	1.4 Identify the interpersonal skills required to enable assessment in care planning		
	1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs		
2. Understand aspects of good practice in the care planning process	2.1 Describe the key features of models of mental health needs and care		
	2.2 Explain what a risk assessment is		
	2.3. Outline the importance of carrying out a risk assessment with a person who may have mental health problems		

	2.4 Identify categories of risk and the key components of a risk assessment when working with a service user		
	2.5 Describe the stages of a basic mental health assessment		
	2.6 Outline the role of key agencies involved in the care process		
	2.7 Explain how to report and record work activities		
	2.8 Explain the importance of accurate record keeping		

Assessment guidance

Delivery and assessment
<p>1.1 Standards: learners must refer to current standards (for example, those produced by the Care Quality Commission (CQC) and the National Institute for Health and Care Excellence (NICE)). They should also consider the standards that are set by local services and agencies accessed by individuals.</p> <p>1.2 Learners should provide an outline of how stepped care can help to evaluate the most appropriate intervention for each individual.</p> <p>1.3, 1.4, 1.5 Learners should state the key principles to be applied throughout the care planning process and the importance of considering all aspects of an individual's situation and wellbeing using a person-centred and holistic approach. They should be aware of the interpersonal skills necessary to support the individual's active participation within the assessment process.</p> <p>2.1 Models: learners should describe the key features of models that are applied to mental health needs and care such as the recovery model. They may also consider how other models are applied, such as biological, psychodynamic; behavioural; cognitive and social.</p> <p>2.2, 2.3 Learners should be able to explain the risk assessment process and why it is important when supporting individuals with mental health problems.</p> <p>2.4 Categories: learners should identify different categories of risk (for example, self-harm, harm to others, being harmed by others).</p> <p>Components: learners should identify a range of individual factors that should be considered. Examples include previous history; threat of harm; internal triggers; substance use; homelessness; current symptoms; disengagement from services and treatment; the individuals' and mental health workers' own perceptions.</p> <p>2.5, 2.7, 2.8 Learners should describe how a mental health assessment is carried out and recorded and how the information is reported within organisational guidelines.</p> <p>2.6 Learners should outline the roles of key agencies that may be involved in the care process. Examples include independent mental health advocate (IMCA), community psychiatric nurse (CPN), psychiatrist, psychologists, therapists, GP, pharmacist, social worker and housing, employment advisors.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case studies • research and commentary • professional discussion • assignment • question and answer

Unit 05 Understanding change and support in relation to mental health (K/504/1709)



Unit summary	In this unit, the learner will understand how mental health change occurs. They will look at the support available and the role of the support workers and others. They will also know about treatment options, as well as identifying support and resources available to those experiencing mental health problems.
Credit value	5
Guided learning hours	39
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 how mental health change occurs	1.1 Define the term 'mental wellbeing'		
	1.2 Identify what needs to be in place for mental health change to occur		
	1.3 Outline key areas of support in making change		
	1.4 Outline the role of the support worker in fostering change		
	1.5 Explain how to support people during mental health change		
	1.6 Describe how to support individuals to become more independent		
2. Understand the role of others in the individual's mental health change	2.1 Explain the component parts of the support workers relationship with service users		
	2.2 Outline the roles of those who can offer support		
	2.3 Outline the role of key agencies		

	2.4 Explain the contribution of others in facilitating change		
	2.5 Describe the role of support groups locally and nationally		
	2.6 Explain the role of housing, financial and life skills support		
3. Know the treatment options available to manage mental health problems	3.1 Outline the types of treatment available to those experiencing mental health problems		
	3.2 Describe basic outcome measurements in support of, and as part of, an individual's treatment package		
4. Know how to access information to support understanding of mental health issues	4.1 Identify sources of information for those experiencing mental health problems and their families and/or carers		
	4.2 Identify resources available to support good practice		
	4.3 Outline why people need ongoing support		

Assessment guidance

Delivery and assessment

1.1 Learners should provide a definition including how internal and external factors may contribute to each individual's mental wellbeing.

1.2 Learners may find it useful to look at theories of behaviour change and health belief models.

1.3, 1.4, .5, 1.6 Learners should explore the level and nature of support necessary for individuals during mental health change. This should include the role of the mental health worker during change and in facilitating independence when appropriate.

2.1 Learners should explain components that make up an effective relationship between a mental health worker and the individual they are supporting. Examples include level of trust, non-judgemental, therapeutic aspect, resilience-building, openness and honesty.

2.2, 2.3 Learners should outline the roles of key agencies and workers involved in the care and treatment of individuals accessing mental health services. These may include community psychiatric nurse (CPN), independent mental health advocate (IMCA), psychiatrist, psychologists, therapists, GP, pharmacist, social worker.

2.4, 2.5 Learners should explain how family, friends and support groups can provide informal support and how this could contribute to recovery. They should describe the role of local and national support groups that could be accessed by individuals during change.

3.1, 3.2 Learners should consider the types of pharmaceutical and non-pharmaceutical interventions in relation to specific mental health conditions. They should look at how outcomes are measured and reviewed as part of ongoing support.

4.2 Learners should investigate resources available to mental health workers to support good practice (for example, guidance and codes of practice).

4.3 Learners should outline the importance of continuing support to improve long-term outcomes.

Types of evidence

Evidence could include:

- research and commentary
- assignment
- professional discussion
- case studies

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: <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 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: <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	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 centres

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

- 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:

- Mind: www.mind.org.uk
- NHS Choices: www.nhs.uk/mental-health/
- Mental Health Foundation: www.mentalhealth.org.uk
- Rethink: 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 CACHE do not explicitly endorse any learning resources available on these websites. For official NCFE CACHE endorsed learning resources please see the additional and teaching materials sections on the qualification page 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 qualifications page on the NCFE website for more information and to see what is available for this qualification.

Third-party products

Products to support the delivery of this qualification/these qualifications are offered by the following third-party suppliers:

- Learning Curve Group

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

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