

# Qualification Specification

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## QNUK Level 2 Certificate in Awareness of Mental Health Conditions (RQF)

603/6171/2

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## 1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

## 2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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## 3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	17/07/2020
Next review	31/07/2025
Status	Approved
Version	1
Document control number	QS L2AMHC

## 4. Qualification Objective

This qualification develops knowledge of mental health conditions and supports learners understanding of a range of mental health conditions. Learners will define each condition, understand possible causes and how they impact the individual and others around them. Learners will explore how each condition can be managed by the individual, how others can help, and support and sources of local help are identified. This qualification will give learners personal growth and engagement in learning.

## 5. Geographical Coverage of this Qualification

This qualification is available throughout the UK and internationally.

## 6. Benefit for Learners

The knowledge and understanding gained in this qualification will support learners in maintaining good mental health and help them identify and self-manage any mental health conditions that may develop. It will also help them to recognise symptoms in others and support them to seek the necessary help. This qualification will be beneficial to any learner regardless of employment status and in social and leisure activities.

## 7. Progression

Learners could progress to the:

- QNUK Level 3 Award in Mental Health at Work (RQF)

## 8. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

## 9. Complementary Courses

Other portfolio-based qualifications include the:

- QNUK Level 2 Certificate in Understanding Children's and Young People's Mental Health (RQF)
- QNUK Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social Care (RQF)
- QNUK Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings (RQF)

## 10. Qualification Information

Qualification Number (QN)	603/6171/2
Learning Aim	60361712
Total Qualification Time (TQT)	160
Guided Learning Hours (GLH)	114
Credit value	16
Level	2
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve all the mandatory units

## 11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
M/618/3067	Understand the Context of Mental Health	2	4	30
T/618/3068	Understand Stress	2	1	7
A/618/3069	Understand Anxiety	2	1	7
M/618/3070	Understand Phobias	2	1	7
T/618/3071	Understand Depression	2	1	7
A/618/3072	Understand Post-Natal Depression	2	1	7
F/618/3073	Understand Bipolar Disorder	2	1	7
J/618/3074	Understand Schizophrenia	2	1	7
L/618/3075	Understand Dementia	2	1	7
R/618/3076	Understand Eating Disorders	2	1	7
Y/618/3077	Understand Attention Deficit Hyperactivity Disorder (ADHD)	2	1	7
D/618/3078	Understand Obsessive Compulsive Disorder (OCD)	2	1	7
H/618/3079	Understand Post-Traumatic Stress Disorder (PTSD)	2	1	7

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

## 12. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 16 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 2 and above.

## 13. Delivery

This qualification is typically delivered in a distance learning format. Learners should complete the qualification within 52 weeks.

### 13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

### 13.2. Blended Learning

Blended learning is acceptable for this qualification.

### 13.3. Trainer to Learner Ratio

There is no prescribed ratio for assessors to learners. Centres should ensure assessors have sufficient time and resources to support their learners.

### 13.4. Recommended Resources

Learners may wish to refer to the following websites for relevant information:

- Mental health foundation – [mentalhealth.org.uk](http://mentalhealth.org.uk)
- Mind.org.uk
- NHS: [www.england.nhs.uk](http://www.england.nhs.uk)
- Rethink: [www.reThink.org](http://www.reThink.org)

### 14. Centre Personnel Requirements

This qualification is assessed by suitably qualified assessors.

All those who assess this qualification must:

1. already hold the qualification they are assessing and must have suitable occupational knowledge and/or competence, at the same level, or higher than the units being assessed.
2. hold one of the following qualifications or their recognised equivalent:
  - a. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF); **or**
  - b. Level 3 Award in Assessing Vocationally Related Achievement (RQF); **or**
  - c. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF); **or**
  - d. A1 Assess candidate performance using a range of methods; **or**
  - e. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; **and**
3. show current evidence of continuing professional development in mental health

#### Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. meet the assessor requirements for this qualification
2. Hold, or be working towards one of the following internal quality assurance qualifications or their recognised equivalent:
  - a) Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); **or**
  - b) Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); **or**
  - c) V1 Conduct internal quality assurance of the assessment process; **or**
  - d) D34 Internally verify the assessment process; **and**
3. show current evidence of continuing professional development in mental health.

## 15. Assessment Requirements

Learners are assessed for this qualification through:

### 15.1. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Learner assessment pack
- Record of professional discussions

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

Centres may devise their own assessment tasks for this qualification; however, these must be submitted to QNUK for review and approval before first use. There is a chargeable fee of £350+VAT to verify alternative assessment methods.

## 16. Moderation

The level of external moderation required for this qualification will be risked based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

## 17. Resits

As this qualification evidence based, resits are not required, however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required.

## 18. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

## 19. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

## Appendix 1: Units

### Unit 1 Understand the Context of Mental Health (M/618/3067)

#### Unit Summary

This unit develops understanding of what is meant by mental health and learners will know how care and support for those with a mental health condition has evolved. Learners will understand the legal context of mental ill-health and the impact of societal and cultural attitudes towards those with a mental health condition.

1. The learner will: Understand what is meant by the term 'mental health'		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define what is meant by the term 'mental health'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>describe the components of mental well-being</b> , these should relate to resilience and positive relationships.	Portfolio
1.3	The learner must <b>describe common risk factors associated with developing a mental health condition</b> including previous experiences, substance misuse, environmental factors and genetics.	Portfolio
1.4	The learner must <b>give examples of mental health conditions</b> , this should be the most common as outlined by the World Health Organisation.	Portfolio

2. The learner will: Know how care and support for those with a mental health condition has evolved		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline how the support for those with mental health conditions has changed over time</b> covering changes throughout the last 50 years of the 20 <sup>th</sup> century.	Portfolio
2.2	The learner must <b>explain the impact of changes in mental health care, in relation to the individual</b> including the impacts created by a move from hospitals to community-based support.	Portfolio
2.3	The learner must <b>outline the challenges an individual with a mental health condition may face on a day-to-day basis</b> including impacts on work performance, relationships, activities, reliance on potentially harmful substances and behaviours.	Portfolio

3. The learner will: Understand the impact of societal and cultural attitudes towards those with a mental health condition		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe social and cultural attitudes to mental illness</b> including the impact of negative attitudes towards mental ill health, discrimination and stereotyping.	Portfolio
3.2	The learner must <b>describe media attitudes towards those with a mental health condition</b> including the influence of TV, film and news media; examples for both negative and positive impacts should be provided.	Portfolio

3.3	The learner must <b>describe how the attitude of others affects an individual with a mental health condition</b> considering the impact of stigma and discrimination should a mental health condition be disclosed.	Portfolio
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4. The learner will: Understand the legal context of mental ill-health		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>identify relevant legislation in relation to mental ill-health</b> including Acts of Parliament related to mental health, mental capacity and equality.	Portfolio
4.2	The learner must <b>explain the implications in legislation for the provision of care to an individual with mental health conditions</b> including provisions for detaining an individual for assessment and treatment., human rights, provision of care at home and within the community.	Portfolio
4.3	The learner must <b>explain the legal provisions for individuals who are unable to make decisions for themselves due to mental health conditions</b> including the principles of the Mental Capacity Act.	Portfolio
4.4	The learner must <b>state the legal issues around confidentiality and data protection in relation to individuals with mental health conditions</b> including the latest Data Protection legislation and how information is collected, stored and shared.	Portfolio

## Unit 2 Understand Stress (T/618/3068)

### Unit Summary

This unit develops understanding of stress, its possible causes and symptoms of it. Learners will understand how stress affects the individual and others and how the condition may be managed.

1. The learner will: Understand what is meant by the term 'stress'		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define what is meant by the term 'stress'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>differentiate eustress and distress and the effect on the individual.</b>	Portfolio

  

2. The learner will: Understand possible causes and symptoms of stress		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline possible causes of stress</b> including work related stress and stress brought on by life events.	Portfolio
2.2	The learner must <b>give examples of the symptoms of stress</b> including the physical effects of stress in both the short and long term.	Portfolio

  

3. The learner will: Understand how stress can affect the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with stress.</b>	Portfolio
3.2	The learner must <b>explain how an individual's stress may affect others</b> including effects on personal, social and professional relationships.	Portfolio

  

4. The learner will: Understand how stress may be managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe ways in which an individual can self-manage their condition</b> including ways of managing triggers and contributing factors.	Portfolio
4.2	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including employers, family and friends.	Portfolio
4.3	The learner must <b>outline the types of local resources and treatments available to an individual</b> including support in relation to managing stressors, for example financial advice; other support may include visiting GPs and the use of medication.	Portfolio

### Unit 3 Understand Anxiety (A/618/3069)

#### Unit Summary

This unit develops understanding of anxiety and panic attacks. Learners will outline the possible causes of anxiety and understand the impact of anxiety on the individual and others. Learners will explore how an individual's thinking and personality can affect anxiety and understand how the condition can be mitigated and managed.

<b>1. The learner will:</b> Understand the terms 'anxiety' and 'panic attack'		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'anxiety'</b> using a recognised definition.	Portfolio
<b>1.2</b>	The learner must <b>define the term 'panic attack'</b> using a recognised definition.	Portfolio
<b>2. The learner will:</b> Know possible causes of anxiety		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>outline possible causes of anxiety</b> including past experiences, day-to-day life and genetics.	Portfolio
<b>3. The learner will:</b> Understand the impact of anxiety on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with anxiety</b> including physical symptoms as well as health and emotional effects.	Portfolio
<b>3.2</b>	The learner must <b>describe ways in which anxiety can affect an individual's normal daily life.</b>	Portfolio
<b>3.3</b>	The learner must <b>explain how an individual's anxiety may affect others</b> including family, friends and colleagues.	Portfolio
<b>4. The learner will:</b> Know how an individual's thinking and personality can affect anxiety		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>outline the cycle of negative thinking and how it can impact an individual</b> including thoughts, feelings and behaviours.	Portfolio
<b>4.2</b>	The learner must <b>explain how an individual's personality and outlook on life could help or hinder anxiety</b> including the effects of both negative and positive outlooks.	Portfolio
<b>5. The learner will:</b> Understand how anxiety can be mitigated and managed		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>5.1</b>	The learner must <b>describe ways in which an individual can self-manage their condition</b> including relaxation, groups, forums, graded exposure as well as exercise.	Portfolio

5.2	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
5.3	The learner must <b>outline the types of local resources and treatments available to an individual</b> including medication, therapies and relaxation.	Portfolio

## Unit 4 Understand Phobias (M/618/3070)

### Unit Summary

This unit develops understanding of phobias and the main groups of phobias and the possible causes of them. Learners will understand the impact of phobias on the individual and others and how phobias can be mitigated and managed.

1. The learner will: Understand what is meant by the term 'phobias'		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the term 'phobia'</b> using a recognised definition	Portfolio
1.2	The learner must <b>list the main groups of phobias.</b>	Portfolio
1.3	The learner must <b>describe examples of specific and social phobias.</b>	Portfolio

2. The learner will: Know the possible causes of phobias		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline possible causes of phobias</b> including learned responses, genetics and previous experiences.	Portfolio

3. The learner will: Understand the impact of phobias on the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with a phobia</b> including physical and psychological feelings.	Portfolio
3.2	The learner must <b>describe ways in which a specific phobia can affect an individual's normal daily life</b> including agoraphobia.	Portfolio
3.3	The learner must <b>explain how an individual's phobia may affect others</b> including family and friends.	Portfolio

4. The learner will: Understand how phobias can be mitigated and managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe ways in which an individual can self-manage their condition</b> including talking therapy, relaxation and self-help groups.	Portfolio
4.2	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
4.3	The learner must <b>outline the types of local resources and treatments available to an individual</b> including clinical therapies, lifestyle habit changes and talking therapies.	Portfolio

## Unit 5 Understand Depression (T/618/3071)

### Unit Summary

This unit develops understanding of depression and its possible causes. Learners will understand the impact of depression on the individual and others and how the condition can be mitigated and managed.

1. The learner will: Understand what depression is		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the term 'depression'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>differentiate between feeling low and clinical depression.</b>	Portfolio
1.3	The learner must <b>outline what is meant by the term psychotic depression.</b>	Portfolio

2. The learner will: Know the possible causes of depression		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline possible causes of depression</b> including genetics, hormones, lifestyle, physical illness, biochemical and living environment.	Portfolio

3. The learner will: Understand the impact of depression on the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe the feelings, thoughts and behaviours an individual with depression may experience</b> including psychological, physical and social.	Portfolio
3.2	The learner must <b>describe how the demands of daily life may influence symptoms</b> including finance, relationships, work, domestic settings.	Portfolio
3.3	The learner must <b>describe ways in which depression can affect an individual's normal daily life</b> including effects on education, work and relationships with others.	Portfolio
3.4	The learner must <b>explain how an individual's depression may affect others</b> including family and friends.	Portfolio

4. The learner will: Understand how depression can be mitigated and managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe ways in which an individual can self-manage their condition.</b>	Portfolio
4.2	The learner must <b>describe ways in which others can help an individual to manage their condition</b>	Portfolio
4.3	The learner must <b>outline the types of local resources and treatments available to an individual who experiences depression</b> including medications, groups, talking therapies and physical activities.	Portfolio
4.4	The learner must <b>identify the resources and treatment required to support a person with psychotic depression</b> including medications, groups, talking therapies and physical activities.	Portfolio

## Unit 6 Understand Post-Natal Depression (A/618/3072)

### Unit Summary

This unit develops understanding of postnatal depression and its possible causes. Learners will understand the impact of postnatal depression on the individual and others and how the condition can be mitigated and managed. Learners will also explain postpartum psychosis and how it can be managed.

1. The learner will: Understand what postnatal depression is		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the term 'postnatal depression'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>differentiate between the terms 'baby blues' and 'postnatal depression'</b> .	Portfolio
1.3	The learner must <b>explain what is meant by the term postpartum psychosis</b> including typical onset and typical symptoms.	Portfolio

2. The learner will: Know the possible causes of postnatal depression		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline possible risk factors that contribute to the occurrence of postnatal depression</b> including previous mental health concerns, previous pregnancy complications and traumatic experiences in childhood.	Portfolio
2.2	The learner must <b>outline causes of postnatal depression</b> including lack of support, other stressors, changes to the body, change, childhood experiences.	Portfolio

3. The learner will: Understand the impact of postnatal depression on the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with postnatal depression.</b>	Portfolio
3.2	The learner must <b>describe ways in which postnatal depression can affect an individual's normal daily life</b> including relationships.	Portfolio
3.3	The learner must <b>explain how an individual's postnatal depression may affect bonding with their baby</b> including the effect of a lack of bonding.	Portfolio
3.4	The learner must <b>explain how an individual's postnatal depression may affect others</b> including family and friends.	Portfolio

4. The learner will: Understand how postnatal depression can be mitigated and managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe the preparations for birth that may reduce the risk of postnatal depression</b> including maintaining own wellbeing, building relationships with others who are pregnant, the importance of emotional support and involving ones partner.	Portfolio

4.2	The learner must <b>describe ways in which an individual can self-manage their condition</b> including maintaining a suitable diet, exercise and amount of rest; avoiding alcohol and unnecessary stress.	Portfolio
4.3	The learner must <b>outline the types of local resources and treatments available to an individual</b> including talking therapies and medication	Portfolio

<b>5. The learner will:</b> Know how postpartum psychosis can be managed		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
5.1	The learner must <b>outline the support available to individuals with the condition</b> including medication, electroconvulsive therapy (ECT) or referral to the community mental health team or hospital.	Portfolio

## Unit 7 Understand Bipolar Disorder (F/618/3073)

### Unit Summary

This unit develops understanding of bipolar disorder and its possible causes. Learners will understand the impact of bipolar disorder on the individual and others and how the condition may be managed.

<b>1. The learner will:</b> Understand what bipolar disorder is		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'bipolar disorder'</b> using a recognised definition	Portfolio

<b>2. The learner will:</b> Know the possible causes of bipolar disorder		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>outline possible causes of bipolar disorder</b> including chemical imbalance, genetics and life events.	Portfolio

<b>3. The learner will:</b> Understand the impact of bipolar disorder on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with bipolar disorder</b> including examples from both the manic and depressive episodes.	Portfolio
<b>3.2</b>	The learner must <b>give examples of symptoms which may occur in a manic and depressive episode.</b>	Portfolio
<b>3.3</b>	The learner must <b>describe ways in which bipolar disorder can affect an individual's normal daily life</b> including consideration to the changes between manic and depressive episodes.	Portfolio
<b>3.4</b>	The learner must <b>explain how an individual's bipolar disorder may affect others</b> including family and friends.	Portfolio

<b>4. The learner will:</b> Understand how bipolar disorder may be managed		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>give examples of interventions available for those with the condition</b> including medications, talking therapies and ECT.	Portfolio
<b>4.2</b>	The learner must <b>describe ways in which an individual can self-manage their condition</b> including recognising changes in mood, taking exercise, ensure a balanced diet and maintaining contact with others.	Portfolio
<b>4.3</b>	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
<b>4.4</b>	The learner must <b>outline the types of local resources and treatments available to an individual</b> including sheltered living, day centres, community-based care.	Portfolio

## Unit 8 Understand Schizophrenia (J/618/3074)

### Unit Summary

This unit develops understanding of schizophrenia and its possible causes. Learners will understand the impact of schizophrenia on the individual and others and how the condition may be managed.

1. The learner will: Understand what schizophrenia is		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the term 'schizophrenia'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>describe how media coverage can cause fear and misunderstanding of the condition</b> including examples of negative terminology and stereotypes used.	Portfolio

2. The learner will: Know the possible causes of schizophrenia		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline possible causes of schizophrenia</b> including genetics, life experiences, use of substances and damage.	Portfolio

3. The learner will: Understand the impact of schizophrenia on the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with schizophrenia</b> including how negative and unsupportive media coverage can impact an individual; the experience of delusions, hallucinations, disordered thoughts and thought possession.	Portfolio
3.2	The learner must <b>describe ways in which schizophrenia can affect an individual's normal daily life</b> including risk of further harm, relationships, reliance of harmful substances and general day-to-day activities.	Portfolio
3.3	The learner must <b>explain how an individual's schizophrenia may affect others</b> including family and friends.	Portfolio

4. The learner will: Understand how schizophrenia may be managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>give examples of interventions available for those with the condition</b> including medication, ECT, hospitalisation and talking therapies.	Portfolio
4.2	The learner must <b>describe ways in which an individual can self-manage their condition</b> including maintaining wellbeing, avoiding undue stress and attending self-help groups.	Portfolio
4.3	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including friends and family.	Portfolio
4.4	The learner must <b>outline the types of local resources and treatments available to an individual</b> including support groups, health care services and advocates.	Portfolio

## Unit 9 Understand Dementia (L/618/3075)

### Unit Summary

This unit develops understanding of dementia, the most common types, their causes and likely signs symptoms of them. Learners will understand the impact of dementia on the individual and others and how the condition may be managed.

1. The learner will: Understand what dementia is		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the term 'dementia'</b> using a recognised definition.	Portfolio
1.2	The learner must <b>identify the most common types of dementia</b> including Alzheimer's, vascular dementia, dementia with Lewy bodies and frontotemporal dementia.	Portfolio
1.3	The learner must <b>describe the functions of the brain that are affected by dementia.</b>	Portfolio

2. The learner will: Know the most common types of dementia and their causes		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>outline the possible causes of dementia</b> including Alzheimer's, vascular dementia, dementia with Lewy bodies and frontotemporal dementia.	Portfolio
2.2	The learner must <b>describe the likely signs and symptoms of the most common types of dementia</b> including Alzheimer's, vascular dementia, dementia with Lewy bodies and frontotemporal dementia.	Portfolio

3. The learner will: Understand the impact of dementia on the individual and others		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>describe ways in which dementia can affect an individual's normal daily life including by the actions or words of others</b> including the effects of loss or memory, paranoia and communication difficulties.	Portfolio
3.2	The learner must <b>explain how an individual's dementia may affect others</b> including family and friends.	Portfolio

4. The learner will: Understand how dementia may be managed		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe ways in which an individual with dementia may be supported</b> including adaptations to normal living.	Portfolio
4.2	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
4.3	The learner must <b>outline the types of local resources and treatments available to an individual</b> including medical and psychological treatments.	Portfolio

## Unit 10 Understand Eating Disorders (R/618/3076)

### Unit Summary

This unit develops understanding of eating disorders and the possible causes of them. Learners will understand the impact of an eating disorder on the individual and others, and how a specific eating disorder may be managed by the individual and other agencies.

<b>1. The learner will:</b> Know what is meant by the term 'eating disorder'		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'eating disorder'</b> using a recognised definition	Portfolio
<b>2. The learner will:</b> Know the possible causes of eating disorders		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>outline possible types of eating disorders</b> including Anorexia, bulimia and binge eating.	Portfolio
<b>2.2</b>	The learner must <b>outline possible causes of eating disorders</b> including personality traits, environmental factors and psychological factors.	
<b>3. The learner will:</b> Understand the impact of an eating disorder on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with an eating disorder</b> including all three eating disorders.	Portfolio
<b>3.2</b>	The learner must <b>describe ways in which an eating disorder can affect an individual's normal daily life</b> including psychological and physical effects.	Portfolio
<b>3.3</b>	The learner must <b>explain how an individual's eating disorder may affect others</b> including family and friends.	Portfolio
<b>4. The learner will:</b> Understand how a specific eating disorder may be managed by the individual and other agencies		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>describe ways in which eating disorders may be treated</b> including talking therapies, medication and hospitalisation.	Portfolio
<b>4.2</b>	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
<b>4.3</b>	The learner must <b>outline the types of local resources and treatments available to an individual</b> including support groups and health care services.	Portfolio

### Unit 11 Understand Attention Deficit Hyperactivity Disorder (ADHD) (Y/618/3077)

#### Unit Summary

This unit develops understanding of Attention Deficit Hyperactivity Disorder (ADHD) and its possible causes and common symptoms related to it. Learners will understand the impact of OCD on the individual and others, and how the condition may be managed by the individual and other agencies.

<b>1. The learner will:</b> Know what is meant by the term 'ADHD'		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'ADHD'</b> using a recognised definition.	Portfolio

<b>2. The learner will:</b> Know the possible causes of ADHD		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>identify those that are most likely to be diagnosed with ADHD.</b>	Portfolio
<b>2.2</b>	The learner must <b>outline possible causes of ADHD</b> including brain chemistry, genetics, diet and others.	Portfolio

<b>3. The learner will:</b> Understand the impact of ADHD on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe ways in which ADHD can affect an individual's normal daily life</b> including performance in education and work as well as relationships.	Portfolio
<b>3.2</b>	The learner must <b>explain how an individual's ADHD may affect others</b> including family and friends.	Portfolio

<b>4. The learner will:</b> Know the common symptoms related to ADHD		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>give examples of the common symptoms associated with ADHD</b> including difficulties individuals have in their behaviours.	Portfolio

<b>5. The learner will:</b> Understand how ADHD may be managed by the individual and other agencies		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>5.1</b>	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
<b>5.2</b>	The learner must <b>outline the types of local resources and treatments available to an individual</b> including medication, psychotherapy, parent training, social skills training.	Portfolio

## Unit 12 Understand Obsessive-Compulsive Disorder (OCD) (D/618/3078)

### Unit Summary

This unit develops understanding of Obsessive-Compulsive Disorder (OCD) and its possible causes. Learners will understand the impact of OCD on the individual and others, and how the condition may be managed by the individual and other agencies.

<b>1. The learner will:</b> Know what is meant by the term 'OCD'		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'OCD'</b> using a recognised definition.	Portfolio
<b>2. The learner will:</b> Know the possible causes of OCD		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>outline possible causes of OCD</b> including genetics, chemical imbalances and distorted beliefs.	Portfolio
<b>2.2</b>	The learner must <b>identify the factors that increase the risk of an individual having OCD</b>	Portfolio
<b>3. The learner will:</b> Understand the impact of OCD on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with OCD</b> including typical obsessions and compulsions.	Portfolio
<b>3.2</b>	The learner must <b>describe ways in which OCD can affect an individual's normal daily life</b> including impacts on education and employment.	Portfolio
<b>3.3</b>	The learner must <b>explain how an individual's OCD may affect others</b> including family and friends.	Portfolio
<b>4. The learner will:</b> Understand how OCD can be managed by the individual and other agencies		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>describe ways in which an individual can self-manage their condition</b> including exposure therapy, education and other therapies.	Portfolio
<b>4.2</b>	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
<b>4.3</b>	The learner must <b>outline the types of local resources and treatments available to an individual</b> including support groups, medication and psychological treatments.	Portfolio

### Unit 13 Understand Post-Traumatic Stress Disorder (PTSD) (H/618/3079)

#### Unit Summary

This unit develops understanding of Post-Traumatic Stress Disorder (PTSD) and its causes. Learners will understand the impact of PTSD on the individual and others, and how the condition may be managed by the individual and other agencies.

<b>1. The learner will:</b> Know what is meant by the term 'PTSD'		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>1.1</b>	The learner must <b>define the term 'PTSD'</b> using a recognised definition.	Portfolio

<b>2. The learner will:</b> Know the common causes of PTSD		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>2.1</b>	The learner must <b>outline possible causes of PTSD</b> including a range of traumatic events.	Portfolio

<b>3. The learner will:</b> Understand the impact of PTSD on the individual and others		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>3.1</b>	The learner must <b>describe the feelings, thoughts and behaviours an individual may experience with PTSD</b> including avoidance behaviours, negative thinking and mood.	Portfolio
<b>3.2</b>	The learner must <b>describe ways in which PTSD can affect an individual's normal daily life.</b>	Portfolio
<b>3.3</b>	The learner must <b>explain how an individual's PTSD may affect others</b> including friends and family.	Portfolio

<b>4. The learner will:</b> Understand how PTSD can be managed by the individual and other agencies		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
<b>4.1</b>	The learner must <b>describe ways in which an individual can self-manage their condition</b> including methods of coping with flashbacks and avoiding triggers.	Portfolio
<b>4.2</b>	The learner must <b>describe ways in which others can help an individual to manage their condition</b> including family and friends.	Portfolio
<b>4.3</b>	The learner must <b>outline the types of local resources and treatments available to an individual</b> including medication and psychological therapies.	Portfolio

## Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
<b>Define</b>	Give the precise meaning; examine the different possible or often used definitions
<b>Describe</b>	Write or speak about the topic or activity giving detailed information
<b>Differentiate</b>	Identify the differences between two or more things
<b>Explain</b>	Make clear; give reasons for
<b>Give examples</b>	Presenting known facts of a specific topic to demonstrate knowledge of it
<b>Identify</b>	Provide brief information about a subject, specific process or activity
<b>List</b>	Series of names or other items written in a meaningful grouping or sequence to create a record
<b>Outline</b>	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details
<b>State</b>	Present in a brief, clear form