



Qualification Specification

TQUK Level 3 Certificate in Understanding Mental Health (RQF)

Qualification Number: 603/3202/5

Version 4.1



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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 4 May 2024	Rebranded
Version 4.1 May 2025	Update of Credits, GLH's & TQTs Progression route updated SPAG errors

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 3 Certificate in Understanding Mental Health (RQF) is regulated by Ofqual and has been developed in association with The Skills Network.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of mental health, mental well-being and working in the mental health sector.

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:

- TQUK Level 4 Diploma in Adult Care

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

- TQUK Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) TQUK Level 3 Diploma in Adult Care (RQF)
- TQUK Level 3 Diploma in Healthcare Support Work (RQF)
- TQUK Level 3 Award in Awareness of the Mental Capacity Act 2005

Structure

Learners must achieve 21 credits from 5 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand mental health conditions in context	L/617/3856	3	38	5
Living with a mental health condition	R/617/3857	3	27	4
Understanding treatment of mental health conditions	Y/617/3858	3	26	4
Mental health conditions and destructive behaviour	D/617/3859	3	37	4
Understand the role of the mental health care worker	R/617/3860	3	25	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 153 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 57 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 210 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.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

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 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/CTLTS/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 mental health conditions in context	
Unit reference number:		L/617/3856	
Level:		3	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand mental health principles	1.1	Define the term ‘mental well-being’
		1.2	Describe a range of conditions linked to mental health well-being
		1.3	Describe the principle of ‘risk factors’ influencing mental health well-being
2.	Understand legislation in the context of mental health conditions	2.1	Summarise the legislative framework in place to underpin mental health services
		2.2	Explain how the underpinning legislation is applied in the context of individuals who have mental ill health
		2.3	Outline principles of confidentiality and information sharing applicable to mental health care
		2.4	Explain the role of professional standards and codes of practice in mental health care
3.	Understand how campaigns and strategies can be used to promote mental well-being	3.1	Describe national level strategies for promotion of mental well-being
		3.2	Evaluate local level strategies for promoting mental well-being
4.	Understand attitudes towards mental health in society	4.1	Describe the evolving view towards mental health well-being
		4.2	Describe how evolving public attitudes impact upon individuals with a mental health condition
		4.3	Describe how perceptions of individuals with a mental health condition may be shaped by; - Media outlets and representation - Cultural values
		4.4	Describe how society as a whole is impacted by mental health problems
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Living with a mental health condition	
Unit reference number:		R/617/3857	
Level:		3	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how living with a mental health condition impacts on individuals	1.1	Describe how individual's state of mind can be influenced positively and negatively by a range of factors
		1.2	Explain why an individual's physical health could impact on their mental well-being
		1.3	Explain how mental health conditions can be associated to significant life events
		1.4	Explain how the lives of individuals can be affected by the symptoms of specific mental health conditions
2.	Understand how families of individuals with mental health conditions are affected	2.1	Explain how the families of individuals with mental health conditions can be affected
		2.2	Describe challenges which may be faced by family members when trying to access services for a relative with a mental health condition
		2.3	Describe challenges which may be faced by family member when they are trying support a relative with a mental health condition
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding treatment of mental health conditions	
Unit reference number:		Y/617/3858	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of diagnosis and planning in the recovery process for individuals with a mental health condition	1.1	Explain how diagnosis of a mental health condition can be achieved by observing an individual's: • Behaviour • Emotions • Perceptions
		1.2	Explain what is meant by 'recovery' in relation to a mental health condition
		1.3	Outline the stages involved in producing a person- centred care plan for an individual with a mental health condition
		1.4	Explain the purpose of the Care Programme Approach, including examples of where it may be used
2.	Know a range of treatments available for individuals with mental health conditions	2.1	Describe a range of treatments available for treatment of a mental health condition including: • Therapies • Interventions • Medication • Electroconvulsive therapy
		2.2	Describe the potential effects from treating mental health conditions with medication
		2.3	Evaluate a range of support services available for people with mental health conditions
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Mental health conditions and destructive behaviour	
Unit reference number:		D/617/3859	
Level:		3	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the types of self-destructive behaviour that might be displayed by an individual with a mental health condition	1.1	Explain why an individual with a mental health condition might take drugs that sedate, stimulate or cause hallucinations
		1.2	Explain why an individual with a mental health condition might engage in criminal activity
		1.3	Outline why a person with a mental health condition might be vulnerable to suicidal thoughts and self- harm
2.	Understand the potential consequences for individuals who engage in self-destructive behaviour	2.1	Describe, with examples, the effects of taking drugs that sedate, stimulate or cause hallucinations
		2.2	Describe the short and long term effects of drug taking and alcohol addiction on the individual and those around them
		2.3	Describe how being in custody for a criminal offence may impact upon an individual with a mental health condition: • In general • In the context of communication
3.	Know how to support someone with a mental health condition who displays self-destructive behaviour	3.1	Explain the necessity for a non-judgemental approach to communicating with and supporting an individual with a mental health condition who is engaging in self-destructive behaviour
		3.2	Summarise where help and support can be accessed for individuals displaying self-destructive behaviours
		3.3	Outline how the criminal justice system is designed to protect those with mental health conditions
		3.4	State the warning signs that someone is contemplating suicide
		3.5	Explain how to support an individual who is contemplating suicide
		3.6	Describe how to encourage resilience and development of coping strategies in individuals who have a mental health condition
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understand the role of the mental health care worker	
Unit reference number:		R/617/3860	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the different roles and responsibilities relevant to those involved in providing mental health care	1.1	Explain what is meant by the term 'duty of care'
		1.2	Explain the underpinning concept of consent in care
		1.3	Describe the responsibility to safeguard those with mental health conditions whilst they are accessing treatment and support
		1.4	Describe the roles of other professionals in the metal heath care sector
		1.5	Outline the purpose of partnership working and explain why it is important for individuals with mental health conditions
2.	Understand how to evaluate and develop own skills and knowledge as part of continual professional development	2.1	Identify gaps and areas for improvement in own knowledge and skills relevant to working in mental health care
		2.2	Formulate a learning plan to address gaps and areas for improvement in knowledge and skills
		2.3	Summarise where to access support and guidance when working in mental health care
3.	Understand the role of reflective practice	3.1	Explain what is meant by 'reflective practice'
		3.2	Demonstrate reflective practice as part of a self-assessment activity to inform the continual professional development process
Assessment requirements: None			
Assessment guidance: None			
Range: None			