

Qualification Specification

NCFE CACHE Level 3 Certificate in Understanding
Mental Health

QRN: 601/8968/X

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Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Certificate in Understanding Mental Health.

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these are used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website www.qualhub.org.uk or can be requested from the Customer Support team on 0345 347 2123 or by emailing info@cache.org.uk

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing info@cache.org.uk.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 3 Certificate in Understanding Mental Health
Qualification number	601/8968/X
Aims and objectives	<p>This qualification is designed to increase learners' knowledge and understanding of mental health and mental well-being. Successful completion of the required units will allow the learner to develop in-depth knowledge and understanding of mental health. It will also support progression into relevant employment within the health and social care sector.</p> <p>This qualification will:</p> <ul style="list-style-type: none"> • focus on the study of mental health and mental well-being to support different occupational areas • offer breadth and depth of study, incorporating a key core of knowledge and understanding. <p>The objectives of this qualification are to help learners to understand:</p> <ul style="list-style-type: none"> • mental health legislation, services and public attitudes and how these have evolved • how to support mental well-being through various stages of life • mental ill-health, treatment options available and the potential consequences of mental ill-health • the skills required to work in a mental health service.
Total Qualification Time (hours)	211
Guided Learning (hours)	153
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore no real work environment placement is required.

<p>Rule of combination</p>	<p>To be awarded the Level 3 Certificate in Understanding Mental Health, learners are required to successfully complete 5 mandatory units.</p>
<p>Entry requirements/recommendations</p>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 Mental Health qualification, or qualifications in health care or social care contexts.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 16 or above to undertake this qualification.</p>
<p>Progression including job roles and Higher Level Studies (where applicable)</p>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Award in Awareness of the Mental Capacity Act 2005 • Level 3 Diploma in Health and Social Care (Adults) for England • Level 3 Certificate in Preparing to Work in Adult Social Care <p>This qualification may be useful to a wide range of learners studying across a number of sectors/areas.</p> <p>Progression to Higher Level Studies</p> <p>This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:</p> <ul style="list-style-type: none"> • checking and testing information • supporting your points with evidence • self-directed study • self-motivation • thinking for yourself • analysing and synthesising information/materials • critical thinking and problem solving • working collaboratively • reflecting upon learning and identifying improvements. <p>Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.</p>

Assessment methods	Portfolio of evidence.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/8968/X.

Useful websites


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

- Skills for Care: www.skillsforcare.org.uk
- Skills for Health: www.skillsforhealth.org.uk
- The National Institute for Health and Care Excellence (NICE): www.nice.org.uk
- Care Quality Commission (CQC): www.cqc.org.uk
- NHS Choices: www.nhs.uk
- Health Careers: www.healthcareers.nhs.uk
- Social Care Institute for Excellence: www.scie.org.uk

Section 3: Units

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Guided Learning Hours
	Unit 01	K/508/5452	Understanding the context of mental health and wellbeing	Knowledge	3	30
	Unit 02	T/508/5454	Promotion of mental health and wellbeing	Knowledge	3	25
	Unit 03	A/508/5455	Mental health problems: associated issues and consequences	Knowledge	3	36
	Unit 04	F/508/5456	Understanding mental ill health	Knowledge	3	32
	Unit 05	J/508/5457	Working in mental health	Knowledge	3	30

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Achievement descriptor	All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner and against the achievement descriptors for each learning outcome.
Explanation	A further explanation of the achievement descriptor in the context of the learning outcome.
Unit delivery and assessment guidance	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg assessment strategy.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

Glossary of terms at Level 3 (not all verbs are used in this qualification)	
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Unit 01: Understanding the context of mental health and wellbeing



Unit reference	K/508/5452	Unit level	3
Unit group	Mandatory		
Unit guided learning hours	30		
Unit summary	In this unit learners will gain an understanding of a range of current mental health legislation and how it has evolved over time. The learner will consider the changes and how they are applied within the context of mental health service provision.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand the range of current legislation that applies to mental health and how it has changed over time.	1.1. Describe the legislative framework which applies in mental health service provision.
	1.2. Summarise the changes in legislation over time.
	1.3. Explain how current legislation applies to people with a mental health problem.
2. Understand the range of attitudes and perceptions of mental ill-health.	2.1. Summarise how public attitudes and perceptions of mental ill-health have changed over time.
	2.2. Describe how the media can influence attitudes and perception of people with mental health problems.
	2.3. Explore how cultural perceptions of those with a mental health problem may vary.
	2.4. Describe how public perception may affect those with a mental health problem.

Learning outcomes The learner will:	Assessment criteria The learner must:
3. Understand the current pattern and range of services for mental health problems and how these have evolved.	3.1. Summarise the current framework of services available for those with a mental health problem.
	3.2. Explain how professional approaches and practice to mental health problems have changed over time.
	3.3. Analyse how the legacy of previous approaches may affect current service delivery.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
<p>Describes issues of current practice. Uses information from a specialist source and communicates it in own words.</p>	<p>Learners will explore and describe existing legislation, how this has evolved over time and how it is applied within the context of mental health service provision.</p>
<p>Delivery and assessment</p>	
<p>Learners should provide an overview of the range of legislation within mental health over time. Examples might include: Mental Health Act 1959, 1983 and 2007; NHS and Community Care Act 1990; Mental Capacity Act 2005 etc. Learners should demonstrate an awareness of a framework of legislation which includes statutory and good practice guidance.</p> <p>Learners should then investigate the changes that have shaped mental health services over the last 50 years. Within this they could cover subjects like the changing pattern of service delivery with the move into community care and current government strategy.</p> <p>Learners should provide an explanation of the current range of legislation and how it's applied in mental health care including the Care Act 2014 (wellbeing, advocacy, personalisation, safeguarding).</p> <p>Learners could conduct independent research and provide a report or presentation of their understanding.</p> <p>Where geographically appropriate, alternative legislation and guidance to be cited, for example in Scotland.</p>	
<p>Types of evidence</p>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • independent research • report • presentation. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Uses information from a specialist source and communicates it in own words.	Learners will summarise, describe and provide explanations of the social consequences of mental health problems.
Delivery and assessment	
<p>Learners should investigate the drivers behind the change in attitude and perception towards people with mental health problems, eg improvements in treatment, education, community support, greater awareness. They should also show how people with mental health problems are represented in the media and how this has influenced attitudes and perception. This should include positive and negative examples.</p> <p>Learners should research the change in perception of mental health, moving from shame, stigma and rejection to being more accepted and supported. This should include variations in cultural attitudes towards mental health problems as well as effects on the individual themselves.</p> <p>Learners could conduct independent research and provide a report or presentation to demonstrate their understanding.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • written report • independent research • written statements. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Supports all points with some sophisticated examples.	Learners will analyse the changes to service provision, professional approaches and practice that have evolved into current provision.
Delivery and assessment	
<p>Learners should demonstrate awareness of the range of services for people with a mental health problem, including statutory, voluntary and independent.</p> <p>Learners should investigate how treatment and care delivery has changed over time. The shift from institutionalisation and exclusion towards building resilience, well-being, inclusion and person-centred care.</p> <p>Learners are expected to examine the legacy of previous approaches, for example, the influences on how care is currently delivered, such as accommodation not fit for purpose, patriarchal attitudes, difficulties in staff adapting etc.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • research. 	
Additional information	
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Promotion of mental health and wellbeing



Unit reference	T/508/5454	Unit level	3
Unit group	Mandatory		
Unit guided learning hours	25		
Unit summary	In this unit learners will gain an understanding of the factors that might influence mental health and well-being in the different stages of a person's life. The learner will explore current national strategy and public health campaigns to demonstrate an understanding of how to support people to improve their mental health and well-being.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand mental health and well-being in the different stages of life.	1.1. Define mental well-being.
	1.2. Analyse how various factors might influence mental health and well-being in the different stages of a person's life.
	1.3. Outline a range of specific mental health problems which are associated with each of the life stages.
2. Understand how to support mental health and well-being.	2.1. Outline the current national strategy for promoting mental health and well-being.
	2.2. Develop a critique of a recent national or local public health campaign.
	2.3. Describe how to support an individual towards developing positive coping strategies and building resilience.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will define the concept of mental health and complete an analysis of how it might present throughout the lifespan.
Delivery and assessment	
<p>Learners need to consider external and internal factors (age, stress, gender, social situation, state of physical health and self-imposed demands).</p> <p>A person will have different needs in the various stages of their life. Evidence of understanding needs to reflect this and provide examples covering each stage. It is suggested that the following stages be addressed: infancy, childhood, adolescence, early adulthood, midlife, mature/late adulthood. The analysis should consider the effects on mental health of adverse childhood experiences and the conditions in which people grow, work, live and age.</p> <p>Learners might be pointed in the direction of relevant published work, such as:</p> <ul style="list-style-type: none"> • the American ‘Adverse Childhood Experiences (ACE)’ study – Centers for Disease Control and Prevention • ‘Fair Society, Healthy Lives’ (The Marmot Review) (2010) • ‘Future in Mind – Promoting, protecting and improving our children and young people’s mental health and wellbeing’ (Dr Martin McShane/Department of Health, 2015) • ‘Mental Capital and Wellbeing’ Foresight project report (Government Office for Science, 2008). <p>The underpinning notion being that society needs to adapt to be more inclusive and accepting.</p> <p>Evidence might be in the form of a series of scenarios, each providing a brief analysis of the factors and an outline of associated problems.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • research. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Supports all points with some sophisticated examples.	Learners will explore and evaluate public health strategy and campaigns using examples of how to support people to improve their health.
Delivery and assessment	
<p>Learners need to demonstrate a general understanding of the aims of current government strategy within their own home country. In England, for example, this might include a summary of the white paper 'Healthy Lives, Healthy People: Our strategy for public health in England (2010)' and 'No Health Without Mental Health (2011)'.</p> <p>A recent public health campaign might provide an example for learners to critique. It is expected that the aims and objectives of the campaign be explained, the methods described and a critique completed, which looks at the pros and cons and why the stated aims might be thwarted.</p> <p>A case study is suggested which illustrates a range of specific needs and describes how support might be effectively given which would work towards positive coping strategies and resilience.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case study • report. 	
Additional information	
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Mental health problems: associated issues and consequences



Unit reference	A/508/5455	Unit level	3
Unit group	Mandatory		
Unit guided learning hours	36		
Unit summary	In this unit learners will explain the social consequences of mental health problems for the individual, their family and society as a whole. The learner will consider the effects of substance and alcohol misuse and consider the links between mental health and offending.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand how mental health problems have social consequences for the individual, their family and society as a whole.	1.1. Describe factors which influence outcomes for someone with a mental health problem.
	1.2. Explain how these factors may result in a negative cycle of decline for many people with a mental health problem.
	1.3. Describe difficulties which family members and/or carers might experience when dealing with the individual, their needs and accessing services.
	1.4. Describe the links between mental health problems and poor physical health.
	1.5. Outline the impact of mental health problems on society generally.
2. Understand the use/misuse of substances and alcohol in the context of mental health problems (dual diagnosis).	2.1. Give examples of drugs or substances which fall into each of the following categories: <ul style="list-style-type: none"> • stimulants • sedatives/depressants • psychedelic/hallucinogenic substances.

Learning outcomes The learner will:	Assessment criteria The learner must:
	<p>2.2. Describe the effects on an individual and their behaviour when the following are taken:</p> <ul style="list-style-type: none"> • stimulants • sedatives/depressants • psychedelic/hallucinogenic substances. <p>2.3. Explain why someone with a mental health problem might take:</p> <ul style="list-style-type: none"> • stimulants • sedatives/depressants • psychedelic/hallucinogenic substances. <p>2.4. Describe potential consequences of substance and/or alcohol misuse for the individual and others, both in the long- and short-term.</p> <p>2.5. Explain when and why an overdose might be a risk when people take substances, particularly in combination or with alcohol.</p> <p>2.6. Explain why a non-judgemental approach is important in dealing with someone who uses/misuses substances or alcohol.</p>
<p>3. Understand mental health problems in the context of offending and the criminal justice system.</p>	<p>3.1. Explain the connections between mental health problems and offending.</p> <p>3.2. Outline the provisions within mental health legislation for the assessment and treatment of people who are in contact with the criminal justice system.</p> <p>3.3. Describe how people with a mental health problem might be affected by contact with the criminal justice system, especially if in custody.</p>

Learning outcomes The learner will:	Assessment criteria The learner must:
	<p>3.4. Explain how communication with someone who has a mental health problem might be affected by being in a criminal justice environment.</p> <p>3.5. Describe the challenges that may be faced when supporting a person with mental health problems within a custody environment.</p>
<p>4. Understand suicide and the prevention of suicide.</p>	<p>4.1. Outline the statistics regarding suicide and their limitations.</p> <p>4.2. Outline risk factors for suicide.</p> <p>4.3. Describe warning signs that someone is planning suicide.</p> <p>4.4. Explain how to support someone who is showing signs of planning suicide.</p> <p>4.5. Outline services aimed at supporting people who are thinking of and are affected by suicide.</p>
<p>5. Understand self-harm.</p>	<p>5.1. Identify ways in which people may harm themselves.</p> <p>5.2. Outline risk factors for self-harm.</p> <p>5.3. Explain possible reasons why someone might self-harm.</p> <p>5.4. Explain why it is important to have a non-judgemental approach to self-harm.</p> <p>5.5. Outline sources of help for people who self-harm.</p>

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Uses information from a specialist source and communicates it in own words.	Learners will summarise, describe and provide explanations of the social consequences of mental health problems.
Delivery and assessment	
<p>Learners are required to describe a range of factors which may influence outcomes for someone with a mental health problem. These should include social, legal, financial and health (mental and physical). Both positive and negative factors should be included.</p> <p>Where factors combine in a negative way, how this happens needs to be explained. Learners should also consider how life opportunities may be limited with a mental health problem.</p> <p>Learners need to consider how having someone in the family with a mental health problem may affect others in the household, whether it be children, partners, parents, or carers.</p> <p>A number of possible ways of addressing this learning outcome might be considered. Perhaps a small research project, report, presentation or case study might be used.</p> <p>Evidence here should not merely concentrate on the financial cost, but should reflect a broad view of the impact on society. Some relevant statistical information should be included.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study • research. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Makes reasoned conclusions based on appropriate information.</p>	<p>Learners will describe a range of substances and the harmful effects they may have on the lives of individuals and society in general.</p>
<p>Delivery and assessment</p>	
<p>A number of examples in each category need to be given, including alcohol. Learners should avoid the use of slang names for illicit drugs where reasonably possible.</p> <p>The effects of each category should include the main physical and mental health changes associated with each, as well as behavioural changes. Learners should consider what might be observable in terms of the behaviour of someone who is under their care.</p> <p>The benefits of taking substances for someone with a mental health problem needs to be explored. People generally take different types of substance for different reasons. Learners need to consider the range of problems which might be helped and the effects/experience of taking various substances.</p> <p>Learners should investigate the risks and potential consequences for the individual with a mental health problem of taking substances from each category, particularly in terms of mental and physical health.</p> <p>Items 3 and 4 might be addressed with an analysis which focuses on the pros and cons for the individual in the decision to take substances, presented as a report or presentation.</p> <p>Learners need to show that they understand the risk of accidental overdose and broadly how combinations of drugs and/or alcohol work together (for example, taking more than one type of sedative drug or a sedative with a stimulant).</p> <p>Explanations need to explore how a negative judgement by others is likely to impact the individual and the effectiveness of planned interventions.</p>	
<p>Types of evidence</p>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Describes issues of current practice.	Learners will explain the links between mental health and offending. They will also explore procedures within the criminal justice system.
Delivery and assessment	
<p>Learners should explore the connection between offending and mental health problems, explaining the drivers for offending and citing statistical information. Sources need to be given.</p> <p>An outline of the following is required:</p> <ul style="list-style-type: none"> • magistrates' and police 'place of safety' orders • pre-trial and post-trial orders • Ministry of Justice restrictions. <p>Evidence here should consider behaviour, the effects on the individual's mental state, and risks.</p> <p>Learners need to explore how the physical environment and mental health problems may interact and how this potentially affects communication and understanding.</p> <p>Learners need to describe the challenges faced in supporting someone within a criminal justice setting, how specific needs are identified and addressed, how effective communication is enabled and the importance of a non-judgemental approach in providing support.</p> <p>Learning outcomes 3, 4 and 5 might be addressed with a detailed case study/scenario. This might be via Tutor-devised scenario(s) against which learners may demonstrate their understanding.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • report. 	

Assessment guidance: learning outcome 4

Achievement descriptor	Explanation
<p>Describes issues of current practice.</p> <p>Makes reasoned conclusions based on appropriate information.</p>	<p>Learners will explore the risk factors and warning signs of suicide and explain the support that should be provided.</p>
<p>Delivery and assessment</p>	
<p>Current UK statistical information should be cited, including age and gender. Ideally this should be reported in terms of both numbers and percentages. Sources need to be given. Learners should also outline why it is accepted that the figures reflect under-representation of the true numbers.</p> <p>Learners should explore and outline a range of risk factors associated with suicide. These should also reflect differences associated with age, from childhood through to older adulthood, and include the individual's health and social circumstances.</p> <p>High-risk and other warning signs need to be described. These will generally be observable in terms of behaviour, mood or the content of their interaction with others.</p> <p>A detailed approach is required. Learners need to explain how they would engage with the individual and talk things through, the skills required and the importance of a non-judgemental, person-centred approach. It would be useful to start exploring issues around confidentiality and boundaries of mental health workers. This is covered in more detail in Unit 05.</p> <p>A detailed case study/scenario might be useful here. Learners are expected to reflect on how their actions and behaviour may affect the individual in this situation.</p> <p>A range of services need to be outlined, specifying the type of services offered in each.</p>	
<p>Types of evidence</p>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case study • research • report. 	

Assessment guidance: learning outcome 5

Achievement descriptor	Explanation
<p>Makes reasoned conclusions based on appropriate information.</p> <p>Uses information from a specialist source and communicated it into own words.</p>	<p>Learners will explore ways in which people may self-harm, why they may do this and the support that should be given.</p>
Delivery and assessment	
<p>Evidence here should reflect a range of ways people self-harm.</p> <p>Learners should explore and outline a range of risk factors associated with self-harm. These might include gender, age, culture, previous life experiences, social/environmental factors and the influence of others.</p> <p>Learners need to explore a range of reasons why people self-harm. Explanations should include an examination of the possible feelings before and after the event.</p> <p>Explanations need to explore how a negative judgement is likely to impact the individual and the effectiveness of planned interventions.</p> <p>A range of services need to be outlined, specifying the type of services offered in each case.</p> <p>Learners might address the assessment criteria for this learning outcome by producing a report or presentation. Tutor-devised case study material might also be useful to provide a framework for learner evidence.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. 	
Additional information	
<p>Additional unit assessment requirements.</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 04: Understanding mental ill health



Unit reference	F/508/5456	Unit level	3
Unit group	Mandatory		
Unit guided learning hours	32		
Unit summary	In this unit learners will gain an understanding of a range of mental health conditions. The learner will demonstrate an understanding of the recovery model and the role of the mental health worker in supporting individuals.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand a range of mental health conditions.	1.1. Outline the different types of mental health conditions.
	1.2. Describe the possible causes and risk factors relating to specific mental health conditions.
	1.3. Explain the indicators of specific mental health conditions that may present in an individual's behaviour, emotions and perception.
	1.4. Explain the potential impact of specific mental health conditions on individuals and their families.
2. Understand the treatments and interventions available for a range of mental health problems.	2.1. Describe the range of therapies and interventions used for treatment of mental health conditions.
	2.2. Evaluate a range of sources of support for people with a mental health condition.
	2.3. Outline the different types of medication used to treat mental health conditions.

Learning outcomes The learner will:	Assessment criteria The learner must:
	2.4. Describe the effects of medication used to treat specific mental health conditions. 2.5. Describe the use of electroconvulsive therapy to treat mental health conditions.
3. Understand care planning in mental health services.	3.1. Outline the process of producing a person-centred mental health care plan. 3.2. Outline features of an effective care plan. 3.3. Explain the importance of service user (and carer) collaboration with care planning. 3.4. Define the concept of 'recovery' in mental health. 3.5. Explain how the mental health worker can support recovery as a goal in care. 3.6. Outline risks associated with mental health problems. 3.7. Describe the Care Programme Approach (CPA) as used in mental health services. 3.8. Identify circumstances in which the Care Programme Approach is normally used.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Uses information from a specialist source and communicates it into own words.</p>	<p>Learners will describe the causes, risk factors, symptoms and impact of specific mental health conditions.</p>
Delivery and assessment	
<p>Learners should investigate the main types of mental health conditions including psychotic disorders, dementia, mood disorders, anxiety disorders, eating disorders, sleep disorders and personality disorders. They may refer to the International Classification of Diseases (ICD) or the World Health Organization (WHO) in Europe, or the Diagnostic and Statistical Manual of Mental Disorders (DSM), mainly used in the United States of America.</p> <p>Learners should select 2 different mental health conditions and focus on each of these in detail. They should investigate the causes and risk factors associated with them including social, psychological, biological, intrinsic and extrinsic. Learners will need to explain how an individual's thinking, emotions and behaviours may be consistent with a specific mental health condition. They should also explore the possible impact of each of the conditions including psychological, social and physical, and should be encouraged to look at both positive and negative aspects. They could present their findings as slides for a presentation.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • report. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Uses information from a specialist source and communicates it in own words.</p>	<p>Learners will describe a range of treatments and interventions and their use in mental health. This will include an evaluation of the types of support available.</p>
Delivery and assessment	
<p>Learners could complete an assignment incorporating a range of assessment tasks involving research and present their findings in an appropriate format. They should research the range of therapeutic interventions and treatments that are available for mental health conditions. These could include talking therapies, cognitive behaviour therapy, psychoanalysis, relaxation therapies, drama and art therapies, physical exercise and promotion of physical health, though this list is not exhaustive. Learners may find it helpful to refer to the National Institute for Health and Care Excellence (NICE) pathways in their research so that they can identify what therapies and treatments are used for different mental health conditions.</p> <p>Learners should research sources of support including GP, community mental health team, self-help, and group support that may be available locally. These may vary according to the area, and learners should include an evaluation of the range of support available in one specific locality in relation to their demographic.</p> <p>Learners should research the different types of medication used to treat mental health conditions. The main types should include antidepressants, antipsychotics, anxiolytics, beta blockers, mood stabilisers and sedatives. They will need to investigate the different therapeutic and side effects of medication used in the treatment of certain conditions including both short-term and long-term.</p> <p>Learners should describe how electroconvulsive therapy (ECT) is used in the treatment of mental health conditions and how it is used as a treatment of last resort. Descriptions should also demonstrate an understanding of the situations where its use may be indicated.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • assignment • presentation • report. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
<p>Describes issues of current practice.</p> <p>Uses information from a specialist source and communicates it in own words.</p>	<p>Learners will explain how different approaches are used to promote recovery within mental health services.</p>
Delivery and assessment	
<p>Learners should investigate and outline the process of person-centred planning in mental health care settings from information gathering and assessment (including risk assessment) through to the preparation of the care plan document. A range of features of effective care plans need to be outlined. This will include SMART goal setting.</p> <p>It is suggested that this might be facilitated with the use of a Tutor-devised case study, against which the learner is asked to prepare a care plan which addresses some identified problems and risks in detail. The care plan would need to be justified in terms of how it meets the needs identified, its person-centred, recovery-focused and collaborative nature. Consideration should also be given to recording progress or otherwise and the subsequent review of planned care.</p> <p>In outlining risks, learners should consider a wide range which takes into account the individual, family, friends, carers and professionals involved.</p> <p>Learners need to provide a definition of recovery, then consider recovery as a focus in care and explain how they can support this as a goal when working with individuals with a mental health problem. If a specific recovery-focused tool is used, this should be described and its use explained. Learners should demonstrate an understanding of the recovery model and the role of the mental health worker in supporting individuals.</p> <p>The structure and requirements of the Care Programme Approach needs to be described, including the role of the CPA coordinator. Learners also need to identify when and where this is commonly used.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • research. 	
Additional information	
<p>Additional unit assessment requirements.</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 05: Working in mental health



Unit reference	J/508/5457	Unit level	3
Unit group	Mandatory		
Unit guided learning hours	30		
Unit summary	In this unit learners will know how to develop skills, knowledge and attitudes necessary for working in mental health services. The learner will explore the roles and responsibilities and sources of support available within and outside of the work setting.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Know how to develop the skills, knowledge and attitudes necessary for working in mental health services.	1.1. Describe the skills, knowledge and attitudes necessary for working in mental health services.
	1.2. Evaluate own skills, knowledge and attitudes with those necessary for working in mental health services.
	1.3. Plan ways to develop own skills and knowledge for working in mental health services.
2. Understand the roles and responsibilities of a care or support worker working in mental health.	2.1. Explain how professional standards and codes of practice apply to care or support workers.
	2.2. Summarise a range of sources of support, information and guidance for care or support workers.
	2.3. Describe how the principles of confidentiality and sharing information are applied within mental health services.
	2.4. Describe the responsibilities of workers relating to safeguarding individuals with mental health problems.

Learning outcomes The learner will:	Assessment criteria The learner must:
	2.5. Explain the responsibilities of workers in relation to duty of care.
	2.6. Explain the principles of consent within mental health services.
3. Understand the roles of other professionals providing mental health services.	3.1. Describe the role of a range of other professionals involved in mental health services.
	3.2. Evaluate how partnership working can improve outcomes for people with mental health problems.
4. Understand how to use reflection in the development of skills, knowledge and practice.	4.1. Describe the process of reflective practice.
	4.2. Explain the importance of reflective practice for care or support workers within mental health services.
	4.3. Evaluate how different experiences can be used for reflective practice.
	4.4. Explain how reflective practice contributes to development of skills, knowledge and attitudes.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will identify necessary skills, knowledge and attitudes for working in mental health and identify own development needs.
Delivery and assessment	
<p>Learners could investigate a range of skills, knowledge and attitudes that are specific to working with people with mental health problems. These would include a high level of communication skills, examples include knowledge and understanding of mental health conditions, principles and values in health and social care, non-judgemental attitudes, and openness and transparency, though this list is not exhaustive.</p> <p>Learners should carry out a self-assessment of their own skills, knowledge and attitudes in comparison to those identified as necessary for working in mental health. Learners should then complete a personal development plan setting out how they could increase their knowledge and skills, for example through a range of learning opportunities such as formal qualifications, informal training, work experience and volunteering. This may involve investigating career pathways and different settings within the mental health sector. Learners may not have access to an appropriate work or voluntary setting and assessment of the implementation of the personal development plan is not necessary.</p>	
Types of evidence	
<p>Evidence must include:</p> <ul style="list-style-type: none"> • personal development plan. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
<p>Describes issues of current practice.</p> <p>Makes reasoned conclusions based on appropriate information.</p>	<p>Learners will describe the roles and responsibilities of care or support workers and the complex issues they may be faced with.</p>
Delivery and assessment	
<p>Learners could investigate the current guidance and codes of practice. Examples include the Mental Health Act Code of Practice; Mental Capacity Act Code of Practice; the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England; Deprivation of Liberty Safeguards and the Care Quality Commission (CQC) Fundamental Standards relevant to mental health services. Guidance includes A Guide to Confidentiality in Health and Social Care (HSCIC) and Department of Health guidance on consent. Learners should also demonstrate awareness of the limitations and boundaries of the mental health support worker's role and the importance of observing this. Learners could present their findings in an information pack to be used for the induction of new staff.</p> <p>Learners should investigate a range of sources of support both within and outside the work setting and provide an information sheet. Examples may include debriefing, supervision, training or adapting workload. Learners could also collate a range of information and guidance sources such as websites, professionals and publications, with a commentary on each.</p> <p>Learners could examine Tutor-devised case studies illustrating dilemmas and the responsibilities of mental health support workers in relation to duty of care, confidentiality/sharing information and safeguarding. Learners should describe the role and responsibilities of workers in relation to the case studies. Learners could research serious case reviews and identify how services and staff have failed in their duty of care, in recognising unsafe practice and taking appropriate action. They could answer questions set by the Tutor based on the case studies.</p> <p>Learners should consider the principles of consent to treatment and the best interests of people using mental health services. These could be presented as case studies with corresponding questions set by the Tutor. Specific reference to the relevant provisions of the Mental Capacity Act 2005 is required.</p> <p>Consent in the context of mental health services is complicated by the provision of legislation, particularly if the individual is held under a section of the Mental Health Act. Learners need to firstly explain the general principles of consent that would be applied to treatment, then explain how treatment may be given without consent under the law. The roles of the Responsible Clinician (RC) and the Second Opinion Appointed Doctor (SOAD) should also be covered, as should Community Treatment Orders (CTOs).</p> <p>Learners should investigate current and relevant legislation as appropriate to UK Home Nation.</p>	

Types of evidence

Evidence could include:

- case studies
- research.

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will demonstrate an understanding of different specialist roles within mental health services and the concept of partnership working.
Delivery and assessment	
<p>Learners could investigate a range of professionals involved in providing support for people with mental health problems. These must include the roles of Independent Mental Health Advocate, Independent Mental Capacity Advocate, Approved Mental Health Professional and Responsible Clinician. Learners should also include specialist staff such as Community Psychiatric Nurse (CPN), psychiatrist, psychologists, therapists, as well as health professionals (GP, pharmacist etc) and social care (social worker, housing, employment advisors). Learners should be encouraged to take a holistic approach so that all aspects of an individual's well-being are considered.</p> <p>Learners could research good practice examples of professionals working in partnership using examples highlighted by organisations such as the Mental Health Foundation, the Social Care Institute for Excellence, and reports from Care Quality Commission inspections. They should include an evaluation of how outcomes can be improved by professionals/agencies working together.</p> <p>Learners could present their findings and evaluation in the form of a report.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • case study • research. 	

Assessment guidance: learning outcome 4

Achievement descriptor	Explanation
Supports all points with some sophisticated examples.	Learners will provide an explanation of the concept of reflective practice including its benefits and different experience that could be used.
Delivery and assessment	
<p>Learners should refer to reflective practice as a cyclical process. They may refer to models of reflective practice such as Graham Gibbs (1988), Gary Rolfe et al (2001), reflection-in-action and reflection-on-action etc.</p> <p>Learners should explain the importance of reflective practice for all professionals who work in an environment where events cannot be predicted, the development of high level of skills where necessary and the implications of their actions on others.</p> <p>Learners should describe the sources available to support self-reflection. Examples include training opportunities, work experience, good practice examples, critical incidents, practising new skills, receiving feedback from others and observing the practice of others.</p> <p>Learners should describe the benefits of reflective practice in relation to increasing self-awareness, examining the effectiveness and impact of their actions on others. There are a number of models of reflection learners would find useful to investigate when looking at the process of reflective practice.</p> <p>Learners could carry out a reflection of a learning opportunity or experience using one of the models of reflection including a commentary on the process.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • observation reports. 	
Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

We have created some sample tasks for the internally assessed units. 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 all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact us on 0345 347 2123 .

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

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

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

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

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found in the members area of www.qualhub.co.uk, some of which may assist with the delivery of this qualification.

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our website www.qualhub.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.qualhub.co.uk.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the CACHE website for more information.

Third-party products

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

- The Skills Network

For more information about these resources and how to access them please visit our website.

Section 6: General Information

Publication history

A comprehensive Support Materials Publication History log, including details of changes made to all support materials, is available on our website.

Equal opportunities

We fully support the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.qualhub.co.uk.