



# Qualification specification

**NCFE CACHE Level 3 Award in STEPS Towards  
Suicide Reduction**

**QN: 603/6064/1**

**This qualification is now withdrawn**



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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 2020	First publication
v1.1	November 2020	p.7 Further information added into the staffing requirements section in relation to equivalent qualifications and significant experience.
v1.2	June 2022	<p>Further information added to the <a href="#">how the qualification is assessed</a> 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.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v1.3	October 2023	Information regarding <a href="#">UCAS</a> points added to Section 2 About these qualifications, Qualification Summary.

# Section 1

## About this qualification

## Introduction

This Qualification Specification contains details of all the content areas 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.

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## Support Handbook

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

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Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 3 Award in STEPS Towards Suicide Reduction
<b>Qualification number (QN)</b>	603/6064/1
<b>Aim reference</b>	60360641
<b>Total Qualification Time (TQT)</b>	7* *The completion of all mandatory content (to include internal assessment) is completed under supervised conditions therefore the GLH and TQT are identical.
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Guided Learning Hours (GLH)</b>	7
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>The purpose of this qualification is to support learners who are in contact with vulnerable people with an understanding of suicide risk and triggers, to increase awareness that suicide is preventable and promote open discussion of negative feelings and suicide intent.</p> <p>This qualification will explain the STEPS model, which supports individuals through the stages involved when having suicide conversations: Situation, Tolerance, Emotions, Perspective, Suicide, Solutions and Support.</p>

Qualification summary	
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• develop learners' knowledge of the scale of suicide in the United Kingdom and its associated stigma</li> <li>• enable learners to recognise stressors, risks and triggers that may lead an individual to have negative thoughts</li> <li>• demonstrate the importance of having a conversation with an individual about suicidal thoughts and provide learners with the key skills required to prepare them for a conversation with an individual at suicide risk</li> <li>• offer breadth and depth of study, incorporating a key level of knowledge and understanding.</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide an understanding of the context of suicide</li> <li>• identify the impact of stressful situations on an individual</li> <li>• demonstrate how individuals exhibit different levels of tolerance</li> <li>• recognise the effects of stressful situations on an individual's wellbeing</li> <li>• understand how an individual's outlook might impact their susceptibility to suicidal thoughts</li> <li>• promote the importance of talking about suicide, suicidal thoughts and seeking support</li> <li>• understand and follow the STEPS model to hold a conversation with someone at suicide risk.</li> </ul>
<b>Real work environment (RWE) requirement/ recommendation</b>	Experience in the real work environment is not required.
<b>Grading</b>	Pass/Fail
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Additional assessment requirements</b>	This qualification includes a simulated conversation with an individual at suicide risk and observation activity.
<b>Staffing requirements</b>	<p>In order to deliver this qualification it is recommended that Tutors complete Unit 2 of the Level 4 Award in Delivering the STEPS Suicide Awareness and Reduction Programmes, have achieved an equivalent qualification in delivering mental health qualifications or have gained significant experience in the Mental Health sector to include delivering counselling or therapy.</p> <p>Equivalent qualifications:</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid (MHFA)</li> <li>• Applied Suicide Intervention Skills (ASIST)</li> <li>• Suicide First Aid (SFA).</li> </ul>

Qualification summary	
	<p>Significant experience:</p> <ul style="list-style-type: none"> <li>• mental health nursing</li> <li>• professional therapy</li> <li>• counselling</li> <li>• psychotherapy</li> <li>• therapy in a community services setting</li> <li>• 3 years' experience in supporting people in a pastoral capacity (such as a head of year in a school or workplace mentor).</li> </ul>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• NCFE CACHE Level 3 Certificate in Understanding Mental Health (601/8968/X)</li> <li>• NCFE CACHE Level 3 Award in the Awareness of the Mental Capacity Act 2005 (601/3621/2).</li> </ul> <p>Other qualifications in the area of mental health that may be of interest are:</p> <ul style="list-style-type: none"> <li>• NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (601/3438/0)</li> <li>• NCFE CACHE Level 2 Certificate in Mental Health Awareness (600/6134/0)</li> <li>• NCFE CACHE Level 2 Certificate in Understanding Working with People with Mental Health Needs (601/3434/3)</li> <li>• NCFE CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health (603/2813/7)</li> <li>• NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace (603/5148/2).</li> </ul>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 603/6064/1.</p>
<b>Funding</b>	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>



## Entry guidance

This qualification is designed for individuals in a frontline care or support role who may need to have a conversation with an individual about their mental health to include suicide risk and intent.

The STEPS model will revisit the themes covered in the NCFE CACHE Level 2 Award in Suicide Awareness (603/6063/X) to ensure full understanding before focusing on having suicide conversations.

It may also be useful to learners studying qualifications in the following sector areas:

- Health, Public Services and Care
- Education and Training.

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 knowledge requirement, however, learners may find it helpful if they have already completed a Level 2 qualification in Mental Health Awareness or the NCFE CACHE Level 2 Award in Suicide Awareness (603/6063/X).

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.

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## IMPORTANT

This qualification focuses on risks and triggers that may lead an individual to experience suicidal thoughts. In view of the subject matter, **it is essential** that any learner who is either undergoing talking therapies (such as cognitive behavioural therapy (CBT)) or is receiving counselling is aware of the sensitivity of the content.

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## Achieving this qualification

To be awarded this qualification, learners are required to successfully complete all mandatory content to include participation in the role play scenario and observations.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes as detailed in this Qualification Specification.

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## Units

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

The regulated unit number is indicated in brackets for the unit (L/618/2704) 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 unit



Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	L/618/2704	Having suicide conversations	3	7	

## 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 2 components:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE
- a role play exercise in the form of a conversation with an individual at suicide risk.

Learners must be successful in **all** components to gain the Level 3 Award in STEPS Towards Suicide Reduction.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

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.

### Types of evidence:

- oral or written questioning
- tasks or quizzes
- recording of discussions and role play
- learner notes, which can include notes made from a small group discussion.

Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording.

The assessment tasks should allow the learner to respond to a real-life situation they may face.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged

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.

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the External Quality Assurer (EQA). The recorded evidence should allow the learner to demonstrate the learning outcomes clearly, but should only show work relevant to what is being assessed. For example, if participation is done as part of a group, the EQA will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our EQAs to identify clearly when a particular learner is performing/participating, we would recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place.

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the EQA to hear both the learner(s) and the Assessor.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from the assessment tasks, which demonstrates achievement of all the learning outcomes associated with the mandatory content. On completion, 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.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

### **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.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance



## **Unit content and assessment guidance**

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

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

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

For further information or guidance about this qualification, please contact our Customer Support team.

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## Unit 01: Having suicide conversations (L/618/2704)



<b>Unit summary</b>	In this unit learners will develop understanding, knowledge and skills required to identify triggers, recognise signs and be able to hold a conversation with an individual at suicide risk about their feelings and level of suicidal intent.
<b>Guided Learning Hours</b>	7
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the context of suicide in the UK and the importance of suicide awareness	1.1 Describe the scale of known suicides in the UK and the importance of suicide awareness		
	1.2 Explain and correct the myths associated with suicide		
	1.3 Explain the facts relating to suicide that relate to different demographics		
	1.4 Describe the perceived stigma associated with suicide		
	1.5 Explain the importance of having a conversation about suicide		
2. Understand different stressful situations an individual may face in their lives that may increase their suicidal thoughts	2.1 Describe situations an individual may face that might contribute to an increase in suicidal thoughts		
	2.2 Describe risk factors which contribute to suicide: <ul style="list-style-type: none"><li>• personal circumstances</li><li>• social circumstances</li></ul>		
	2.3 Give an example of a question to ask to understand what stressors an individual is experiencing		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand stress vulnerability and how an individual's ability to cope influences their response to stressful situations and the likelihood of them having suicidal thoughts	3.1 Describe the negative impact stressors can have on an individual's: <ul style="list-style-type: none"> <li>physical health</li> <li>mental health</li> <li>relationships</li> </ul>		
	3.2 Explain how an individual may try to cope with the stressors you have identified		
	3.3 Describe typical behavioural signs that an individual is not coping		
	3.4 Give an example of a question to ask to determine the impact that stressors are having on an individual's life		
4. Understand the impact stressful situations may have on an individual's mental health and how these may lead to suicidal thoughts	4.1 Describe how an individual's emotional response may differ when faced with a difficult situation: <ul style="list-style-type: none"> <li>positive emotional response</li> <li>negative emotional response</li> </ul>		
	4.2 Explain how difficult circumstances can affect an individual's mental health		
	4.3 Explain how stress limits differ between individuals when they are dealing with difficult situations		
	4.4 Describe behavioural and physical signs that indicate an individual is struggling with their emotions		
	4.5 Give an example of a question to ask to determine the impact that stressors are having on an individual's mental health		
5. Understand how an individual's perspective and view of the future influences their level of suicidal risk	5.1 Describe the role that ambivalence plays in the probability of suicide		
	5.2 Describe the impact that an individual's values might have on their perspective		
	5.3 Describe risk factors that contribute to suicide		
	5.4 Give examples of verbal signs that an individual may be considering suicide: <ul style="list-style-type: none"> <li>indirect</li> <li>direct</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	5.5 Give an example of a question to ask in order to understand an individual's current perspective and view of their future		
6. Understand how to approach a conversation with an individual at risk of suicide to identify their level of intent to take their own life	6.1 Describe how to approach a conversation with an individual considered at risk of suicide		
	6.2 Give an example of a question to ask to determine whether an individual is planning to take their own life		
7. Consider the individual's knowledge of the help available to them and their support preferences	7.1 Explain the rule of confidentiality when faced with an individual at acute suicide risk		
	7.2 Describe the individual's knowledge of what support is available		
	7.3 Determine if there is any support the individual does <u>not</u> want to engage with		
	7.4 Give an example of a question to ask to determine the support preferences of an individual at risk of suicide		
8. Understand what support is available for an individual at risk of suicide and how to signpost to professional help and services	8.1 Identify suicide support organisations and wider support organisations		
	8.2 Describe the functions of the organisations identified		
	8.3 Provide examples of support the person providing help could offer		
	8.4 Explain the boundaries of a gatekeeper role		
	8.5 Describe how to offer support to an individual at suicide risk		
	8.6 Consider next steps with the individual at suicide risk and understand how to signpost to professional help		
9. Simulate the application of the STEPS model	9.1 Understand what is meant by the STEPS model and describe its stages		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	9.2 Conduct a conversation using the STEPS model		
	9.3 Evaluate the STEPS conversation		
	9.4 Consider the impact a suicide conversation may have on a gatekeeper's own wellbeing		
	9.5 Describe the advice or support the gatekeeper may benefit from postvention		

## Unit 01: Having suicide conversations (L/618/2704) (cont'd)

### Guidance

#### Assessment guidance

##### Section 1: Suicide in context (LO1)

In this section you must provide evidence to meet the following criteria:

- describe the prevalence of suicide in the United Kingdom
- explain the stigma of suicide
- give examples of the myths associated with suicide
- describe how demographics impact on suicide risk to include age, gender, family circumstances, financial and employment situation
- describe the impact of a conversation with a person at suicide risk.

##### Section 2: Situation (LO2)

In this section you must provide evidence to meet the following criteria:

- identify a range of difficult situations an individual may encounter in their lives
- describe the 3 main risk factors that contribute to suicide:
  - mental health
  - substance abuse
  - previous history or exposure to suicide
- describe a minimum of 3 other risk factors that contribute to suicide risk relating to an individual's:
  - personal circumstances
  - social circumstances.

Learners must be able to identify that individuals have different stress limits when dealing with a difficult situation.

##### Section 3: Tolerance (LO3)

In this section you must provide evidence to meet the following criteria:

- give examples of risk factors and stressors which must include aspects of an individual's:
  - physical health
  - mental health
  - relationships
- describe the range of different responses an individual might display
- describe how an individual's behaviour might differ.

##### Section 4: Emotions (LO4)

In this section you must provide evidence to meet the following criteria:

- explain the stress vulnerability model
- describe how an individual responds differently to a difficult situation, considering both the positive and the negative emotional responses. Describe different situations that can impact on an individual's mental health
- describe the behavioural and physical signs that indicate an individual is struggling with their emotions
- give an example of a question to determine the impact that stressors are having on an individual's mental health.

## Unit 01: Having suicide conversations (L/618/2704) (cont'd)

### Assessment guidance (cont'd)

#### Section 5: Perspective (LO5)

In this section you must provide evidence to meet the following criteria:

- explain the term ambivalence and describe the choices a person at suicide risk faces
- describe the impact of different values on an individual's perspective that could include:
  - future goals
  - sense of self-responsibility
  - sense of responsibility to others
  - place in community
  - contribution to society
- key areas to explore must include:
  - hopelessness
  - helplessness
  - pessimism
  - apathy
  - reasons to live
- describe 3 positive reasons for an individual to continue to live
- give a minimum of 3 examples of direct verbal signs that an individual may be considering suicide
- give a minimum of 3 examples of indirect verbal signs that an individual may be considering suicide
- share an example of a question to ask in order to understand an individual's current perspective and view of their future.

#### Section 6: Investigating suicidal thoughts (LO6)

In this section you must provide evidence to meet the following criteria:

- describe how to approach a conversation with an individual considered at risk of suicide
- give 2 examples of questions to ask to determine whether an individual is planning to take their own life.

#### Section 7: (LO6, LO7, LO8 and LO9)

**This area of the qualification will focus on a role play scenario providing each learner with the opportunity to apply the understanding and skills they have gained.**

Learners should be divided into groups of 3 where in turn they will take on the role of:

- an individual at suicide risk
- the person approaching the conversation with the individual at suicide risk
- an observer.

The group will be issued with a scenario/case study which should include the following:

- name of individual
- gender of individual
- age of individual
- 3 examples of life events
- 2 risk factors.

## Unit 01: Having suicide conversations (L/618/2704) (cont'd)

### Assessment guidance (cont'd)

Learners may wish to consider discussing some fundamental communication skills, in particular active listening and SOLER principles:

- Sit squarely
- Open posture
- Lean forward
- Eye contact
- Relaxed body language.

### Section 7: Possible solutions

In this section you must provide evidence to meet the following criteria:

- explain the rule of confidentiality when faced with an individual at acute suicide risk
- explain how to confirm the individual's knowledge of what support is available
- describe the individual's support preferences and determine the level of support, also determine the support an individual does not want to engage with
- give examples of questions to determine the support preferences of an individual at risk of suicide.

### Section 8: Support

In this section you must provide evidence to meet the following criteria:

- describe suicide support organisations and their function. This could include:
  - The Samaritans
  - MIND
  - Papyrus
  - Maytree
  - CALM (Campaign Against Living Miserably)
- describe the wider support organisations and their function
- describe examples of support the person offering help can provide
- explain the boundaries of a gatekeeper role
- describe how to offer support to an individual at suicide risk
- consider next steps with the individual at suicide risk and understand how to signpost to professional help
- give 2 examples of questions to ask to determine whether an individual is planning to take their own life.

### Section 9: Applying and reviewing the STEPS model

In this section you must provide evidence to meet the following criteria:

- describe the stages of the STEPS model
- conduct a conversation using the STEPS model
- evaluate the STEPS conversation:
  - what went well
  - what to do differently in future
- consider the impact of a suicide conversation on their own wellbeing
- describe the support that might benefit the learner postvention.

## Unit 01: Having suicide conversations (L/618/2704) (cont'd)

### General guidance

It is important that learners understand that the number reported is the number of deaths registered as suicide, but the actual number of deaths by suicide could be more than the number reported as such. They should also consider the levels, and different methods, of suicide according to gender.

Learners should understand the term 'gatekeeper' as someone who is strategically positioned to recognise a person at risk of suicide and refer them to appropriate support. A gatekeeper is not necessarily clinically trained, and may include frontline workers, emergency personnel, Teachers or parents - anyone in a position to spot someone in crisis. Learners should also understand the term 'postvention' as an intervention conducted after (post) suicide, typically through support for the bereaved.

Learners could discuss personal circumstances and investigate issues such as homelessness, self-isolation and changes to employment and financial circumstances which can be exacerbated by external factors (for example changes in the economy, world pandemic).

Learners might consider the impact of mental or physical health diagnosis of self or family/friend and consider an individual's self-image, self-worth and sense of purpose.

When considering social circumstances, learners could explore the impact of online influences such as online suicide forums that can pose a significant risk factor for those who are already considering suicide as well as the impact of social media and cyber bullying.

### Types of evidence

Evidence must meet all of the assessment criteria requirements. Evidence could include:

- written accounts
- reflective accounts
- professional discussion
- direct observation
- peer observation and feedback.

## Unit 01: Having suicide conversations (L/618/2704) (cont'd)

### Learner declaration of authenticity:

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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



### 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 learning outcomes.

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	No	No
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	No	No
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	No	No
J	Reflection on own practice in real work environment	No	No
K	Written and pictorial information	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
L	Scenario or case study	Yes	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	No
N	Oral questions and answers	Yes	Yes
<p>* <b>Expert witness testimony</b> 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"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.</li> </ul> <p>** <b>Simulation.</b> A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

## 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.

### Competence/Skills learning outcomes

- 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

## Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which....)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which....)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.

<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# Section 4

## Additional information

## Additional information

### Resource requirements

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

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### Support for centres

#### Qualification Factsheet

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

#### Useful websites

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

- Office for National Statistics: [www.ons.gov.uk/](http://www.ons.gov.uk/)
- World Health Organisation: [www.who.int/](http://www.who.int/)
- Samaritans: [www.samaritans.org/](http://www.samaritans.org/)
- Zero Suicide Alliance: [www.zerosuicidealliance.com/](http://www.zerosuicidealliance.com/)
- Mind: [www.mind.org.uk/](http://www.mind.org.uk/)
- Centre for Mental Health: [www.centreformentalhealth.org.uk/](http://www.centreformentalhealth.org.uk/)
- Mental Health Foundation: [www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)
- Rethink Mental Illness: [www.rethink.org/](http://www.rethink.org/)
- Andy's Man Club: [www.andysmanclub.co.uk/](http://www.andysmanclub.co.uk/)
- Combat Stress: [www.combatstress.org.uk/](http://www.combatstress.org.uk/)
- Maytree: [www.maytree.org.uk/](http://www.maytree.org.uk/)
- Papyrus: [www.papyrus-uk.org/](http://www.papyrus-uk.org/)

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

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## Learning resources

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

## Third-party products

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

- LearnBox.

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

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**This qualification was developed in conjunction with mental health training experts Big Dog Little Dog (BDLD).**

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**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](mailto:customersupport@ncfe.org.uk)

Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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