

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in
Understanding Mental Health First Aid and
Mental Health Advocacy in the Workplace
QN: 603/5148/2**

Qualification summary

| | | | |
|---|---|---------------------------------------|----------|
| Qualification title | NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace | | |
| Ofqual qualification number (QN) | 603/5148/2 | Aim reference | 60351482 |
| Guided learning hours (GLH) | 120 | Total qualification time (TQT) | 135 |
| Minimum age | 16 | | |
| Qualification purpose | The purpose of this qualification is to give learners the skills to support colleagues with mental health problems. These skills will be gained by increasing the learner's knowledge and understanding of mental health conditions and the principles of mental health first aid and how this can be implemented in the workplace. | | |
| Grading | Achieved/not yet achieved | | |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence. | | |
| Work/industry placement experience | This is a knowledge-only qualification. Work/industry placement experience is not required. | | |
| UCAS | Please refer to the UCAS website for further details of points allocation and the most up-to-date information. | | |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 603/5148/2. | | |
| Funding | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. | | |

Summary of changes

This document summarises the changes to this Qualification Specification since the last version (Version 1.1 June 2022). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|--|
| v1.0 | January 2020 | First publication |
| v1.1 | June 2022 | <p>Further information added to the achieving this qualification 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 entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>Reference to Public Health England amended to UK Health Security Agency and Office for Health Improvement and Disparities.</p> |
| v1.2 | November 2024 | <p>Further information added to assessment guidance 2.2 physical health and to assessment guidance 1.3 support. Content added to a new Qualification Specification template. Internal Assessment Sample Tasks have been moved to a separate document available on the qualification webpage. Updated Assessment Strategy.</p> |

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Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of mental health first aid and mental health advocacy in the workplace
- offer breadth and depth of study of mental health first aid

The objectives of this qualification are to:

- introduce and explore different types of mental ill health and factors that may increase the risk of mental ill health in individuals
- understand how to support individuals with mental ill health within boundaries of one's own role
- explore how to create a mentally healthy environment for individuals in a variety of settings

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who wish to raise awareness of mental health, creating a culture of care and the promotion of positive mental health. This qualification gives learners the opportunity to understand mental health, its associated care and how this can be applied to learners or colleagues in the workplace.

Workers within a wide range of public service roles may interact with those with mental health issues and support needs in their day-to-day work across a number of sectors.

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

- customer service
- housing
- voluntary sector
- sport and recreation
- hospitality
- travel and tourism

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

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all 3 mandatory units.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

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

Progression

Learners who achieve this qualification could progress to the following:

- further education:
 - Level 2 and 3 Certificate in Preparing to Work in Adult Social Care
 - Level 2 Award in Awareness of Dementia
 - Level 2 Certificate in Understanding Working in the Health Sector
 - Level 2 and 3 Certificate in the Principles of End of Life Care
 - Intermediate and Advanced Apprenticeships in Health and Social Care

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 LOs.

Real work environment (RWE) requirement

This is a knowledge-only qualification. Experience in the RWE is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

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 one component:

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

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.

Internal assessment

We have created some sample tasks for the internally assessed three units, which can be found at the end of each unit. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LOs for three units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Section 2: 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 (LOs) 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 your external quality assurer (EQA).

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

Unit 01 Exploring mental health (A/617/8261)



| Unit summary | | | |
|---|----------------------------------|----------------|---------------|
| This unit will introduce learners to different types of mental ill health. They will understand factors that may contribute to mental ill health and actions that can be taken. | | | |
| Assessment | | | |
| This qualification is internally assessed and externally quality assured. | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 40 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Know what is meant by mental health and mental ill health | 1.1 Define what is meant by mental health and mental ill health 1.2 Explain what is meant by the mental health continuum |
| 2. Understand factors which may contribute to mental ill health | 2.1 Describe factors that may increase the risk of mental ill health in individuals 2.2 Explain how physical health can affect mental health |
| 3. Understand types of mental ill health in individuals | 3.1 Use examples to describe different types of mental ill health along the continuum 3.2 Identify signs and indicators that an individual may be experiencing mental ill health |
| 4. Understand actions to take when an individual is facing a mental health crisis | 4.1 Identify the steps to take to support an individual who is facing a mental health crisis |

| Range |
|--|
| <p>2. Understand factors which may contribute to mental ill health</p> <p>2.1 Factors such as:</p> <ul style="list-style-type: none"> • temporary • long term • inside learning/work environment • outside learning/work environment <p>2.2 Physical health describes the physical condition of the body. Factors that can affect physical health include:</p> <ul style="list-style-type: none"> • illness • injury • health condition • nutrition • sleep • fitness levels • lifestyle |

Range

3. Understand types of mental ill health in individuals

3.2 Signs and indicators should include physical signs, behavioural signs and signs of mental health crisis.

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.

Unit 02 Understand how to support individuals with mental ill health (K/617/8269)



| Unit summary | | | |
|--|----------------------------------|----------------|---------------|
| The aim of this unit is to understand how to support individuals with mental ill health. Learners will understand their responsibilities and how to protect their own mental health. | | | |
| Assessment | | | |
| This qualification is internally assessed and externally quality assured. | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 40 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the importance of positive relationships | 1.1 Describe characteristics of positive relationships |
| | 1.2 Explain the importance of positive relationships and effective communication when supporting individuals with mental ill health |
| | 1.3 Describe ways to support an individual with mental ill health |
| 2. Understand the importance of a person-centred approach to supporting mental ill health | 2.1 Define the term person-centred |
| | 2.2 Describe the importance of a person-centred approach for mental health |
| 3. Understand own responsibilities and limitations in relation to the mental health of others | 3.1 Explain the importance of recognising own responsibilities and limitations in relation to supporting the mental health of others |
| | 3.2 Identify when it may be necessary to refer to others when supporting individuals with mental ill health |
| | 3.3 Explain the role of the qualified mental health first aider |
| 4. Understand how to protect own mental health when supporting others | 4.1 Explain the importance of seeking support for own mental health |
| 5. Understand the impact of attitudes and perceptions of mental health for individuals and organisations | 5.1 Outline stigma and stereotypes relating to mental health illness |
| | 5.2 Describe how attitudes and perceptions can influence an individual with mental ill health |
| | 5.3 Summarise the impact media can have on an individual's mental health and wellbeing |
| | 5.4 Explain how mental ill health can impact: <ul style="list-style-type: none"> • self • family, friends and colleagues • learning/education • work/employment • day-to-day living |

| Range |
|--|
| 1. Understand the importance of positive relationships |
| 1.2 Communication |
| To include difficult conversations and active listening. |

| Range |
|--|
| 1.3 Support could include: <ul style="list-style-type: none">• engaging in supportive conversations with individuals• listening to individuals in a non-judgemental way• promoting self-care• encouraging individuals to seek appropriate treatment• signposting individuals to appropriate resources and specialist services |
| 3. Understand own responsibilities and limitations in relation to the mental health of others |
| 3.2 Others could include: <ul style="list-style-type: none">• line manager• designated safeguarding lead• emergency services• qualified mental health first aider• human resources (HR)• child and adolescent mental health services• general practitioner (GP) |
| 5. Understand the impact of attitudes and perceptions of mental health for individuals and organisations |
| 5.3 Impact <p>Positive and negative impact should be covered.</p> |

| |
|--|
| <p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature:</p> <p>Date:</p> |
|--|

| |
|---|
| <p>Assessor sign off of completed unit: Unit 02 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name:</p> <p>Signature:</p> <p>Date:</p> |
|---|

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

Unit 03 Understand a mentally healthy environment (D/617/8270)



| Unit summary | | | |
|--|----------------------------------|----------------|---------------|
| Learners will know about relevant legislation. They will understand mentally healthy environments and wellness action plans. | | | |
| Assessment | | | |
| This qualification is internally assessed and externally quality assured. | | | |
| Mandatory | Achieved/not yet achieved | Level 2 | 40 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Know about the legislative framework relevant to mental health | 1.1 Identify relevant legislation and guidance in relation to mental health provision |
| | 1.2 Identify drivers in relation to mental health provision |
| | 1.3 Describe how policy can support the mental health of individuals |
| 2. Understand mentally healthy environments | 2.1 Describe strategies to promote wellbeing |
| | 2.2 Outline sources of information, resources and support for mentally healthy environments |
| | 2.3 Identify strategies to reduce barriers to accessing mental health support |
| | 2.4 Explain the importance of promoting mentally healthy environments in the workplace |
| 3. Understand the importance of having a wellness action plan | 3.1 Define what is meant by a wellness action plan |
| | 3.2 Identify key components of a wellness action plan |
| | 3.3 Explain the importance of a wellness action plan for self and others |

| Range |
|---|
| 1. Know about the legislative framework relevant to mental health |
| 1.2 Drivers to include contributions by NHS, UK Health Security Agency and Office for Health Improvement and Disparities, Department for Education (DFE). |
| 1.3 Policy to include provision for health and wellbeing for individuals. |
| 2. Understand mentally healthy environments |
| 2.2 Sources of information and guidance: |
| These can be internal to the organisation/learning environment or external to the organisation/learning environment such as private, statutory or independent agencies. |

| |
|--|
| <p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature:</p> <p>Date:</p> |
|--|

Assessor sign off of completed unit: Unit 03

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 the 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 EQA with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

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

| Ref | Assessment method | Assessing competence/skills | Assessing knowledge/understanding |
|-----|---|-----------------------------|-----------------------------------|
| A | Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert witness testimony*: <ul style="list-style-type: none"> when directed by the SSC or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |
| H | Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |

| Ref | Assessment method | Assessing competence/skills | Assessing knowledge/understanding |
|-----|---|-----------------------------|-----------------------------------|
| J | Reflection on own practice in real work environment (RWE) | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by NCFE (for knowledge LOs) | No | Yes |
| N | Oral questions and answers | Yes | Yes |

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment that require further interpretation and definition and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council (SSC) and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria (AC) for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment (RWE).

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of an RWE.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young

people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge learning outcomes (LOs)

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assessors (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes (LOs)

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of

learners. This knowledge should be demonstrable through relevant qualifications/experience and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer (EQA) in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based AC
- role of the assessor for skills/competence-based AC
- role of the IQA

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development (CPD) relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|--|--|
| Apply | Link existing knowledge to new or different situations. |
| Assess | Consider information in order to make decisions. |
| Classify | Organise according to specific criteria. |
| Compare | Examine the subjects in detail looking at similarities and differences. |
| Define | State the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject or how to apply skills in a practical situation. |
| Describe | Write about the subject giving detailed information. |
| Differentiate | Give the differences between two or more things. |
| Discuss | Write an account giving more than one view or opinion. |
| Distinguish | Show or recognise the difference between items/ideas/information. |
| Estimate | Give an approximate decision or opinion using previous knowledge. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give (positive and negative points) | Provide information showing the advantages and disadvantages of the subject. |
| Identify | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Illustrate | Give clear information using written examples, pictures or diagrams. |

| | |
|----------------|---|
| List | Make a list of key words, sentences or comments that focus on the subject. |
| Perform | Do something (take an action/follow an instruction) that the question or task asks or requires. |
| Plan | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| Provide | Give relevant information about a subject. |
| Reflect | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |
| Select | Choose for a specific purpose. |
| Show | Supply sufficient evidence to demonstrate knowledge and understanding. |
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

Section 4: support

Support materials

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

- Qualification Factsheet

Other support materials

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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Contact us

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Appendix A: units

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

Mandatory units

| | Unit number | Regulated unit number | Unit title | Level | GLH |
|---|-------------|-----------------------|--|---------|-----|
|  | Unit 01 | A/617/8261 | Exploring mental health | Level 2 | 40 |
|  | Unit 02 | K/617/8269 | Understand how to support individuals with mental ill health | Level 2 | 40 |
|  | Unit 03 | D/617/8270 | Understand a mentally healthy environment | Level 2 | 40 |