



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Self-Harm and Suicide Awareness and Prevention (RQF)

Qualification Number: 603/5911/0

Version 4

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Summary of Changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version:

Version	Section	Page	Changes made
Version 2 March 2019	Unit H/618/1350	12	Protected characteristics updated.
Version 3 September 2023	Qualification purpose	4-5	Updated the target audience for the qualification to reinforce that it is designed for learners in a workplace setting.
Version 3 September 2023	Initial assessment	8	Information updated to ensure centres assess the appropriateness of this qualification for their learners.
Version 3 September 2023	Centre-devised assessments	8	Information updated to include signposting to TQUK's website for further information.
Version 3 September 2023	Important note for centres and learners	10	Information has been included to ensure centres and learners are aware of the sensitive nature of the qualification content and the potential for triggering.
Version 3 September 2023	Unit H/618/1350 Assessment Criteria	11	Assessment criteria 1.2 and 1.3 have been removed from this unit.
Version 4	All		Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification, and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Every qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The qualification specification aims to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 2 Certificate in Self-Harm and Suicide Awareness and Prevention is regulated by Ofqual.

The qualification was developed in association with The Skills Network and resources have been developed to support its delivery.

Qualification Purpose

The purpose of the qualification is to provide learners with an understanding of the signs that an individual may be self-harming or having suicidal thoughts. The qualification will support those in a workplace setting who have safeguarding responsibilities to include:

- HR professionals
- religious leaders
- safeguarding leads (as required by Ofsted)
- community leaders
- line managers
- prison officers
- teachers
- school support staff
- playworkers
- counsellors
- social workers
- mental health first aiders
- social care workers
- support workers.

The qualification is also designed to support learners in raising awareness of the subject and to encourage open conversations that could prevent individuals from self-harming or from having suicidal thoughts. Delivery of this qualification in a college or other educational establishment should include facilitating conversations on the subject of self-harm and suicide awareness to take place in a safe and supportive environment.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Award in Mental Health and Wellbeing
- Level 2 Certificate in Counselling Skills
- Level 2 Certificate in Mental Health Awareness
- Level 2 Certificate in Understanding Working in Mental Health
- Level 3 Diploma in Mental Health Care
- Level 3 Diploma Counselling.

Structure

Learners must achieve all 4 mandatory units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Introduction to suicide and self-harm awareness	H/618/1350	2	24	3
Recognising signs of suicide and self-harm in individuals	K/618/1351	2	24	3
Principles of suicide and self-harm prevention	M/618/1352	2	35	4
Support for individuals when dealing with grief after suicide	T/618/1353	2	23	3

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 106 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 24 hours over the cycle of the programme.

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 attainment necessary for the award of the qualification i.e., to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor, or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 130 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range:

- **assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet particular assessment criteria
- **assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory
- **useful websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Qualification Delivery

Qualification Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres must ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Due to the sensitive nature of the topics covered, it is recommended that centres discuss the suitability of the qualification with their learners before registration.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification/s requested
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutor or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

IMPORTANT NOTE FOR CENTRES AND LEARNERS

This qualification has been designed for learners who may be working in a safeguarding role in a workplace setting. It contains sensitive content that may be upsetting and potentially triggering as its focus is to raise awareness of individuals who may be self-harming or at suicide risk.

TQUK recognises the immense responsibility of promoting the positive emotional and physical wellbeing of all individuals. This suicide awareness qualification, while extremely informative and beneficial, can also touch on subjects that might elicit emotional distress in the learners. Although every effort has been made to identify and preface potentially triggering content, we acknowledge that we cannot foresee all possible triggers for every individual.

This qualification is specifically designed to provide educational training and enhance understanding of the complex issue of self-harming and suicide. It is not intended to serve as a form of non-clinical therapeutic intervention or personal counselling. Should any learner feel distressed at any point when studying this qualification, we strongly encourage them to contact a trusted person and/or be signposted to a mental health professional or support service.

Centres and learners must understand the implications of this before registering on this qualification.

Mandatory Units

Title:		Introduction to suicide and self-harm awareness	
Unit reference number:		H/618/1350	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what is meant by 'self-harm' and 'suicide.'	1.1	Define the following terms: <ul style="list-style-type: none"> • self-harm • suicide • indirect suicide.
		1.2	List common reasons why individuals may self-harm or attempt suicide.
2.	Understand the 'triggers' which might cause an individual to self-harm or attempt suicide.	2.1	Define what is meant by the term 'trigger' in the context of suicide and self-harm.
		2.2	Identify triggers that could cause the following individuals to self-harm or attempt suicide: <ul style="list-style-type: none"> • children and young people • adults.
		2.3	Explain why groups with protected characteristics may be more likely to attempt suicide.
		2.4	Describe what is meant by the term ' co-occurring disorders '.
		2.5	Explain how co-occurring disorders can interact with self-harm or suicidal thoughts.
		2.6	Describe how individuals with suicidal thoughts can be affected by national and international events .
		2.7	Outline, with examples, how personal events in an individual's life can influence their decision to self-harm or attempt suicide.
		2.8	Describe, with examples, how socio-economic factors can have a negative impact on individuals at risk of self-harm and suicide.
3.	Understand media and societal attitudes to self-harm and suicide.	3.1	Describe how self-harm and suicide are portrayed in the media.
		3.2	Describe the impact of how self-harm and suicide are portrayed in the media on: <ul style="list-style-type: none"> • individuals who self-harm or who are considering suicide • family members of individuals who self-harm or are grieving a death by suicide.

		3.3	Give examples of commonly adopted attitudes or stereotypes towards self-harm and suicide.
		3.4	Describe what effects social attitudes or stereotypes identified can have on children, young people and adults who are self-harming or considering suicide.

Assessment guidance:

2.3 protected characteristics (as defined by the Equality Act):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

2.4 co-occurring conditions could include:

- obsessive compulsive disorder (OCD)
- post-traumatic stress disorder (PTSD)
- personality disorders
- eating disorders
- anxiety
- bipolar disorder
- substance use
- depression.

2.6 national and international events could include:

- acts of terrorism
- natural disasters
- pandemics
- humanitarian crises
- political unrest
- crime.

2.8 socio-economic factors:

- occupation
- education
- income and wealth
- home environment.

3.2 media:

- print media
- broadcast media
- social media
- internet media.

Useful resources:

[NHS.uk/conditions/self-harm](https://www.nhs.uk/conditions/self-harm)

[Mind.org.uk/information-support/types-of-mental-health-problems/why-people-self-harm](https://www.mind.org.uk/information-support/types-of-mental-health-problems/why-people-self-harm)

[lpsoc.org.uk/resources-and-guidance/reporting-suicide-guidance](https://www.lpsoc.org.uk/resources-and-guidance/reporting-suicide-guidance)

[Samaritans.org/about-samaritans/media-guidelines](https://www.samaritans.org/about-samaritans/media-guidelines)

[Samaritans.org/wales/about-samaritans/research-policy/inequality-suicide/](https://www.samaritans.org/wales/about-samaritans/research-policy/inequality-suicide/)

[Samaritans.org/about-samaritans/research-policy/internet-suicide/internet-safety-practitioners/understanding-online-activity/](https://www.samaritans.org/about-samaritans/research-policy/internet-suicide/internet-safety-practitioners/understanding-online-activity/)

[Citizensadvice.org.uk](https://www.citizensadvice.org.uk)

Title:		Recognising signs of suicide and self-harm in individuals	
Unit reference number:		K/618/1351	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the signs that someone may display if they are self-harming or considering suicide.	1.1	Identify behavioural, cognitive, psychosocial, and physical signs of self-harm in: <ul style="list-style-type: none"> • children and young people • adults.
		1.2	Identify initial signs that a child, young person, or adult may be considering suicide.
		1.3	Explain the importance of distinguishing between accidental and self-inflicted wounds and injuries.
		1.4	Identify signs that might be displayed by a child, young person, or adult who is planning to self-harm or attempt suicide imminently.
2.	Understand how to initially approach someone who may be self-harming or considering suicide.	2.1	Identify the range of professional and non-professional individuals who might be in a position to approach a child, young person or adult who is suspected of self-harm or suicidal thoughts.
		2.2	Explain how to distinguish between accidental and self-inflicted wounds and injuries.
		2.3	Describe ways to approach children and young people when it is suspected that they have self-harmed.
		2.4	Describe ways to approach adults when it is suspected that they have self-harmed.
3.	Understand why self-harm or suicidal thoughts might be difficult to recognise.	3.1	Describe a range of tactics that might be used by an individual who self-harms or is having suicidal thoughts to direct attention away from their situation.
		3.2	Describe the types of thoughts someone who is feeling suicidal may be having about themselves and their loved ones.
<p>Useful resources:</p> <p>Samaritans.org/how-we-can-help/if-youre-worried-about-someone-else/how-support-someone-youre-worried-about/</p> <p>Rethink.org/advice-and-information//suicidal-thoughts-how-to-support-someone</p> <p>Papyrus-uk.org/how-do-i-know-if-someone-is-suicidal</p>			

Title:		Principles of suicide and self-harm prevention	
Unit reference number:		M/618/1352	
Level:		2	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of conversation in the prevention of self-harm and suicide.	1.1	Outline thoughts and feelings individuals may express when considering self-harm and suicide.
		1.2	Describe the importance of considering the individual's feelings when holding a conversation with them about self-harm and suicide.
		1.3	Outline why it is important to stay calm when talking to an individual.
		1.4	Give examples of when a conversation with an individual showing signs of self-harm or suicide is: <ul style="list-style-type: none"> • appropriate • crucial.
		1.5	Explain why it is important to ask direct questions to prevent self-harm and suicide.
		1.6	Describe barriers that individuals may come across when talking about self-harm and suicide.
		1.7	Describe methods of overcoming barriers to conversations about self-harm and suicide.
2.	Understand the importance of family and friend support in the prevention of self-harm and suicide.	2.1	Describe the impact of self-harm and suicide on: <ul style="list-style-type: none"> • family • friend • society.
		2.2	Outline ways friends and family can help the following individuals through episodes of self-harm and suicidal tendencies: <ul style="list-style-type: none"> • children and young people • adults.
		2.3	Explain the importance of friends and family acknowledging the feelings that are being displayed by an individual who is expressing thoughts of self-harm or suicide.
		2.4	Explain the importance of self-care when supporting others.
		2.5	Explain the importance of reducing access to tools which may be used by individuals to self-harm or attempt suicide in a time of crisis.
3.	Know the support options available to individuals and families in relation to self-harm and suicide.	3.1	Identify local and national sources of support for issues related to self-harm and suicide for: <ul style="list-style-type: none"> • individuals • families and loved ones.

		3.2	Outline support available to aid the prevention of self-harm and suicide in those individuals engaging in self-harm.
		3.3	Explain the importance of guiding individuals to support resources.
		3.4	Explain how to access support on behalf of an individual.
4	Understand the role of suicide prevention campaigns.	4.1	Describe the purpose of suicide prevention campaigns.
		4.2	Identify examples of suicide prevention campaigns.
		4.3	Evaluate the effectiveness of a specific suicide prevention campaign.
5	Understand the importance of encouraging healthy coping strategies.	5.1	Define what is meant by the following terms: <ul style="list-style-type: none"> • healthy coping strategy • healthy lifestyle.
		5.2	Give examples of healthy coping strategies for promoting mental health.
		5.3	Describe the benefits of a healthy lifestyle.
		5.4	Explain how the adoption of the following can contribute to the prevention of self-harm and suicide: <ul style="list-style-type: none"> • healthy coping strategies • healthy lifestyles.

Assessment guidance:

1.6 barriers should include:

- physical
- environmental
- emotional.

3.2 support should include:

- medication
- talking therapies
- online support forums
- hospitalisation
- sectioning.

Useful resources:

[NHS.UK/conditions/stress-anxiety-depression/improve-mental-wellbeing](https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing)

[Rethink.org/advice-and-information/carers-hub/suicidal-thoughts-how-to-supportsomeone/](https://www.rethink.org/advice-and-information/carers-hub/suicidal-thoughts-how-to-supportsomeone/)

[Mind.org.uk/information-support/types-of-mental-health-problems/self-harm/treatment-and-support/](https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/treatment-and-support/)

[Samaritans.org/how-we-can-help/if-youre-worried-about-someone-else](https://www.samaritans.org/how-we-can-help/if-youre-worried-about-someone-else)

[Samaritans.org//research-policy/internet-suicide/talking-to-your-child-about-self-harm-and-suicide-content-online/](https://www.samaritans.org//research-policy/internet-suicide/talking-to-your-child-about-self-harm-and-suicide-content-online/)

[Mind.org.uk/information-support/helping-someone-else/supporting-someone-who-feels-suicidal](https://www.mind.org.uk/information-support/helping-someone-else/supporting-someone-who-feels-suicidal)
[Verywellmind.com/forty-healthy-coping-skills](https://www.verywellmind.com/forty-healthy-coping-skills)

Title:		Support for individuals when dealing with grief after suicide	
Unit reference number:		T/618/1353	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understanding grief following suicide and the impact it can have on individuals.	1.1	Define the term 'grief'.
		1.2	Outline the five stages of grief .
		1.3	List common emotions that may be experienced by individuals going through grief.
		1.4	Explain why emotions experienced after the suicide of a loved one may differ from those felt after death in other circumstances.
		1.5	Give examples of physical reactions that may be displayed by an individual going through grief.
		1.6	Outline the effectiveness of talking about emotions when going through grief.
2.	Understand the reach of grief following a suicide.	2.1	Give examples of individuals who can be affected by grief following the suicide of an individual.
		2.2	Describe how people with different connections to the deceased may be affected.
		2.3	Outline how grief can lead to suicidal thoughts.
		2.4	Outline the positive effects of grief.
3.	Understand the importance of support for those affected by grief following suicide.	3.1	List reasons why support is important for an individual who is grieving.
		3.2	List individuals that can offer support.
		3.3	Identify sources of external support available for those who are grieving.
Assessment guidance:			
1.2 Five stages of grief as defined by Kubler Ross and Kessler:			
<ul style="list-style-type: none"> • denial • anger • depression • bargaining • acceptance. 			
Useful resources:			
Cruse.org.uk/get-help/traumatic-bereavement			
NHS.UK/Livewell/Suicide/Documents/Help			
Rethink.org/advice-and-information/carers-hub/suicide-coping-with-loss			
3dadswalking.uk			
Ifucareshare.co.uk			
Winstonswish.org			

