

# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN UNDERSTANDING CHILDREN  
AND YOUNG PEOPLE'S MENTAL HEALTH**

**QUALIFICATION NUMBER: 603/6667/9**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

<b>Active Leisure</b>	<b>Health and Social Care</b>
<b>Business and Management</b>	<b>Hospitality and Catering</b>
<b>Childcare</b>	<b>IT</b>
<b>Employability</b>	<b>Logistics</b>
<b>Retail</b>	<b>Education and Training</b>

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/6667/9
<b>Qualification review date</b>	31.08.2023
<b>Guided Learning Hours (GLH)</b>	135
<b>Total Qualification Time (TQT)</b>	160
<b>RQF level</b>	2
<b>Qualification credit value</b>	16 credits
<b>Minimum credits at/above level</b>	16 credits
<b>Assessment requirements</b>	Portfolio of Evidence  This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	This qualification is designed for learners who want the knowledge and understanding of children and young people's mental health
<b>Entry guidance</b>	There are no formal entry requirements for this qualification.
<b>Progression opportunities</b>	Learners who achieve this qualification could progress into further education or employment in could progress into further education or employment in the health and social care or education sectors. Learners could also progress onto: <ul style="list-style-type: none"> <li>• Level 3 Award in the Awareness of the Mental Capacity Act 2005</li> <li>• Level 3 Diploma for the Children and Young People's Workforce (England)</li> <li>• Level 3 Award/Certificate/Diploma in Supporting Teaching and Learning in Schools</li> </ul>
<b>Funding</b>	For details on eligibility for government funding please refer to the following websites: <a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a> <a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a>

## Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## The Regulated Qualifications Framework (RQF)

### What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Qualification Structure

Learners need to achieve 16 credits Learners must complete all mandatory units to gain the required 16 credits.

The minimum guided learning for this qualification is 135

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
J/618/4869	Understand the context of children and young people's mental health	2	3	28
A/618/4870	Understand factors which may affect children and young people's mental health	2	3	29
F/618/4871	Understand concerns in relation to children and young people's mental health	2	4	34
J/618/4872	Understand the impact of children and young people's mental ill-health	2	3	21
L/618/4873	Understand how to support children and young people with mental ill - health	2	3	23

## Mandatory units

<b>Title:</b>	<b>J/618/4869 Understand the context of children and young people's mental health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	28
<b>TQT:</b>	30
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the concept of mental health	1.1 Define the terms: <ul style="list-style-type: none"> <li>• mental health</li> <li>• mental ill health</li> <li>• resilience</li> <li>• self-esteem</li> </ul> 1.2 Explain the relationship between mental health and well-being
2. Know the legislation and guidance that applies to children and young people's mental health	2.1 Identify the main legislation and state the key points related to: <ul style="list-style-type: none"> <li>• mental ill-health</li> <li>• mental capacity</li> <li>• age of consent to treatment</li> <li>• parental responsibility data protection and confidentiality</li> </ul> 2.2 Explain what is meant by the term 'safeguarding' as applied to children and young people 2.3 Explain how legislation and guidance can support children and young people with mental ill-health 2.4 State how duty of care applies for children and young people in: <ul style="list-style-type: none"> <li>• education</li> <li>• care provision</li> <li>• the criminal justice system</li> </ul>
3. Understand how society views mental health	3.1 Define the terms: <ul style="list-style-type: none"> <li>• prejudice</li> <li>• discrimination</li> <li>• stigma</li> </ul>



	<ul style="list-style-type: none"> <li>• stereotyping</li> </ul> <p>3.2 Describe how social and cultural attitudes towards mental ill-health have changed over time</p> <p>3.3 Describe how social and cultural attitudes can affect a child or young person's perception of their own mental health</p> <p>3.4 Describe how discrimination can affect the mental health of children and young people</p>
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	In this unit learners will understand the concepts of mental health and mental ill health. An understanding of how society views mental health and how this has changed over time will also be explored. Learners will also understand the legislation in place to support children and young people's mental health.

<b>Title:</b>	<b>A/618/4870 Understand factors which may affect children and young people's mental health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	29
<b>TQT:</b>	30
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand risk factors which may affect the mental well-being of children and young people	1.1 Describe how <b>risk factors</b> can affect the mental health of children and young people 1.2 Identify <b>protective factors</b> which could limit the impact of risk factors 1.3 Explain the role of resilience in relation to children and young people's mental health 1.4 Identify ways to support children and young people to recognise risk factors and signs of distress in themselves
2. Understand the potential effects of developmental changes on the mental health of children and young people	2.1 Describe the effects of puberty on children and young people 2.2 Describe how children and young people's identity, self-esteem and body image can affect their mental well-being 2.3 Describe the opportunities and challenges young people may face during the transition to adulthood
3. Understand how abuse or bullying may affect the mental health of a child or young person	3.1 Outline different types of <b>abuse</b> which a child or young person may experience 3.2 Explain different ways bullying can occur 3.3 Explain why some children or young people may be more vulnerable to abuse and/or bullying 3.4 Describe how witnessing abuse or bullying may affect a child or young person 3.5 Explain how abuse or bullying directed at a child or young person may affect their mental health and well-being

### Additional information about this unit

#### Risk factors, including:

- family mental health problems
- parental separation/divorce
- relationships with friends
- poverty, illness or disability
- being a young carer
- culture
- problems at school
- traumatic events
- transitions
- stages of development
- substance misuse
- social pressures etc.

#### Protective factors may be linked to:

- resilience
- family life, parenting and healthy relationships
- physical health, diet and exercise
- play, social activities and fun
- positive support and educational experiences – nurturing, achievement, and learning
- trust, independence and ability to make choices
- being heard and understood
- ability to regulate emotions (self-regulation)

#### Types of **abuse** including:

- physical abuse
- domestic abuse (witnessing or living in an abusive situation)
- emotional/psychological abuse
- neglect
- sexual abuse/exploitation
- female genital mutilation
- bullying

#### Unit aim(s)

In this unit learners will understand the risk factors that can affect children and young people's mental health and how these can be mitigated. They will also explore how developmental changes and puberty can affect children and young people.

<b>Title:</b>	<b>F/618/4871 Understand concerns in relation to children and young people's mental health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	34
<b>TQT:</b>	40
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand behaviour that is associated with mental ill-health in children and young people	1.1 Identify <b>behaviours</b> that may raise concerns about a child's or young person's mental health 1.2 Explain how a child or young person expresses how they are feeling through their behaviour 1.3 Describe <b>harmful behaviour</b> that children and young people may demonstrate as a way of coping with their feelings 1.4 Explain the importance of early intervention when identifying behavioural concerns
2. Understand stress and anxiety in children and young people	2.1 Define the terms: <ul style="list-style-type: none"> <li>• stress</li> <li>• anxiety</li> </ul> 2.2 Outline the relationship between resilience and stress 2.3 Describe possible causes of stress and anxiety for children and young people 2.4 Explain why stress can be both helpful and harmful 2.5 Describe how to recognise signs of stress and anxiety in children and young people
3. Understand depression in children and young people	3.1 Define the term 'depression' 3.2 Describe the difference between low mood and depression 3.3 Describe possible causes of depression for children and young people 3.4 Describe how to recognise signs that a child or young person could be depressed

	3.5 Explain how depression may affect children and young people
4. Know about mental health conditions that children and young people may experience	4.1 Outline other mental health conditions that may present in children and young people 4.2 Describe how to recognise mental health conditions in children and young people 4.3 Describe how other mental health conditions may impact children and young people 4.4 Describe what might constitute a mental health 'crisis' or emergency
<p><b>Additional information about this unit</b></p> <p>Behavioural concerns including:</p> <ul style="list-style-type: none"> <li>• changes in behaviour</li> <li>• distress</li> <li>• withdrawal</li> <li>• truanting</li> <li>• avoidance of specific situations</li> <li>• substance misuse</li> <li>• violence</li> <li>• self-injurious behaviour</li> </ul> <p>Negative or <b>harmful behaviour</b> might include:</p> <ul style="list-style-type: none"> <li>• self-harm</li> <li>• alcohol or substance use</li> <li>• violent or destructive actions</li> <li>• high expressed emotion or distressed behavioural responses</li> <li>• expressions of suicidal intent etc.</li> </ul>	
<b>Unit aim(s)</b>	In this unit learners will understand behaviours displayed by children and young people which may raise concerns in relation to their mental health. They will also investigate mental health conditions that can affect children and young people.

<b>Title:</b>	<b>J/618/4872 Understand the impact of children and young people’s mental ill-health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	21
<b>TQT:</b>	30
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the impact mental ill-health can have on children and young people	1.1 Describe potential effects of mental ill-health on children and young people’s: <ul style="list-style-type: none"> <li>• family life and relationships</li> <li>• education</li> </ul> 1.2 Identify the potential impact of mental ill-health for children and young people in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term</li> </ul>
2. Understand the impact of children and young people’s mental ill-health on others	2.1 Describe the <b>impact on others</b> of living with a child or young person with mental ill-health 2.2 Identify the services that may be required to support positive mental health in children and young people 2.3 Describe how cultural beliefs and social attitudes can affect expectations of diagnosis of mental health concerns: <ul style="list-style-type: none"> <li>• for the child or young person</li> <li>• for others</li> </ul>
3. Understand the importance of being diagnosed with mental ill-health	3.1 Give reasons why it is important to seek support and a formal diagnosis 3.2 Describe the barriers children and young people may face when seeking a diagnosis 3.3 Give reasons why children and young people may be reluctant to seek medical intervention and a formal diagnosis
<b>Additional information about this unit</b>	
<b>Impact</b> including:	

- stress and anxiety
- guilt and fear
- social isolation and effects on own mental health needs

**Others**, including family, legal guardian, children's care facilities etc.

**Unit aim(s)**

In this unit learners will explore the impact of mental ill-health on children, young people and others. They will also understand the importance of a diagnosis and the reasons why there may be a reluctance to seek a diagnosis.

<b>Title:</b>	<b>L/618/4873 Understand how to support children and young people with mental ill-health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	23
<b>TQT:</b>	30
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand person-centred approaches to supporting children and young people with mental ill-health	1.1 Explain what is meant by <b>person-centred</b> support for children and young people 1.2 Describe the recovery model which applies to children and young people with mental ill-health 1.3 Give examples of how the rights of a child or young person with mental ill-health can be upheld 1.4 Identify strategies that can be used to support a child or young person experiencing mental ill-health
2. Understand how to promote mental well-being in children and young people	2.1 Describe ways in which a calm and nurturing environment can be created to promote the mental well-being of children and young people 2.2 Describe how to promote interactions between children and young people and others to develop their mental well-being 2.3 Describe how to respond to behaviour and lifestyle choices in a way that respects a child's or young person's self-esteem 2.4 Describe how to support children and young people to express their emotions and concerns within a safe environment
3. Understand services and treatment involved with children and young people's mental health	3.1 Identify services and professionals involved in supporting children and young people's mental health



	<p>3.2 Outline what is meant by 'Care Programme Approach' (CPA)</p> <p>3.3 Identify therapies that could be used to treat a child or young person experiencing mental ill-health</p> <p>3.4 Identify types of medication used to treat children and young people experiencing mental ill-health</p> <p>3.1 experiencing mental ill-health</p>
<p><b>Additional information about this unit</b></p> <p><b>Person-centred</b> support involves the child/young person and supporting positive outcomes for children and young people.</p>	
<b>Unit aim(s)</b>	<p>In this unit learners will understand the support available for children and young people's mental health. They will investigate a person-centred approach, mental health promotion and the services and treatments available</p>