



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Understanding Children and Young People's Mental Health (RQF)

Qualification Number: 603/3204/9

Version 8.1

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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 number	Summary of changes
Version 7	Rebranded
Version 8	Revision of TQT and GLH
Version 8.1 Sept 2025	Amendment to: Unit: Understand the principles of mental health concerns in the context of children and young people. H/617/3703. AC 4.1 Explain the application of the Care Programme Approach in the context of children and young people's mental health. Replaced with Explain the application of the Community Mental Health Framework in the context of children and young people's mental health. Unit: Legislation and best practice relating to children and young people's mental health. K/617/3704. AC 1.3 replaced 'define the phrase safeguarding' with 'Define the term safeguarding' & AC 2.1 replaced 'define the phrase person-centred approach' with 'define the term person-centred approach'. Unit: Understand causes and diagnosis of mental health concerns in children and young people A/617/3707. AC 1.4 Spelling error: victimised.

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

Each 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 aim of the qualification specification is to guide a centre through the process of delivering the qualification.

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 own 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.

Introduction to the Qualification

The TQUK Level 2 Certificate in Understanding Children and Young People's Mental Health (RQF) is regulated by Ofqual and has been developed in association with The Skills Network.

Qualification Purpose

The qualification develops learners' knowledge and skills in the area of children and young people's mental health. The successful learner will understand the factors affecting mental health and a range of common conditions experienced by children and young people.

Entry Requirements

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

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Certificate in Understanding Mental Health Care
- Level 3 Diploma for the Children and Young People's Workforce

They may also wish to expand learning into other areas of Childcare at the same level with qualifications such as:

- Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings

Structure

Learners must achieve all mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand the principles of mental health concerns in the context of children and young people	H/617/3703	2	25	3
Legislation and best practice relating to children and young people's mental health	K/617/3704	2	20	3
Living with childhood mental health conditions	M/617/3705	2	26	3
Understand how to minimise the risk of mental health concerns in children and young people	T/617/3706	2	30	4
Understand causes and diagnosis of mental health concerns in children and young people	A/617/3707	2	35	4

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 136 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 29 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 165 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 a particular assessment criterion.
- **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.

Course Delivery

Pre-Course 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 should 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 requirements 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.

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 requested
- Work experience in the subject area of the qualification.

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

Tutors 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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 \(LARS\)](#)

Mandatory units

Title:		Understand the principles of mental health concerns in the context of children and young people	
Unit reference number:		H/617/3703	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand key words that relate to mental health well- being.	1.1	Explain a range of mental health terms commonly used in the context of mental health.
2.	Know a range of common mental health conditions affecting children and young people.	2.1	Describe a range of common mental health concerns in children and young people.
3.	Understand the relationship between common mental health concepts.	3.1	Describe a range of common mental health concepts and how they relate to one another in the context of children and young people’s mental health.
4.	Understand theories and approaches relevant to children and young people’s mental health.	4.1	Explain the application of the Community mental health framework in the context of children and young people’s mental health.
		4.2	Describe the journey of recovery a child or young person will experience when recovering from a mental health concern.
Additional unit Information			
Assessment requirement:			
‘terms’ must include:			
• emotional intelligence • mental health • mental ill-health • resilience • self esteem			
Assessment Guidance:			
concepts may include those identified in 1.1			

Title:		Legislation and best practice relating to children and young people's mental health	
Unit reference number:		K/617/3704	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation relating to children's and young people's mental health.	1.1	Identify legislation which supports children and young people with mental health concerns.
		1.2	Summarise the main points of legislation identified in 1.1.
		1.3	Define the term 'safeguarding'.
2.	Understand best practice relating to children's and young people's mental health.	2.1	Define the term 'person centred approach'.
		2.2	Explain how the rights of a young person or child with a mental health concern can be protected.
		2.3	Describe an adult's duty of care to a child or young person protected in different settings.
Additional unit information Assessment requirements: None. Assessment Guidance: None.			

Title:		Living with childhood mental health conditions	
Unit reference number:		M/617/3705	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand society's perception of children and young people living with mental health conditions.	1.1	Define the following terms: • prejudice • discrimination • stigma • stereotyping.
		1.2	Identify unsupportive or negative phrases used by communities to describe those living with mental health conditions.
		1.3	Explain how victimisation of children and young people may have negative implications on their condition.
		1.4	Describe how perceptions of children and young people's mental health can be influenced by; • communities • social media and news.
		1.5	Explain how mental health diagnosis in children and young people can be influenced by: • beliefs • attitudes.
2.	Understand how living with a Mental health condition impacts upon a young person or child.	2.1	Explain how the effect of stress can be: • positive • negative.
		2.2	Explain the effect of depression and low mood on a child or young person.
		2.3	List the potential issues a mental health concern could have on a child or young person in the present and future.
3	Understand the impact of living with a young person or child who has a mental health condition.	3.1	Describe how a child or young person's education and career might be impacted by their mental health.
		3.2	Describe how day to day life might be impacted by a child or young person's mental health.
Additional unit information			
Assessment requirements: None.			
Assessment Guidance: None.			

Title:		Understand how to minimise the risk of mental health concerns in children and young people	
Unit reference number:		T/617/3706	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to support the mental well-being of a child or young person.	1.1	Describe how to promote: - positive communications between children and young people - safe voicing of feelings - safe voicing of worries. - safe voicing of children’s wishes.
		1.2	Explain the role of risk factors in a child and young person mental health.
		1.3	Explain how a child or young person’s ability to be mentally resilient impacts upon their mental health.
		1.4	Describe how an adult can support a child or young person to be aware of their own risk factors and recognise when they are experiencing a mental health concern.
2.	Understand how to prevent escalation of a mental health concern in a young person or child	2.1	Explain how to maintain a supportive environment for a child or young person.
		2.2	Describe how to respond to a child or young person’s behaviour whilst respecting their right to choose.
		2.3	Explain the role of early engagement, support and treatment in helping prevent the development of a child or young person’s mental health concern.
3.	Understand how to access or provide support to a child or young person who is experiencing a mental health concern.	3.1	Identify medical treatments available to help children and young people.
		3.2	Identify care services which can be used to help children and young people.
		3.3	Identify professionals which can be used to help children and young people.
		3.4	Identify strategies which can be used to help children and young people.
		3.5	Identify therapies which can be used to help children and young people.
Additional unit information: Assessment requirements: None. Assessment guidance: Risk factors could include: - family mental health problems - parental separation/divorce - relationships - poverty - culture			

- educational/ medical problems
- traumatic events
- substance misuse
- social pressures.

Title:		Understand causes and diagnosis of mental health concerns in children and young people	
Unit reference number:		A/617/3707	
Level:		2	
Credit:		4	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors which may cause mental health concerns in a child or young person.	1.1	Describe common reasons why children and young people may be; - stressed - depressed.
		1.2	Describe the effects of puberty on a young person's: - mental and physical health - opinion of themselves - self-worth.
		1.3	Describe ways that becoming an adult can be: - a positive experience - a negative experience.
		1.4	Identify how a child or young person might: - experience abuse - be victimised.
		1.5	Describe how a child or young person's mental health and well-being can be affected by: - experiencing victimisation or abuse - witnessing victimisation or abuse.
		1.6	Explain why some children or young people may be more vulnerable than others.
2.	Understand why a professional diagnosis for children and young people with mental health concerns is vital.	2.1	Explain the why mental health professionals should see children and young people with mental health concerns.
		2.2	Explain barriers relating to gaining a professional diagnosis of a child or young person's mental health.
		2.3	Identify common signs and indicators of mental health problems in children and young people.
		2.4	Explain how behaviour may be interpreted as a form of expression.
		2.5	Give examples of harmful behaviours which might suggest that a child or young person has a mental health concern.
Additional unit information Assessment requirements: None. Assessment Guidance: None.			