



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in the Principles of the Mental Health Care Worker (RQF)

Qualification Number: 603/4384/9

Version 2

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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.

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 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 the Principles of the Mental Health Worker (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

This qualification will provide individuals with knowledge and understanding of working with people with mental health needs.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level 2 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 2 Diploma in Care
- Level 3 Diploma in Adult Care
- Level 2 or 3 Certificate in Preparing to Work in Adult Social Care (RQF)
- Level 3 Diploma in Healthcare Support (RQF)
- Level 3 Certificate in the Principles of End of Life Care (RQF)
- Level 3 Certificate in Understanding Mental Health Care (RQF)
- Level 2 Award in Awareness of Dementia (RQF)
- Level 2 or 3 Certificate for Working in the Health Sector (RQF)
- Level 2 or 3 Certificate in Counselling Skills (RQF)

The qualification can also support progression to employment and progression within employment for the job roles including:

- care assistant
- personal care assistant
- adult social care relief team worker
- night care assistant
- support worker (supported living)
- home care support worker
- healthcare support service worker

- clinical healthcare support worker
- healthcare assistant
- mental health support/outreach worker

Structure

Learners must achieve 17 credits from 5 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Mental health and mental health issues	D/504/1707	2	29	3
Principles of the mental health care worker	F/617/5555	2	10	1
Approaches to care and management in mental health	K/601/2950	2	27	3
Understand duty of care in adult health and social care	K/506/1300	2	46	5
Understanding change and support in relation to mental health	K/504/1709	2	39	5

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 151 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 23 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 174 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.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval prior to 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.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed. More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

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 assessor. 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:		Mental health and mental health issues	
Unit reference number:		D/504/1707	
Level:		2	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes The learner will:		Assessment criteria 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	Explain the need for positive mental health
		1.4	Describe key risk factors in developing mental ill-health
		1.5	Identify the effects that experiencing a mental health problem might have on an individual
		1.6	Give examples of the ways in which individuals may cope with their mental health problem
2.	Know common types of mental health problems and 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 two main means of classifying mental disorder
		2.4	Describe the symptoms of a common psychosis
		2.5	Describe other common mental disorders
3.	Know the legislation and guidance that applies to those with mental health problems	3.1	Identify the key legislation and guidance that relates to people with mental health problems
		3.2	Give examples of how legislation and guidance can be used to support people with mental health problems
		3.3	Explain the need to challenge discrimination against people with mental health problems

Title:		Principles of the mental health care worker	
Unit reference number:		F/617/5555	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the different roles and responsibilities for working in mental health.	1.1	Describe the role of the mental health care worker.
		1.2	Describe the responsibilities of the mental health care worker.
		1.3	Explain what is meant by 'duty of care.'
		1.4	Describe the roles of other professionals in the mental health care sector.
		1.5	Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'.
		1.6	Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty.
2.	Know how continuous professional development improves own practice.	2.1	Outline the importance of personal development.
		2.2	Explain where to access support and guidance when working in mental health care.
		2.3	Explain where to access training when working in mental health care.
		2.3	Explain the positive effects of the following on own work: <ul style="list-style-type: none"> • colleague's feedback. • reflective practice.
3.	Know how own wellbeing improves own practice.	3.1	Explain the importance of maintaining own mental health and wellbeing.
		3.2	Describe the indicators of stress.
		3.3	Describe how to reduce stress for individuals who work in a mental health care setting.
4.	Understand the Mental Capacity Act 2005 when working in mental health care.	4.1	Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves.
		4.2	Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity.
		4.3	Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.

Title:		Approaches to care and management in mental health	
Unit reference number:		K/601/2950	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the key features of the care planning process	1.1	Identify local and national standards on care
		1.2	Outline the stepped approach to care
		1.3	State the key principles of care planning
		1.4	Identify the 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	Describe the key features of models of mental health needs and care
		2.2	Explain what a risk assessment is
		2.3	Outline the importance of carrying out a risk assessment with a person who may have mental health problems
		2.4	Identify categories of risk and the key components of a risk assessment when working with a service user
		2.5	Describe the stages of a basic mental health assessment
		2.6	Outline the role of key agencies involved in the care process
		2.7	Explain how to report and record work activities
		2.8	Explain the importance of accurate record keeping

Title:		Understand duty of care in adult health and social care	
Unit reference number:		K/506/1300	
Level:		2	
Credit value:		5	
Guided learning hours:		46	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what is meant by 'duty of care'	1.1	Explain what is meant by 'duty of care' within the context of adult health and social care
		1.2	Describe how duty of care influences health and social care practice
2.	Know about dilemmas and conflicts relating to duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
		2.2	Describe possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer
		2.3	Explain where to get additional support and advice about how to resolve such dilemmas
3.	Know how to recognise and report unsafe practices	3.1	Describe unsafe practices that may affect the well-being of individuals
		3.2	Explain the actions to take if unsafe practices have been identified
		3.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
4.	Understand the impact of own actions on individuals and others	4.1	Explain how health and social care workers can promote a positive culture
		4.2	Give examples of ways that own actions can impact on individuals and others
		4.3	Explain the importance of sharing concerns with a responsible professional
		4.4	Explain the possible consequences of health and social care workers failing to act in the interests of individuals and others
5.	Understand the importance of consent in health and social care practice	5.1	Define the meaning of: <ul style="list-style-type: none"> • consent • best interests
		5.2	Identify different ways of gaining consent
		5.3	Explain actions to take when consent: <ul style="list-style-type: none"> • is not given • cannot be confirmed

Title:		Understanding change and support in relation to mental health	
Unit reference number:		K/504/1709	
Level:		2	
Credit value:		5	
Guided learning hours:		39	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how mental health change occurs	1.1	Define the term 'mental wellbeing'
		1.2	Identify what needs to be in place for mental health change to occur
		1.3	Outline key areas of support in making change
		1.4	Outline the role of the support worker in fostering change
		1.5	Explain how to support people during mental health change
		1.6	Describe how to support individuals to become more independent
2.	Understand the role of others in the individual's mental health change	2.1	Explain the component parts of the support workers relationship with service users
		2.2	Outline the roles of those who can offer support
		2.3	Outline the role of key agencies
		2.4	Explain the contribution of others in facilitating change
		2.5	Describe the role of support groups locally and nationally
		2.6	Explain the role of housing, financial and life skills support
3.	Know the treatment options available to manage mental health problems	3.1	Outline the types of treatment available to those experiencing mental health problems
		3.2	Describe basic outcome measurements in support of, and as 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 carers
		4.2	Identify resources available to support good practice
		4.3	Outline why people need ongoing support