

Qualification Specification

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

603/6172/4

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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
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4. Qualification Objective

Mental health in children and young people is as important as their physical wellbeing, impacting on all aspects of life, including relationships inside and outside the home and educational attainment. Good mental health supports children and young people to develop the resilience necessary to cope with the challenges and demands of life and grow into well rounded, healthy adults. It is important that adults, from family members to those working with children and young people, are able to recognise when a child is struggling with their mental health or challenges in their lives and know what action to take.

This qualification develops understanding of mental health conditions in children and young people. Learners will understand the context of mental health and the risk factors and common mental health conditions in children and young people. Learners will also understand the person-centred approach to the mental wellbeing of children and young people. 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 help learners to support children and young people to maintain good mental health, recognise symptoms of mental health conditions and the types of support available to them. 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 Awareness of Mental Health Conditions (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)	603/6172/4
Learning Aim	60361724
Total Qualification Time (TQT)	146
Guided Learning Hours (GLH)	100
Credit value	15
Level	2
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve the 4 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
Y/618/3080	Understand the Context of Mental Health in Children and Young People	2	3	20
D/618/3081	Risk Factors and the Mental Health of Children and Young People	2	4	25
H/618/3082	Understand Common Mental Health Conditions Affecting Children and Young People	2	5	40
K/618/3083	Understand a Person-Centred Approach to the Mental Wellbeing of Children and Young People	2	3	15

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 1 and above.

13. Delivery

This qualification is 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
- Mind.org.uk
- NHS: www.england.nhs.uk
- Rethink: www.reThink.org

14. Centre Personnel Requirements

This qualification is delivery by suitably qualified trainers.

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 Vocational Achievement (QCF/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. Learners may resubmit work once for remarking.

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 in Children and Young People (Y/618/3080)

Unit Summary

This unit develops understanding of the concept of mental health in children and young people. Learners will know the legislation that relates to mental health and safeguarding that relates to this age group. Learners will explore social, religious and cultural attitudes that can impact an individual's views of mental ill health.

1. The learner will: Understand the concept of mental health in children and young people		
Assessment Guidance		Types of Evidence
1.1	The learner must define the terms: <ul style="list-style-type: none"> • mental health • resilience • self-esteem • wellbeing using a recognised definition	Portfolio
1.2	The learner must describe the relationship between mental and physical health, in relation to wellbeing considering the influence of each on the other.	Portfolio
1.3	The learner must outline the prevalence of poor mental health in the: <ul style="list-style-type: none"> • under 16's • 16 – 19 age group 	Portfolio
1.4	The learner must state a common mental health condition that affects the: <ul style="list-style-type: none"> • under 16's • 16- 19 age group 	Portfolio

2. The learner will: Know the legislation that relates to the mental health of children and young people		
Assessment Guidance		Types of Evidence
2.1	The learner must state key legislation and how it relates to: <ul style="list-style-type: none"> • mental health • age of consent • parental responsibility • mental capacity including the Equality Act (2010) and the Mental Health Act (1983).	Portfolio
2.2	The learner must explain how legislation and guidance are used to support children and young people with a mental health condition including reference to local policies and procedures.	Portfolio
2.3	The learner must state how data protection legislation relates to supporting young people with a mental health condition referencing GDPR.	Portfolio

3. The learner will: Understand safeguarding in relation to children and young people		
Assessment Guidance		Types of Evidence
3.1	The learner must define the terms: <ul style="list-style-type: none"> • safeguarding • duty of care using a recognised definition.	Portfolio
3.2	The learner must explain the term safeguarding in relation to children and young people including physical and mental health and wellbeing.	Portfolio
3.3	The learner must describe how safeguarding and duty of care apply to: <ul style="list-style-type: none"> • education sector • social care • criminal justice system including roles, responsibilities and legislation.	Portfolio

4. The learner will: Know how social, religious and cultural attitudes can impact an individual's views of mental ill health		
Assessment Guidance		Types of Evidence
4.1	The learner must define the terms: <ul style="list-style-type: none"> • discrimination • stigma • stereotype using a recognised definition.	Portfolio
4.2	The learner must describe how the media can impact an attitude towards mental ill health considering positive and negative attitudes.	Portfolio
4.3	The learner must describe how attitudes towards mental ill health have changed over time considering positive influences, awareness and support.	Portfolio
4.4	The learner must describe how social, cultural and religious attitudes and beliefs affect an individual's view of their own mental health condition including the influence of the media.	Portfolio

Unit 2 Risk Factors and the Mental Health of Children and Young People (D/618/3081)

Unit Summary

In this unit learners will understand how an individual's developmental changes can affect their mental health and will know the risk factors relating to poor mental health in children and young people. Learners will understand how abuse can affect mental health and will understand how to recognise and support a child or young person who is susceptible to the factors that can affect their mental health

1. The learner will: Know the risk factors related to poor mental health in children and young people		
Assessment Guidance		Types of Evidence
1.1	The learner must identify different risk factors and how they can negatively impact an individual's mental health including changes in their life and/or lifestyle.	Portfolio
1.2	The learner must identify ways in which children and young people can develop the ability to identify risk factors and signs of distress in themselves including resilience.	Portfolio
1.3	The learner must describe ways in which a child or young person can limit the impact of risk factors considering the benefits of a stable home or caring environment.	Portfolio

2. The learner will: Understand how an individual's developmental changes affect their mental health		
Assessment Guidance		Types of Evidence
2.1	The learner must describe the effects of puberty on a young person and their mental health	Portfolio
2.2	The learner must explain how a young person's mental health is affected by their: <ul style="list-style-type: none"> • identity • self-esteem • body image including the influence of peers and the media.	Portfolio
2.3	The learner must explain how the transition into adulthood can provide positive and negative impacts on a young person's mental health including changes in education from school to college or university; starting employment and the changes in the ages and types of person time is spent with; development of new friendships; changes in the level of personal responsibility.	Portfolio

3. The learner will: Understand how different forms of abuse can affect a young person's mental health		
Assessment Guidance		Types of Evidence
3.1	The learner must state different forms of abuse a young person may experience including bullying.	Portfolio
3.2	The learner must state different ways in which bullying can occur including cyber bullying.	Portfolio
3.3	The learner must explain what makes an individual more vulnerable to abuse including perceived differences; physical and mental factors.	Portfolio

3.4	The learner must explain how bullying may affect a young person where they are: <ul style="list-style-type: none"> • the individual being abused • a witness to the abuse of another person including short- and long-term effects.	Portfolio
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4. The learner will: Understand how to recognise and support an individual who is susceptible to the factors that affect mental health		
Assessment Guidance		Types of Evidence
4.1	The learner must describe a range of behaviours a child or young person may display that could indicate concerns related to their mental health including a change in normal patterns of behaviour.	Portfolio
4.2	The learner must describe harmful behaviours a child or young person may use as a coping strategy including anti-social behaviour.	Portfolio
4.3	The learner must explain the importance of early recognition and interventions in relation to harmful behaviours	Portfolio

Unit 3 Understand Common Mental Health Conditions Affecting Children and Young People (H/618/3082)

Unit Summary

Learners will understand a range of common mental health conditions in children and young people. Learners will define the conditions, identify causes and signs and symptoms of them and describe interventions and support that are available to children and young people.

1. The learner will: Understand anxiety and stress in children and young people		
Assessment Guidance		Types of Evidence
1.1	The learner must define the terms: <ul style="list-style-type: none"> • anxiety • stress using a recognised definition.	Portfolio
1.2	The learner must differentiate between distress and eustress	Portfolio
1.3	The learner must describe common internal and external causes of stress and anxiety in an individual including peer pressure	Portfolio
1.4	The learner must identify how to recognise the signs and symptoms of stress and anxiety in a child or young person	Portfolio
1.5	The learner must describe the interventions and support available to a child or young person who experiences stress and anxiety including medication, therapies and relaxation techniques.	Portfolio

2. The learner will: Understand depression in children and young people		
Assessment Guidance		Types of Evidence
2.1	The learner must define the term depression using a recognised definition.	Portfolio
2.2	The learner must differentiate between depression and low mood	Portfolio
2.3	The learner must identify common causes of depression in a child or young person including genetics, hormones, lifestyle, physical illness, living environment.	Portfolio
2.4	The learner must identify common signs and symptoms of depression in a child or young person	Portfolio
2.5	The learner must outline the longer-term impacts of depression in a child or young person including effects on physical health, education and future opportunities.	Portfolio
2.6	The learner must describe the interventions and support available to a child or young person who experiences depression including medications, support groups, talking therapies, physical activities.	Portfolio

3. The learner will: Understand eating disorders in children and young people		
Assessment Guidance		Types of Evidence
3.1	The learner must define the term eating disorder using a recognised definition	Portfolio

3.2	The learner must state the different types of eating disorders including Anorexia, bulimia and binge eating	Portfolio
3.3	The learner must identify common signs and symptoms and behaviours of a child or young person with an eating disorder including being secretive about eating	Portfolio
3.4	The learner must describe the interventions and support available to a child or young person who has an eating disorder including support groups and health care services	Portfolio

4. The learner will: Understand self-harm in children and young people		
Assessment Guidance		Types of Evidence
4.1	The learner must define the term self-harm using a recognised definition	Portfolio
4.2	The learner must state the different ways in which children and young people may self-harm	Portfolio
4.3	The learner must identify common signs and symptoms and behaviours of a child or young person who self-harms including secretive behaviour	Portfolio
4.4	The learner must describe the interventions and support available to a child or young person who self-harms including support groups and health care services	Portfolio

5. The learner will: Understand post-traumatic stress disorder in children and young people		
Assessment Guidance		Types of Evidence
5.1	The learner must identify common causes of post-traumatic stress disorder in a child or young person	Portfolio
5.2	The learner must identify common signs and symptoms of post-traumatic stress disorder in a child or young person	Portfolio
5.3	The learner must describe the interventions and support available to a child or young person who experiences post-traumatic stress disorder including medication and psychological therapies	Portfolio

6. The learner will: Know about other mental health conditions that may affect children and young people		
Assessment Guidance		Types of Evidence
6.1	The learner must outline a range of mental health conditions that can affect children and young people – these should be different to those conditions already discussed.	Portfolio
6.2	The learner must identify common signs and symptoms of a range of mental health conditions in a child or young person	Portfolio
6.3	The learner must describe how other mental health conditions can impact an individual's daily life	Portfolio
6.4	The learner must describe the range of interventions and support available to child or young person who have a mental health condition including support in relation to managing mental health conditions; other support may include visiting GPs and the use of medication.	Portfolio

Unit 4 Understand a Person-Centred Approach to the Mental Wellbeing of Children and Young People (K/618/3083)

Unit Summary

This unit develops understanding of a person-centred approach to supporting the mental wellbeing of children and young people. Learners will understand how to create a safe environment and different ways to promote mental wellbeing in children and young people.

1. The learner will: Understand a person-centred approach to supporting the mental wellbeing of children and young people		
Assessment Guidance		Types of Evidence
1.1	The learner must define the term 'person-centred' using a recognised definition	Portfolio
1.2	The learner must explain what is meant by the term 'recovery' in relation to the mental health of children and young people considering a two-step role of adult caregivers.	Portfolio
1.3	The learner must give examples of a person-centred approach to supporting a child or young person who is experiencing mental ill health	Portfolio

2. The learner will: Understand how to create a safe environment for children and young people and their mental wellbeing		
Assessment Guidance		Types of Evidence
2.1	The learner must outline ways in which a supportive and nurturing environment can be created including a therapy room.	Portfolio
2.2	The learner must describe how positive interactions between a child or young person with a mental health condition and others can promote mental wellbeing including caregivers.	Portfolio
2.3	The learner must describe how to support children and young people to express their emotions and concerns in a safe environment	Portfolio

3. The learner will: Understand ways to promote mental wellbeing in children and young people		
Assessment Guidance		Types of Evidence
3.1	The learner must describe how others can support an improvement in the mental health of children and young people	Portfolio
3.2	The learner must describe how children and young people can improve their mental health including those with and without existing conditions including diet and exercise	Portfolio
3.3	The learner must describe how others can support children and young people in maintaining good mental health	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.	
Define	Give the precise meaning; examine the different possible or often used definitions
Describe	Write or speak about the topic or activity giving detailed information
Differentiate	Identify the differences between two or more things
Explain	Make clear; give reasons for
Give examples	Presenting known facts of a specific topic to demonstrate knowledge of it
Identify	Provide brief information about a subject, specific process or activity
Outline	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details
State	Present in a brief, clear form