

nqual.

Level 2

Certificate in Awareness of
Mental Health in Children
& Young People

(610/2799/6)



Specification Pack

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 2 Certificate in Awareness of Mental Health in Children and Young People is regulated by Ofqual.

- Qualification Number: 610/2799/6

Overview

The NQual Level 2 Certificate in Awareness of Mental Health in Children and Young People is designed to provide learners with knowledge and skills relating to mental health and promoting well-being. It will provide understanding and skills for supporting and promoting mental health for children and young people.

The purpose of this qualification is to provide awareness of mental health conditions in children and young people and provide an understanding of how to support children and young people who have mental health conditions.

Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

Progression Opportunities

- Level 3 Award in Mental Health First Aid

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 14.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
D/650/7489	Mental Health Conditions in Children and Young People	2	24	3
J/650/7490	Contributing Factors to Children and Young People's Mental Health	2	32	4
K/650/7491	Holistic Implications of Mental Health Conditions in Children and Young People	2	32	4
L/650/7492	Support Children and Young People with Mental Health Conditions	2	24	3

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 112.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 140.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of either:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual
- or
- A completed workbook

A Portfolio of Evidence can contain:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 2 Certificate in Awareness of Mental Health in Children and Young People

Learners must complete all mandatory units for this qualification.

Unit: Mental Health Conditions in Children and Young People

Unit Code: D/650/7489

RQF Level 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of mental health	1.1 Explain the meaning of: • mental health • mental health conditions 1.2 Explain what is meant by 'positive' mental health
2. Understand mental health conditions which could be found in children and young people	2.1 Outline the meaning of: • Anxiety • Depression • Eating Disorders • OCD • PTSD • Trauma • Self-harm 2.2 Explain the signs and symptoms noticeable in children and young people associated with: • Anxiety • Depression • Eating Disorders • OCD • PTSD • Trauma • Self-harm 2.3 Explain the importance and benefits of 'early intervention' in regard to children and young people's mental health
3. Understand mental health legislation and guidance	3.1 Explain the meaning of 'safeguarding' for children and young people 3.2 Outline the main points of the Mental Health Act 1983

Unit: Contributing Factors to Children and Young People's Mental Health

Unit Code: J/650/7490

RQF Level 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand common factors which can impact children and young people's mental health	1.1 Explain the influence of school pressure on children and young people's mental health 1.2 Explain the influence of poverty and money worries on children and young people's mental health 1.3 Explain the influence of traumatic events on children and young people's mental health 1.4 Explain the influence of transitions or changes on children and young people's mental health (this can include events such as moving home, the birth of a sibling, changing schools etc) 1.5 Explain the influence of puberty and transitioning into adulthood on children and young people's mental health
2. Understand the effects of social media on children and young people's mental health	2.1 Explain the meaning of 'social media', providing examples 2.2 Outline, with examples, the benefits of using social media 2.3 Outline, with examples, the negatives of using social media 2.4 Explain the pressures on children and young people, from social media and the impact this can have on them 2.5 Explain the meaning of 'cyber bullying' 2.6 Explain the impact of cyberbullying on children and young people
3. Understand the effect of the Covid-19 pandemic and its lasting impact on children and young people's mental health	3.1 Explore the impact of children and young people's mental health during the Covid-19 pandemic 3.2 Explore the impact of children and young people's mental health after the Covid-19 pandemic 3.3 Describe the impact of disruption to schools for children and young people during the pandemic

Unit: Holistic Implications of Mental Health Conditions in Children and Young People

Unit Code: K/650/7491

RQF Level 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the impact mental health conditions can have on children or young people's education and learning	1.1 Explain common themes between a child and young person's mental health and their education and learning 1.2 Explain how impacts on education and learning can affect adulthood 1.3 Describe the positive impacts of schools and education promoting mental health and well-being
2. Understand the impact mental health conditions can have on children or young people's physical and emotional well-being	2.1 Identify, with examples the different physical and emotional impacts of mental health on children and young people 2.2 Explain how to identify a decline in a child or young person's physical and/or emotional well-being 2.3 Explain the lasting impact on physical and emotional well-being that can continue into adulthood for children and young people with mental health conditions 2.4 Explain how positive emotional well-being can impact mental health
3. Understand the impact mental health conditions can have on children and young people's relationships and social well-being	3.1 Describe how mental health can impact a child and/or young person's family relationships 3.2 Describe how mental health can impact a child and/or young person's friendships 3.3 Explain common themes between children and young people's mental health conditions and relationships in adulthood 3.4 Explain how relationships can support positive mental health

Unit: Support Children and Young People with Mental Health Conditions

Unit Code: L/650/7492

RQF Level 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to support and promote well-being including emotional well-being	1.1 Explain key ways to communicate with children and young people who have mental health conditions 1.2 Explain, with examples, how to support a child or young person who has mental health conditions 1.3 Explain the meaning of 'emotional well-being' 1.4 Provide examples of how you can promote well-being
2. Understand the support that can be accessed from schools, external agencies and charities	2.1 Research and explain the services provided for children and young people's mental health by the following: • GPs • CYPMHS (Children and Young People's Mental Health Services) • Young Minds • Health Visitors • Every Mind Matters • SHOUT 2.2 Identify <u>local</u> agencies and/or charities that support children and young people's mental health 2.3 Explain, with examples, the support that can be accessed in nurseries and/or schools for children and/or young people who have mental health conditions



admin@nqual.co.uk
www.nqual.co.uk
01925-964-903

