

# Qualification Specification

---

## QNUK Level 2 Award in Awareness of Young People's Mental Health (RQF)

603/6173/6

## Contents

1. Introduction .....	2
2. Contact Us.....	2
3. Version Number .....	2
4. Qualification Objective .....	3
5. Sector Support and Industry Recognition.....	3
6. Geographical Coverage of this Qualification .....	3
7. Benefit for Learners .....	3
8. Progression .....	3
9. Recognition of Prior Learning .....	3
10. Complementary Courses .....	3
11. Qualification Information .....	3
12. Qualification Structure.....	4
13. Learner Entry Requirements.....	4
14. Delivery .....	4
14.1. Venue Requirements .....	4
14.2. Equipment Requirements.....	4
14.3. Blended Learning .....	4
14.4. Trainer to Learner Ratio .....	4
15. Centre Personnel Requirements.....	4
16. Assessment Requirements .....	6
16.1. Written Exam .....	6
16.2. Workbook .....	6
17. Moderation .....	7
18. Resits.....	7
19. Reasonable Adjustments .....	7
20. Results.....	7
Appendix 1: Units .....	8
Appendix 2: Command Verbs .....	11
Appendix 3: Specimen Assessment Material .....	12

## 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.

### Head Office:

Qualifications Network  
First Floor Offices  
86A Lancaster Road  
Enfield  
Middlesex  
EN2 0BX

Email: [centres@qnuk.org](mailto:centres@qnuk.org)

Tel: 020 3795 0559

## 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	31/07/2023
Status	Approved
Version	1
Document control number	QS L2AYPMH

## 4. Qualification Objective

This qualification provides an awareness of how and why young people are at risk of poor mental health. The qualification is ideal for young people as well as adults that support young people including teachers, support staff, youth workers and parents. This qualification will give learners personal growth and engagement in learning.

## 5. Sector Support and Industry Recognition

This qualification has been supported by a range of QNUK centres. The qualification has been mapped to NICE guidelines

## 6. Geographical Coverage of this Qualification

This qualification is available across the UK and internationally.

## 7. Benefit for Learners

Learners undertaking this qualification will have an awareness of the typical events and situations that can affect a young person's mental health and how they can support them.

## 8. Progression

Learners could progress to the:

- QNUK Level 2 Certificate in Understanding Children and Young People's Mental Health (RQF)
- QNUK Level 2 Certificate in Awareness of Mental Health Conditions (RQF)

Learners may also progress into careers related to supporting children and young people.

## 9. Recognition of Prior Learning

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

## 10. Complementary Courses

Other QNUK courses related to working with young people include:

- QNUK Level 3 Award in Paediatric First Aid (RQF)
- QNUK Level 2 Award in Safeguarding and Protecting Children and Young People (RQF)

## 11. Qualification Information

Qualification Number (QN)	603/6173/6
Learning Aim	60361736
Total Qualification Time (TQT)	8
Guided Learning Hours (GLH)	7
Credit value	1
Level	2
Validity	3 years
Assessment	Invigilated MCQ assessment paper <b>OR</b> centre marked workbook
Achieving the qualification	Learners must achieve the mandatory unit

## 12. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
M/618/3084	Awareness of Young People's Mental Health	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.

## 13. 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 14 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.

## 14. Delivery

This qualification is delivered in a face-to-face setting over a 1-day period. Learners should complete the qualification within 6 weeks.

### 14.1. Venue Requirements

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

### 14.2. Equipment Requirements

There are no specific equipment resources for this qualification. Centres should ensure learners have access to suitable learning materials.

### 14.3. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

### 14.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1: 20. For virtual delivery a lower number of 1:8 is recommended.

## 15. Centre Personnel Requirements

This qualification is delivery by suitably qualified trainers.

All those who deliver and assess this qualification must:

1. Hold a regulated qualification in mental health such as:
  - a. Level 2 Certificate in Awareness of Mental Health Conditions (RQF)
  - b. Level 2 Certificate in Mental Health Awareness
  - c. Level 3 Certificate in Understanding Mental Health; or
2. Hold a Higher Education qualification in a Mental Health related subject, e.g. Psychology, Mental Health Nursing etc; or

3. Hold a suitable level of knowledge as demonstrated by being a Registered General Nurse, a state registered Paramedic, Social Work Diploma or hold a Level 3 Award in a Mental Health related qualification **AND**
4. Have sufficient verifiable occupational experience/CPD in supporting individuals with mental health concerns or delivering Mental Health Awareness Training. (60 hours minimum)
5. Hold one of the following qualifications or their recognised equivalent:
  - a. Cert Ed/PGCE/B Ed/M Ed
  - b. CTLLS/DTLLS
  - c. PTLLS (12 credits)
  - d. Further and Adult Education Teacher's Certificate
  - e. IHCD Instructional Methods
  - f. IHCD Instructor Certificate
  - g. S/NVQ level 3 in Training and Development
  - h. S/NVQ level 4 in Training and Development
  - i. TQFE (Teaching Qualification for Further Education)
  - j. English National Board 998
  - k. Nursing Mentorship qualifications
  - l. NOCN Tutor Assessor Award
  - m. Level 3 Award in Education and Training (QCF/RQF)
  - n. Level 4 Certificate in Education and Training (QCF/RQF)
  - o. Level 5 Diploma in Education and Training (QCF/RQF)
6. If none of the above teaching/assessing qualifications are held, delivery staff must hold both a teaching qualification **AND** assessing qualification from the list below
  - a. Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development (Teaching)
  - b. Training Group A22, B22, C21, C23, C24 (Teaching)
  - c. SQA Accredited Planning and Delivering Learning Sessions to Groups (Teaching)
  - d. A1 (D32/33) – Assess candidates using a range of methods (Assessing)
  - e. A2 (D32) – Assess candidates' performance through observation (Assessing)
  - f. Regulated qualifications based on the Learning and Development NOS 9 Assess Learner Achievement (Assessing)
  - g. SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33 (Assessing)
  - h. SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32 (Assessing)
  - i. SQA Carryout the Assessment Process (Assessing)
  - j. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF) (Assessing)
  - k. Level 3 Award in Assessing Vocationally Related Achievement (QCF/RQF) (Assessing)
  - l. Level 3 Award in Understanding the Principles and Practices of Assessment (QCF/RQF) (Assessing)
  - m. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF) (Assessing)
  - n. Assessor/IQA CPD Day (Assessing)
7. Show current evidence of continuing professional development in teaching, assessment and the subject matter.

**Please note, Level 1 and 2 "Awards" in a Mental Health qualification are not sufficient evidence of competence.**

## Guest Speakers

Providers may wish to engage other professionals or guest speakers to deliver part of the course. Where this is required guest speakers do not need to hold teaching or assessing qualifications; learners remain the responsibility of their qualified Tutor/Assessor.

## 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. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
2. meet the delivery staff requirements for this qualification;
3. hold 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
4. show current evidence of continuing professional development in assessment, quality assurance and the subject matter.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

## 16. Assessment Requirements

Learners are assessed for this qualification through:

### 16.1. Written Exam

Each learner will be assessed for this qualification by the completion of a written examination paper consisting of multiple-choice and short answer questions.

The exam paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Language of assessment	English
Duration	40 minutes
Pass mark	70% (18/25)
Grading	Pass/Fail

**OR**

### 16.2. Workbook

The workbook will be completed independently by the learner at the end of the course. Learners may complete the workbook online or in hard copy.

All assessment criteria in the qualification are covered; the workbook consists of written, matching and gap filling questions. It should be completed by the learner and returned to the Assessor in line with agreed timescales.

Assessors will mark and provide feedback on the completed workbook; including identifying areas where further work is required by the learner.

Learners may resubmit their revised workbook once for remarking.

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

Example questions are included at Appendix 3.

## 17. Moderation

The level of external moderation required for this qualification will be risk 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.

## 18. Resits

As this qualification is 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.

## 19. 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.

## 20. 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 Awareness of Young People's Mental Health (M/618/3084)

#### Unit Summary

This unit enables learners to become aware of the common causes and effects of poor mental health in young people and how these can be improved.

1. The learner will: Know what is meant by the term 'mental health'		
Assessment Guidance		Types of Evidence
1.1	The learner must <b>define the terms 'mental health' and 'mental ill health'</b> as defined by the World health Organisation.	MCQ SAQ
1.2	The learner must <b>identify factors that increase the risk of a young person developing poor mental health</b> including family and social relationships, socio-economic status, community and living environment.	MCQ SAQ
1.3	The learner must <b>outline the short- and long-term impacts of poor mental health</b> , including performance at school, college and work, social relationships, increased risk of longer-term mental health condition.	MCQ SAQ

2. The learner will: Know how to recognise the causes and impact of common mental health conditions		
Assessment Guidance		Types of Evidence
2.1	The learner must <b>describe different mental health conditions</b> including stress, depression; anxiety, obsessive compulsive disorder and post-traumatic stress disorder. Learners should be aware of the causes and triggers as well as the impact the condition can have on the individual.	MCQ SAQ
2.2	The learner must <b>outline the potential signs of a young person with a mental health condition</b> , including stress, depression; anxiety, obsessive compulsive disorder and post-traumatic stress disorder.	MCQ SAQ
2.3	The learner must <b>identify organisations where young people with a mental health condition can be referred to</b> including GP; MIND; Samaritans; specific local organisations and charities.	MCQ SAQ

3. The learner will: Know why young carers are at greater risk of poor mental health		
Assessment Guidance		Types of Evidence
3.1	The learner must <b>define the term young carer</b>	MCQ SAQ
3.2	The learner must <b>describe how being a young carer can impact a young person's mental health</b> including the risk factors and typical mental health conditions.	MCQ SAQ
3.3	The learner must <b>outline different organisations or individuals who may support young carers who are at risk of poor mental health</b> . These may include local and national organisations.	MCQ SAQ

4. The learner will: Understand how the internet gaming and social media impacts mental health		
Assessment Guidance		Types of Evidence
4.1	The learner must <b>describe the impact the internet, gaming and social media can have on a young person’s mental health.</b>	MCQ SAQ
4.2	The learner must <b>give examples of how to minimise the risks to mental health associated with the internet, gaming and social media.</b>	MCQ SAQ

5. The learner will: Understand how young people may use harmful strategies to cope with a mental health disorder		
Assessment Guidance		Types of Evidence
5.1	The learner must <b>outline common harmful coping strategies</b> including substance misuse; eating disorders; self-harm.	MCQ SAQ
5.2	The learner must <b>explain how substances are misused</b> including: <ul style="list-style-type: none"> <li>• alcohol: increasing tolerance requiring increasing amounts to achieve the desired effect; short term overuse of alcohol; binge drinking; long term overuse of alcohol</li> <li>• use of “recreational” illegal drugs.</li> </ul>	MCQ SAQ
5.3	The learner must <b>define the term ‘eating disorder’</b> An unhealthy attitude to, or relationship with, food which can take over one’s life and make one ill.	MCQ SAQ
5.4	The learner must <b>identify how individuals may self-harm</b> examples could include cutting; scratching; burning; self-hitting; head banging; self-poisoning.	MCQ SAQ
5.5	The learner must <b>identify the potential signs of a young person who uses harmful coping strategies</b> including: <ul style="list-style-type: none"> <li>• self-harm – unexplained cuts, bruises, hairpulling and burns; keeping covered; even in warm weather; possible changes in behaviour, e.g. being withdrawn, self-loathing and low self-esteem</li> <li>• eating disorders – loss of weight; hiding food; bingeing; over exercising</li> <li>• drugs and alcohol – sudden mood changes; loss of motivation; poor academic performance; secretive behaviour</li> </ul>	MCQ SAQ
5.6	The learner must <b>identify organisations where young people who use harmful coping strategies can be referred to</b> including: <ul style="list-style-type: none"> <li>• drug misuse: GP, local drug services, TalkToFrank.com</li> <li>• alcohol misuse: GP, NHS Choices Alcohol support</li> <li>• self-harm: GP, Young Minds, Harmless</li> </ul>	MCQ SAQ

6. The learner will: Know how to recognise and support a young person in suicidal crisis		
Assessment Guidance		Types of Evidence
6.1	The learner must <b>identify factors that increase the risk of suicide in young people</b> including family history; other mental health conditions; abuse of substances, academic pressures, social isolation, bullying, LGBTQ.	MCQ SAQ

6.2	The learner must <b>outline warning signs for a young person who is suicidal</b> , examples could include openly talking about suicide; internet searches; self-harm; substance abuse; signs of depression.	MCQ SAQ
6.3	The learner must <b>explain ways to support a young person in suicidal crisis</b> including ensure immediate safety; talking, referral to organisations such as Samaritans; seek emergency help ASAP.	MCQ SAQ

<b>7. The learner will:</b> Understand how to improve resilience in young people to support their mental health		
<b>Assessment Guidance</b>		<b>Types of Evidence</b>
7.1	The learner must <b>define the term resilience</b> in relation to mental well being	MCQ SAQ
7.2	The learner must <b>state factors that increase resilience in young people</b>	MCQ SAQ
7.3	The learner must <b>explain ways to improve mental health and wellbeing</b> including exercise; reduce use of alcohol and substances; practice mindfulness; reduce loneliness; why it is important.	MCQ SAQ

## 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>	State or show clearly and accurately
<b>Describe</b>	Write or speak about the topic or activity giving detailed information
<b>Explain</b>	Make clear. Give reasons for
<b>Give examples</b>	Provide ways that risks can be minimised
<b>Identify</b>	Provide brief information about a subject, specific process or activity
<b>Outline</b>	Identify or briefly describe the main points
<b>State</b>	Present in a brief, clear form

### Appendix 3: Specimen Assessment Material

1	Describe the signs and symptoms an individual may show if they are suffering from depression.	

2	List 3 organisations a young person with anxiety can be referred to.	
	1)	
	2)	
	3)	

3	Outline 5 ways a young person can improve their mental health.	