

# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN AWARENESS OF MENTAL HEALTH  
CONDITIONS**

**QUALIFICATION NUMBER: 603/6664/3**

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**

**Health and Social Care**

**Business and Management**

**Hospitality and Catering**

**Childcare**

**IT**

**Employability**

**Logistics**

**Retail**

**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.”*

## Qualification summary

**Qualification Accreditation Number (QAN)** 603/6664/3

**Qualification review date** 30.09.2023  
**Guided Learning Hours (GLH)** 120

**Total Qualification Time (TQT)** 270 hours

**RQF level** 2

**Qualification credit value** 27 credits

**Minimum credits at/above level** 27 credits

**Assessment requirements** 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).

**Aims and objectives of the qualification**

This qualification is designed for learners who want the knowledge and understanding of mental health and the problems that can cause mental ill health. This could be used to support their role in the workplace, or where they may work or interact with individuals with mental-health conditions

**Entry guidance** There are no formal entry requirements for this qualification.

**Progression opportunities** On completion of this course, Learners may progress to:  
 Level 2 Award in Awareness of Dementia  
 Level 3 Certificate in the Principles of End of Life Care

**Funding** For details on eligibility for government funding please refer to the following websites:  
<http://www.education.gov.uk/section96/>  
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **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

The learner must achieve 27 credits. Learners must complete all mandatory units to achieve the required 27 credits.

The total Guided Learning Hours (GLH) for this qualification is 120 hours

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
A/618/4836	Understanding mental health	2	3	12
F/618/4837	Understanding stress and anxiety	2	4	16
J/618/4838	Understanding phobias	2	2	9
L/618/4839	Understanding forms of depression	2	4	21
F/618/4840	Understanding bipolar disorder	2	2	9
J/618/4841	Understanding schizophrenia	2	2	9
L/618/4842	Understanding dementia	2	2	9
Y/618/4844	Understanding eating disorders	2	2	9
T/618/4852	Understanding Attention Deficit Hyperactivity Disorder – ADHD	2	2	8
L/618/4856	Understanding Obsessive Compulsive Disorder – OCD	2	2	9
R/618/4857	Understanding Post-Traumatic Stress Disorder – PTSD	2	2	9

**Mandatory units:**

<b>Title:</b>	<b>A/618/4836 Understanding mental health</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	12
<b>TQT:</b>	30
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. What is meant by mental health and mental ill-health	1.1 Define what is meant by: <ul style="list-style-type: none"> <li>• mental health</li> <li>• mental ill-health</li> </ul> 1.2 Describe the components of mental well-being 1.3 Describe the risk factors associated with developing mental ill health 1.4 Identify examples of mental ill health
2. Understand how mental health care has changed over time	2.1 Describe how mental health care has changed in relation to: <ul style="list-style-type: none"> <li>• historical approaches to care</li> <li>• the introduction of community care</li> </ul> 2.2 Explain the impact of the changes in mental health care on individuals accessing services 2.3 Explain the difficulties individuals with mental health problems may face in day to day living
3. Understand the social context of mental ill health	3.1 Describe social and cultural attitudes to mental ill health 3.2 Describe media attitudes to mental illness 3.3 Explain the impact of these attitudes on individuals and their care

<p>4. Understand the legal context of mental ill health</p>	<p>4.1 Identify relevant legislation in relation to mental ill health</p> <p>4.2 Outline the implications of legislation for the provision of care to an individual with mental ill-health</p> <p>4.3 Outline legal provisions for individuals who are unable to make decisions for themselves due to mental ill-health</p>
<p><b>Additional information about this unit</b> N/A</p>	
<p><b>Unit aim(s)</b></p>	<p>In this unit learners will understand what is meant by mental ill-health and its impact. They will also look at the legal frameworks which ensure high quality care is provided</p>

<b>Title:</b>	<b>F/618/4837 Understanding stress and anxiety</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	14
<b>TQT:</b>	40
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the term 'stress'	1.1 Define the term 'stress' 1.2 Describe possible causes of stress 1.3 Describe internal and external demands in life which may result in stress
2. Understand how stress can affect an individual	2.1 Explain how behaviour can be interpreted as a form of expression 2.2 Explain how behaviour may be a symptom of something else 2.3 Explain possible reasons for the behaviour 2.4 Describe how stress can affect an individual
3. Understand how stress can be managed	3.1 Describe strategies that could be used by an individual to reduce or manage stress in life 3.2 Describe support available to individuals experiencing stress
4. Understand anxiety	4.1 Define the term 'anxiety' 4.2 Describe what is meant by a 'panic attack' 4.3 Describe possible causes of anxiety
5. Understand the impact of anxiety on the individual and others	5.1 Describe the feelings an individual may have when experiencing anxiety 5.2 Describe how anxiety can affect an individual 5.3 Describe how an individual's anxiety may affect <b>others</b>
6. Understand factors that may affect anxiety	6.1 Describe what happens in a cycle of negative thinking 6.2 Explain how an individual's personality and outlook on life could affect their anxiety levels

<p>7. Understand how anxiety can be managed</p>	<p>7.1 Describe examples of self-help for anxiety          7.2 Describe activities which may help an individual manage anxiety          7.3 Describe resources and treatments available to individuals experiencing anxiety problems</p>
<p><b>Additional information about this unit</b></p> <p><b>Others:</b> family, friends, colleagues, outside agencies, support groups</p>	
<p><b>Unit aim(s)</b></p>	<p>In this unit learners will gain an understanding of stress and its causes, as well as the effects stress can have on individuals. Learners will also explore ways in which stress can be managed</p>

<b>Title:</b>	<b>J/618/4838 Understanding phobias</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the term 'phobia'	1.1 Define the term 'phobia' 1.2 Explain the main groups of phobias 1.3 Describe examples of specific and social phobias 1.4 Describe possible causes of phobia
2. Understand the impact of phobia on the individual and others	2.1 Describe the feelings an individual may have when experiencing a phobia 2.2 Explain how a phobia could prevent an individual from leading a normal life 2.3 Describe how an individual's phobia may affect others
3. Understand how phobias can be managed	3.1 Describe examples of self-help for phobias 3.2 Describe examples of treatments for phobias 3.3 Describe the resources and treatments available to an individual experiencing a phobia
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of phobias, the causes of phobias and the effect they can have on the individual and others. Learners will also explore ways in which phobias can be managed.

<b>Title:</b>	<b>L/618/4839 Understanding forms of depression</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	21
<b>TQT:</b>	40
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the term 'depression'	1.1 Define the term 'depression' 1.2 Differentiate between feeling low and clinical depression 1.3 Describe the factors associated with psychotic depression 1.4 Describe possible causes of depression
2. Understand the impact of depression on the individual and others	2.1 Describe the feelings an individual may have when experiencing depression 2.2 Describe examples of how depression may affect the individual and their life 2.3 Describe how an individual's depression may affect <b>others</b>
3. Understand how depression can be managed	3.1 Describe resources and treatments available to an individual experiencing depression 3.2 Identify the resources and treatment required to manage a person with psychotic depression
4. Understand the term 'postnatal depression'	4.1 Define the term 'postnatal depression' 4.2 Differentiate between the terms 'baby blues' and 'postnatal depression' 4.3 Describe possible risk factors for developing postnatal depression 4.4 Describe the preparations for birth that may reduce the risk of postnatal depression
5. Understand puerperal psychosis	5.1 Describe the features of puerperal psychosis 5.2 Describe the resources a person with puerperal psychosis would require 5.3 Describe the treatments a person with puerperal psychosis would require

6. Understand how postnatal depression can affect the mother and others	6.1 Describe the feelings an individual may have when experiencing postnatal depression 6.2 Describe the ways postnatal depression can affect: <ul style="list-style-type: none"> <li>• the mother</li> <li>• bonding with the baby</li> <li>• <b>others</b></li> </ul>
7. Understand how postnatal depression may be managed	7.1 Describe self-help measures for postnatal depression 7.2 Describe possible treatments for postnatal depression 7.3 Describe resources and treatments available to an individual experiencing postnatal depression
<b>Additional information about this unit</b> <b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of depression, the causes of depression and how it can affect individuals and others. Learners will also gain an understanding of ways in which depression can be managed.

<b>Title:</b>	<b>F/618/4840 Understanding bipolar disorder</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the term 'bipolar disorder'	1.1 Define the term 'bipolar disorder' 1.2 Describe possible causes of bipolar disorder 1.3 Describe symptoms which may occur in a manic and depressive episode 1.4 Describe the demands of daily life that may influence symptoms of bipolar disorder
2. Understand the impact of bipolar disorder on the individual and others	2.1 Describe the feelings an individual may have when experiencing bipolar disorder 2.2 Describe the ways bipolar disorder affects the individual and their life 2.3 Explain how an individual's bipolar disorder may affect others
3. Understand how bipolar disorder can be managed	3.1 Give examples of medical interventions for bipolar disorder 3.2 Describe ways in which an individual with bipolar disorder can help to manage their illness when entering a manic and depressive episode 3.3 Describe ways in which others can help the individual with bipolar disorder to manage their illness 3.4 Describe resources and treatments available to an individual experiencing bipolar disorder
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of bipolar disorder, its causes and the effect it can have on individuals and their daily lives. Learners will also explore ways in which bipolar disorder can be managed.

<b>Title:</b>	<b>J/618/4841 Understanding schizophrenia</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term 'schizophrenia'	1.1 Define the term 'schizophrenia' 1.2 Describe possible causes of schizophrenia
2. Understand the impact of schizophrenia on the individual and others	2.1 Describe the feelings an individual with schizophrenia may experience 2.2 Describe the ways schizophrenia affects the individual and their life 2.3 Describe how an individual's schizophrenia may affect others 2.4 Describe how media coverage may cause fear and misunderstanding about schizophrenia
3. Understand how schizophrenia can be managed	3.1 Describe possible interventions for schizophrenia 3.2 Describe ways in which the individual with schizophrenia can help manage their illness 3.3 Describe ways in which others can help the individual with schizophrenia to manage their illness 3.4 Describe local resources and treatments available to an individual experiencing schizophrenia
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of schizophrenia, the causes of schizophrenia and media representation of the condition. Learners will also gain an understanding of ways in which schizophrenia can be managed

<b>Title:</b>	<b>L/618/4842 Understanding dementia</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the term 'dementia'	1.1 Define the term 'dementia' 1.2 Identify types of dementia 1.3 Describe the functions of the brain that are affected by dementia 1.4 Describe possible causes of dementia
2. Understand how dementia can affect the individual and others	2.1 Describe the likely signs and symptoms of the most common causes of dementia 2.2 Explain the difficulties individuals with dementia may face in day to day living 2.3 Describe how an individual's dementia may affect <b>others</b>
3. Understand how dementia may be managed	3.1 Describe possible interventions for dementia 3.2 Describe ways in which others can help the individual with dementia to manage their illness 3.3 Describe the resources and treatments that would be available to an individual experiencing dementia
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of dementia, its causes and how it can affect the individual and others. Learners will also gain an understanding of the ways in which dementia can be managed

<b>Title:</b>	<b>Y/618/4844 Understanding eating disorders</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the term 'eating disorder'	1.1 Give a definition of the term 'eating disorder' 1.2 Describe types of eating disorders 1.3 Describe possible causes of eating disorders
2. Understand the impact of an eating disorder on the individual and others	2.1 Give examples of the signs and symptoms associated with eating disorders 2.2 Describe the feelings an individual with an eating disorder may experience 2.3 Describe some of the ways an eating disorder may affect the individual and their life 2.4 Explain how an individual's eating disorder may affect <b>others</b>
3. Understand how eating disorders can be managed	3.1 Describe different approaches to the treatment of eating disorders 3.2 Explain what others could do to help an individual recover from a specific eating disorder 3.3 Describe local resources and treatments that would be available to an individual experiencing an eating disorder
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of eating disorders, the causes of eating disorders and how they can affect the individual and others. Learners will also explore ways in which eating disorders can be managed

<b>Title:</b>	<b>T/618/4852 Understanding Attention Deficit Hyperactivity Disorder – ADHD</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	8
<b>TQT:</b>	20
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the term 'Attention Deficit Hyperactivity Disorder' (ADHD)	1.1 Define the term 'ADHD' 1.2 Identify those most likely to be diagnosed with ADHD 1.3 Describe possible causes of ADHD 1.4 Explain the symptoms associated with ADHD
2. Understand the impact of ADHD on the individual and others	2.1 Describe the ways ADHD affects the individual and their life 2.2 Explain how an individual's ADHD may affect <b>others</b>
3. Understand how ADHD can be managed	3.1 Describe ways in which others can help the individual with ADHD to manage their condition 3.2 Describe local resources and treatments available to an individual experiencing ADHD
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of ADHD, the causes of the condition and the effect it can have on an individual and others. Learners will also explore ways in which ADHD can be managed.

<b>Title:</b>	<b>L/618/4856 Understanding Obsessive Compulsive Disorder – OCD</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand Obsessive Compulsive Disorder (OCD)	1.1 Define the term 'OCD' 1.2 Describe possible causes of OCD 1.3 Describe the types of thoughts and behaviours associated with OCD
2. Understand how OCD can affect the individual and others	2.1 Describe the feelings an individual may have when experiencing OCD 2.2 Describe the ways OCD affects the individual and their life 2.3 Explain how an individual's OCD may affect <b>others</b>
3. Understand how OCD may be managed	3.1 Describe ways in which an individual with OCD can help to manage their illness 3.2 Describe ways in which others can help the individual with OCD to manage their illness 3.3 Describe local resources and treatments available to an individual experiencing OCD
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of OCD, the causes of OCD and how it can affect the individual and others. Learners will also gain an understanding of ways in which OCD can be managed.

<b>Title:</b>	<b>R/618/4857 Understanding Post-Traumatic Stress Disorder – PTSD</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	9
<b>TQT:</b>	20
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand Post-Traumatic Stress Disorder (PTSD)	1.1 Define the term 'PTSD' 1.2 Describe possible causes of PTSD 1.3 Describe symptoms associated with PTSD
2. Understand the impact of PTSD on the individual and others	2.1 Describe the feelings an individual may have when experiencing PTSD 2.2 Describe the ways PTSD affects the individual and their life 2.3 Explain how an individual's PTSD may affect <b>others</b>
3. Understand how PTSD may be managed	3.1 Describe ways in which an individual with PTSD can help to manage their condition 3.2 Describe ways in which others can help the individual with PTSD to manage their condition 3.3 Describe local resources and treatments available to an individual experiencing PTSD
<b>Additional information about this unit</b>	
<b>Others:</b> family, friends, colleagues, outside agencies, support groups	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of PTSD, its causes and how it can affect the individual and others. Learners will also gain an understanding of the ways in which PTSD can be managed