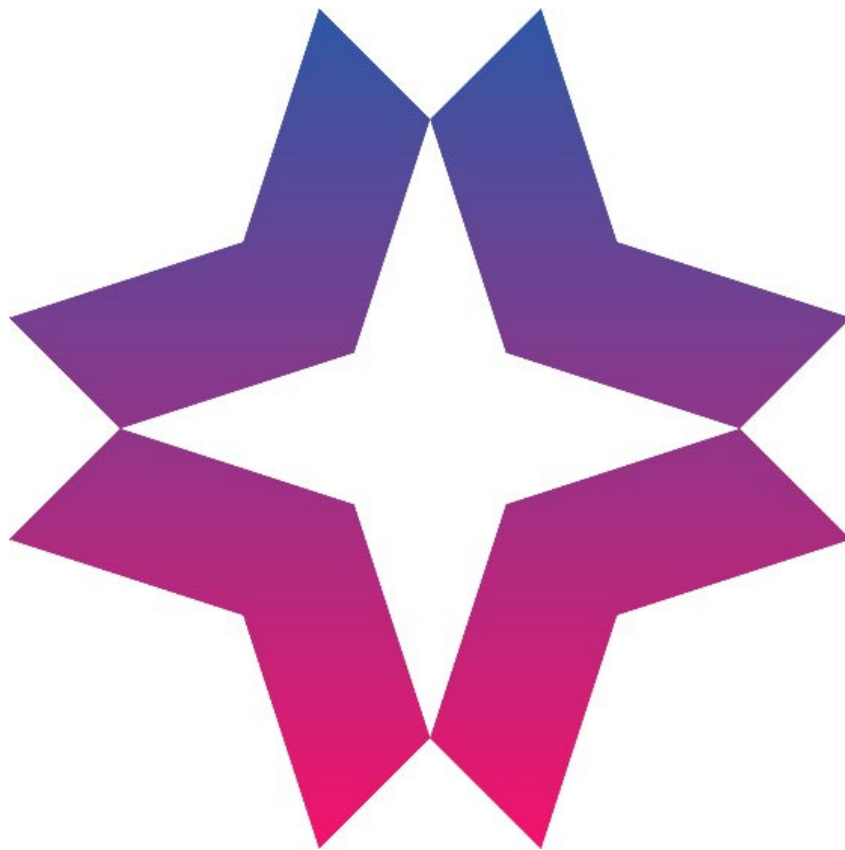


# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN UNDERSTANDING MENOPAUSE  
IN THE WORKPLACE**

**QUALIFICATION NUMBER: 610/1341/9**



## Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

<b>Version Number</b>	<b>Date Revised</b>	<b>Description of Revision</b>	<b>Page Affected</b>

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:

**Active Leisure**

**Business and Management**

**Childcare**

**Employability**

**Retail**

**Health and Social Care**

**Hospitality and Catering**

**IT**

**Logistics**

**Education and Training**

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>	610/1341/9
<b>Operational date</b>	1st November 2022
<b>Qualification review date</b>	31st October 2025
<b>Guided Learning Hours (GLH)</b>	95
<b>Total Qualification Time (TQT)</b>	135 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	14 credits
<b>Aims and objectives of the qualification</b>	The aim of this qualification is to provide key knowledge and practical techniques for individuals, their colleagues and managers on enabling positive behaviours, positive thinking, and understanding around the challenges of the menopause.
<b>Assessment requirements</b>	This qualification is assessed through 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>Entry guidance</b>	There are no formal entry requirements for this qualification. This qualification is suitable for learners aged 16 and over. This qualification is applicable to learners seeking entry into job roles which require knowledge of menopause in the workplace, particularly healthcare roles such as healthcare assistant, staff nurse, midwife and sexual health educator. This qualification is applicable to learners seeking entry into cross-sector workplace mentoring roles and general human resources roles.
<b>Progression opportunities</b>	Learners who achieve this qualification could progress into employment in a health and social care role or a human resources role. Learners could also progress to further qualifications in management.
<b>Funding</b>	For details on eligibility for government funding please refer to the following website: <a href="https://www.qualifications.education.gov.uk/">https://www.qualifications.education.gov.uk/</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.

## Assessment Principles

1. Learners must be registered with the Awarding Organisation before formal assessment commences.
2. Assessors must be able to evidence and justify the assessment decisions that they have made.
3. Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
4. Assessment of knowledge-based learning outcomes:
  - may take place in or outside of a real work environment
  - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
5. Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
6. Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

## Quality Assurance

1. Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.
2. Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
3. Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.
4. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.



## Assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

## Qualification Structure

Learners must achieve 14 credits from three mandatory units to gain this qualification.

The minimum Guided Learning Hours (GLH) for this qualification is 95 hours.

The Total Qualification Time (TQT) for this qualification is 135 hours.

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
D/650/3752	Understanding menopause	2	5	34
F/650/3753	Understanding how to overcome the challenges of menopause in the workplace	2	5	32
H/650/3754	Symptom management and support around menopause	2	4	29

<b>Unit Title:</b>	<b>Understanding menopause</b>
<b>Unit Number:</b>	<b>D/650/3752</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>5</b>
<b>Guided Learning Hours:</b>	<b>34</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Research current statistics in relation to menopause	1.1 Define menopause 1.2 Identify the current national statistics of those experiencing menopause
2. Understand the biology of menopause	2.1 Describe the <b>three stages</b> of menopause 2.2 Define the following terms: <ul style="list-style-type: none"> <li>• Asymptomatic</li> <li>• Oestrogen</li> <li>• Progesterone</li> <li>• Hormone</li> <li>• Menstrual cycle</li> <li>• Ovary</li> <li>• Ovulation</li> </ul> 2.3 Identify <b>conditions or treatments</b> that may trigger early menopause
3. Understand the physical symptoms and impact experienced by individuals undergoing menopause	3.1 Identify the <b>physical symptoms</b> associated with menopause 3.2 Describe the impact of physical symptoms of menopause on an individual 3.3 Describe how the physical symptoms of menopause can affect personal and professional relationships
4. Understand the psychological and cognitive symptoms and impact experienced by individuals undergoing menopause	4.1 Identify the <b>psychological symptoms</b> associated with menopause 4.2 Identify the <b>cognitive symptoms</b> associated with menopause 4.3 Describe the impact of psychological and cognitive symptoms of menopause on an individual

	<p>4.4 Describe how the psychological and cognitive symptoms of menopause can affect personal and professional relationships</p> <p>4.5 Explain the relationship between menopausal symptoms and mental wellbeing</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>The three stages:</b></p> <ol style="list-style-type: none"> <li>1) Perimenopause</li> <li>2) Menopause</li> <li>3) Post menopause</li> </ol> <p><b>Conditions or treatments:</b></p> <ul style="list-style-type: none"> <li>• Cancer treatment</li> <li>• Medication</li> <li>• Hysterectomy</li> <li>• Surgery to remove the ovaries</li> <li>• Family history</li> <li>• Autoimmune disease, e.g. rheumatoid arthritis</li> <li>• Chromosomal abnormalities, e.g. Fragile X, Turner’s syndrome</li> <li>• Infection, e.g. mumps</li> <li>• HIV and AIDS</li> </ul> <p><b>Physical symptoms:</b></p> <ul style="list-style-type: none"> <li>• Bloating</li> <li>• Acne</li> <li>• Hair loss</li> <li>• Sweating</li> <li>• Irregular periods</li> <li>• Hot flushes</li> <li>• Night sweats</li> <li>• Slowed metabolism</li> <li>• Palpitations</li> <li>• Headaches/migraines</li> <li>• Aching muscles/joints</li> <li>• Dry skin</li> <li>• Chills</li> <li>• Weight gain</li> <li>• Facial hair gain</li> <li>• Vaginal dryness</li> </ul>	

**Cognitive symptoms:**

- Poor sleep
- Low energy
- Poor concentration
- Forgetfulness
- Poor attention to detail

**Psychological symptoms:**

- Irritability
- Anger
- Anxiety
- Stress
- Low mood
- Mood swings
- Mood disorders
- Sadness
- Depression
- Loss of confidence
- Low self-esteem
- Fatigue
- Loss of libido
- Palpitations

<b>Unit aim (s)</b>	The aim of this unit is to introduce learners to the biology of menopause, and the physical and psychological impact it can have on individuals experiencing it at each stage.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.

<b>Unit Title:</b>	<b>Understanding how to overcome the challenges of menopause in the workplace</b>
<b>Unit Number:</b>	<b>F/650/3753</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>5</b>
<b>Guided Learning Hours:</b>	<b>32</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the issues that individuals experiencing menopause may face in the workplace	1.1 Describe the <b>issues</b> individuals experiencing menopause may face in the workplace 1.2 Explain how stigma can affect how individuals deal with menopause
2. Understand the legislation that relates to individuals experiencing menopause in the workplace	2.1 Explain how current health and safety legislation relates to individuals experiencing menopause 2.2 Explain how current equality legislation relates to individuals experiencing menopause
3. Understand how issues in the workplace relating to menopause may be overcome	3.1 Explain how open and transparent discussion around menopause can be beneficial for the: <ul style="list-style-type: none"> <li>• individual</li> <li>• individual’s team</li> <li>• individual’s manager</li> <li>• organisation</li> </ul> 3.2 Describe reasonable adjustments that can be made in the workplace to support individuals experiencing menopause 3.3 Describe how <b>external sources of support</b> can be used by managers and team members when supporting individuals experiencing menopause 3.4 Describe <b>internal sources of support</b> for those experiencing menopause in their own workplace or research another organisation’s support

<p>4. Understand the importance of menopause in the workplace policy</p>	<p>4.1 Identify key aspects of own or another organisation's menopause in the workplace policy</p> <p>4.2 Explain why developing a menopause policy is important for the:</p> <ul style="list-style-type: none"> <li>• organisation</li> <li>• individual experiencing the menopause</li> </ul>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>• Lack of understanding</li> <li>• No time off permitted</li> <li>• Sick pay</li> <li>• Discrimination</li> <li>• Symptoms</li> <li>• Emotions</li> <li>• Physical and psychological</li> <li>• Concentration</li> <li>• Inability to process information</li> </ul> <p><b>Internal sources of support:</b></p> <ul style="list-style-type: none"> <li>• Webinars</li> <li>• Internal documents</li> <li>• Sickness policy</li> <li>• Reasonable adjustment</li> <li>• Intranet</li> <li>• HR</li> <li>• Menopause policy</li> <li>• Equality and diversity policies and procedures</li> </ul> <p><b>External sources of support:</b></p> <ul style="list-style-type: none"> <li>• Informative websites</li> <li>• Webinars from professional bodies</li> <li>• NHS</li> <li>• General Practitioners</li> <li>• Woman's Health</li> <li>• Support groups</li> <li>• Counselling</li> <li>• Literature</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to introduce learners to the challenges experienced by individuals going through menopause, exploring how</p>

	challenges in the workplace can be addressed.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.



<b>Unit Title:</b>	<b>Symptom management and support around menopause</b>
<b>Unit Number:</b>	<b>H/650/3754</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand symptom management for individuals experiencing menopause	1.1 Identify how individuals can manage their menopausal symptoms through <b>lifestyle choices</b> 1.2 Describe the benefits and risks of management <b>therapies</b> including Hormone Replacement Therapy (HRT)
2. Understand ways in which organisations can support individuals going through menopause	2.1 Describe how organisations can promote positive thinking and behaviours within the workplace setting in relation to menopause 2.2 Describe the benefits of raising staff awareness about menopause 2.3 Describe the risk to the business of ignoring menopause including: <ul style="list-style-type: none"> <li>• Social</li> <li>• Economic</li> <li>• Demographic</li> <li>• Legal</li> </ul> 2.4 Describe how a <b>risk assessment</b> of their workplace or an organisation could support an individual going through menopause
<b>Additional information about this unit (amplification for assessment criteria)</b>	
<b>Lifestyle choices:</b> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Exercise</li> <li>• Rest</li> <li>• Relaxation</li> <li>• Increasing calcium</li> </ul>	

**Therapies:**

- Hormone Replacement Therapy (HRT)
- Testosterone gel
- Oestrogen
- Non-hormone medicines
- Diet and fitness
- Cognitive Behavioural Therapy (CBT)
- Mindfulness
- Acupuncture
- Herbal remedies

**Risk Assessment** may include:

- Identifying the needs of the individual
- Identifying areas of risk
- Ensuring awareness of everyone
- How to work mindfully
- Reasonable adjustments
- Identifying further support
- Environmental temperature
- Ventilation
- Uniform
- Physical environment

<b>Unit aim (s)</b>	The aim of this unit is to introduce learners to ways of managing menopause symptoms and the support organisations can offer individuals going through menopause.
<b>Assessment requirements</b>	This unit is assessed through portfolio of evidence.