



Ascentis Level 2 Award in
Principles of Mental Health Awareness
Specification

Ofqual Number:	601/5538/3 - Withdrawn
Ofqual Start Date:	01/02/2015
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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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ASCENTIS LEVEL 2 AWARD IN PRINCIPLES OF MENTAL HEALTH AWARENESS

Introduction

The Ascentis Level 2 Award in Principles of Mental Health Awareness aims to introduce the learners to mental health and mental health issues.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

Aims

The aims of the qualification are to enable learners

- 1 To understand the common types of mental health problems
- 2 To understand duty of care
- 3 To understand the approaches to care in mental health
- 4 To understand how mental health change occurs

Target Group

This qualification is aimed at staff, volunteers and carers who do not hold a qualification in mental health but are involved in the delivery or support of mental health services.

Ofqual Qualification Number: 601/5538/3

Award of the Qualification

Learners must complete the four mandatory units to achieve the Award in Principles of Mental Health Awareness at Level 2.

Ascentis Level 2 Award in Principles of Mental Health Awareness				
Title	Level	Credit Value	GLH	Unit ref
Mental Health and Mental Health Issues	Level 2	3	30	H/506/9590
Introduction to Duty of Care in Custodial, Health, Social Care or Children's and Young People's Settings	Level 2	2	20	K/506/9591
Approaches to Care and Management in Mental Health	Level 2	3	30	M/506/9592
Understanding Change and Support in Relation to Mental Health	Level 2	3	30	T/506/9593

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 110

Total Qualification Time

The total qualification time for Level 2 Award in Principles of Mental Health Awareness is 110.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

No prior knowledge, attainment or experience is required for this qualification.

Age Range of Qualification

This qualification is suitable for young people aged 16-19 and adult learners.

Opportunities for Progression

It is intended that this qualification will help learners towards the following progression routes:

- Level 3 Mental Health qualifications
- Level 3 Diploma in Health and Social Care
- Employment in a mental health setting
- Specialist qualifications such as counselling

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Mental Health and Mental Health Issues

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will gain an understanding of the common types of mental health problems and the legislation that applies to mental health.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the concept of mental health	1.1 Define the term 'mental health'
	1.2 Define the key components of mental well-being
	1.3 Describe the risk factors associated with developing mental ill-health
	1.4 Identify the effects that experiencing a mental health problem might have on an individual
	1.5 Give examples of ways in which individuals may cope with their mental health problem
2 Know common types of mental health problems as illnesses	2.1 Define the term 'mental disorder'
	2.2 Outline the key features of different models of mental health problems
	2.3 Describe the various symptoms of common psychosis
	2.4 Describe other common mental health disorders
3 Know the legislation and guidance that applies to those with mental health problems	3.1 Identify key legislation and guidance that relates to people with mental health problems
	3.2 Give examples of how legislation and guidance can be employed to support people with mental health problems
	3.3 Explain the need to challenge discrimination against people with mental health problems

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Introduction to Duty of Care in Custodial, Health, Social Care or Children's and Young People's Settings

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 2

Introduction

In this unit learners will gain an understanding of duty of care and its implications.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how duty of care affects your work role
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1 Outline how to respond to complaints

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Approaches to Care and Management in Mental Health

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will gain an understanding of the care planning process and the importance of carrying out a risk assessment.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the key features of the care planning process	1.1 Identify national standards on care
	1.2 Outline the stepped approach to care
	1.3 State the key principles of care planning
	1.4 Identify interpersonal skills required to enable assessment in care planning
	1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs
2 Understand aspects of good practice in the care planning process	2.1 Explain what risk assessment is
	2.2 Outline the importance of carrying out a risk assessment on a person who may have mental health problems
	2.3 Describe the various stages of a basic mental health assessment
	2.4 Describe the role of key agencies involved in the care process
	2.5 Describe how to report and record work activities
	2.6 Explain the importance of accurate record keeping

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Understanding Change and Support in Relation to Mental Health

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will gain an understanding of how mental health change occurs and the support available to those experiencing mental health problems.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand how mental health change occurs	1.1 Identify what needs to be in place for mental health change to occur
	1.2 Outline key areas of support in making change
	1.3 Explain how to support people during mental health change
	1.4 Describe how to support individuals to become more independent
2 Understand the role of others in the individual's mental health change	2.1 Outline the roles of those who can offer support
	2.2 Outline the role of key agencies
	2.3 Describe the role of local and national support groups
	2.4 Explain the role of housing, financial and life skills support
3 Know the treatment options available to manage mental health problems	3.1 Describe the various types of treatment available to those experiencing mental health problems
	3.2 Identify basic outcome measurements in support of, and part of, an individual's treatment package
4 Know how to access information to support understanding of mental health issues	4.1 Identify sources of information for those experiencing mental health problems and their families and/or custodians

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

APPENDIX 1

Summary Record of Achievement Level 2 Award in Awareness of Mental Health Problems

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Mental Health and Mental Health Issues	Level 2	3			
Introduction to Duty of Care in Custodial, Health, Social Care or Children's and Young People's Settings	Level 2	2			
Approaches to Care and Management in Mental Health	Level 2	3			
Under Understanding Change and Support in Relation to Mental Health standing Phobias	Level 2	3			

Learner Name _____

Minimum Credit Value of Qualification 11

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Mental Health and Mental Health Issues

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
1.1 Define the term 'mental health'					
1.2 Define the key components of mental well-being					
1.3 Describe the key risk factors associated with developing mental ill-health					
1.4 Identify the effects that experiencing a mental health problem might have on an individual					
1.5 Give examples of ways in which individuals may cope with their mental health problem					
2.1 Define the term 'mental disorder'					
2.2 Outline the key features of different models of mental health problems					
2.3 Describe the various symptoms of common psychosis					
2.4 Describe other common mental health disorders					
3.1 Identify key legislation and guidance that relates to people with mental health problems					
3.2 Give examples of how legislation and guidance can be employed to support people with mental health problems					
3.3 Explain the need to challenge discrimination against people with mental health problems					

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Introduction to Duty of Care in Custodial, Health, Social Care or Children’s and Young People’s Settings

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the term ‘duty of care’				
1.2 Describe how duty of care affects your work role				
2.1 Describe dilemmas that may arise between the duty of care and an individual’s rights				
2.2 Explain where to get additional support and advice about how to resolve such dilemmas				
3.1 Outline how to respond to complaints				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Approaches to Care and Management in Mental Health

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify national standards on care				
1.2 Outline the stepped approach to care				
1.3 State the key principles of care planning				
1.4 Identify interpersonal skills required to enable assessment in care planning				
1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs				
2.1 Explain what risk assessment is				
2.2 Outline the importance of carrying out a risk assessment on a person who may have mental health problems				
2.3 Describe the various stages of a basic mental health assessment				
2.4 Describe the role of key agencies involved in the care process				
2.5 Describe how to report and record work activities				
2.6 Explain the importance of accurate record keeping				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understanding Change and Support in Relation to Mental Health

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify what needs to be in place for mental health change to occur				
1.2 Outline key areas of support in making change				
1.3 Explain how to support people during mental health change				
1.4 Describe how to support individuals to become more independent				
2.1 Outline the roles of those who can offer support				
2.2 Outline the role of key agencies				
2.3 Describe the role of local and national support groups				
2.4 Explain the role of housing, financial and life skills support				
3.1 Describe the various types of treatment available to those experiencing mental health problems				
3.2 Identify basic outcome measurements in support of, and part of, an individual's treatment package				
4.1 Identify sources of information for those experiencing mental health problems and their families and/or custodians				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____