

SPECIFICATION

**IAO LEVEL 2 CERTIFICATE IN PREPARING TO WORK IN
MENTAL HEALTH SERVICES**

QUALIFICATION NUMBER: 603/6434/8

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.

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

“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) 603/6434/8

Qualification review date 31/08/2023

Guided Learning Hours (GLH) 120

Total Qualification Time (TQT) 140

RQF level 2

Qualification credit value 14 credits

Minimum credits at/above level 14 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

The Level 2 Certificate in Preparing to Work in Mental Health Services aims to raise awareness of mental health problems and the processes and approaches involved in the care and support of those who experience mental ill-health.

Entry guidance

There are no formal entry requirements for this qualification. The Level 2 Certificate in Preparing to Work in Mental Health Services aims to raise awareness of mental health problems and the processes and approaches involved in the care and support of those who experience mental ill-health.

Progression opportunities

Learners who achieve this qualification could progress to further learning or training in health and social care, progressing to qualifications such as:

- IAO Level 2 Certificate in Preparing to Work in Adult Social Care
- IAO Level 2 Diploma in Care
- IAO Level 2 Certificate in the Principles of Dementia Care
- IAO Level 2 Certificate in Understanding the Safe Handling of Medicines

- IAO Level 3 Certificate in the Principles of End of Life Care
- IAO Level 3 Certificate in Preparing to Work in Adult Social Care
- IAO Level 3 Diploma in Adult 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.

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 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.

Section 3

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 is required to achieve 14 credits. Learners must complete all mandatory units to achieve

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

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
D/618/3887	Understanding mental health and mental ill-health	2	3	29
K/618/3889	Introduction to duty of care	2	1	9
D/618/3890	Valuing equality and diversity	2	2	16
K/618/3892	Approaches to care and support in mental health	2	3	27
T/618/3894	Understanding support in relation to mental ill-health	2	5	39

Mandatory units:

Title:	D/618/3887 Understanding mental health and mental ill-health
Level:	2
Credit Value:	3
GLH:	29
TQT:	30
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of mental health	1.1 Define the terms <ul style="list-style-type: none"> • mental health • mental ill-health 1.2 Define the key components of mental well-being 1.3 Explain the benefits of maintaining positive mental health 1.5 Identify the effects that experiencing mental ill-health might have on an individual 1.6 Explain ways in which individuals cope with mental ill-health
2. Know common types of mental ill-health issues	2.1 Describe how mental ill-health is classified 2.2 Describe the main types of mental ill-health
3. Know the legislation and guidance that applies to those with mental ill-health	3.1 Identify the legislation and guidance that relates to people with mental ill-health 3.2 Explain how legislation and guidance can be used to support people with mental ill-health
Additional information about this unit	
<p>Define the term 'mental health' eg: the World Health Organisation definition</p> <p>Components: there are a range of factors that contribute to mental well-being. For example the ability to cope with stress, managed emotions, maintain friendships/relationships, diet and exercise, dealing with experience and life events and feelings secure and supportive</p> <p>Legislation and guidance: must be current</p>	

Unit aim(s)

In this unit Learners will look into the need for positive mental health and the effects mental ill-health can have on individuals. They will also investigate the different types of mental ill-health problems and associated symptoms. Legislation and guidance that relate to mental ill-health are also investigated.

Title:	K/618/3889 Introduction to duty of care	
Level:	2	
Credit Value:	1	
GLH	9	
TQT	10	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role	
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas	
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints	
Additional information about this unit		
In this unit Learners are introduced to the concept of duty of care. Learners should be encouraged to consider how duty of care applies to working in a mental health context.		
Unit aim(s)	This unit introduces the concept of duty and care and awareness of dilemmas or complaints that may arise where there is a duty of care.	

Title:	D/618/3890 Valuing equality and diversity	
Level:	2	
Credit Value:	2	
GLH	16	
TQT	20	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand aspects of equality	1.1 Define the terms <ul style="list-style-type: none"> • equality • inequality 1.2 Describe key legislation in relation to equality 1.3 Identify organisational bodies advising on equality issues	
2. Understand aspects of diversity	2.1 Define the term 'diversity' 2.2 Describe key legislation in relation to diversity 2.3 Explain positive and negative stereotyping 2.4 Explain how diversity can benefit society	
3. Understand aspects of discrimination	3.1 Define the terms: <ul style="list-style-type: none"> • discrimination • prejudice 3.2 Explain the areas of discrimination covered by legislation 3.3 Explain the difference between direct and indirect discrimination	
Additional information about this unit In this unit Learners are introduced to the concepts of equality and diversity. Learners should be encouraged to consider how issues related to equality and inequality can impact on those with mental ill-health Organisational bodies: these can be local or national		
Unit aim(s)	Learners will gain an understanding of equality and diversity. They will identify legislation and investigate inequality and stereotyping. They will also identify the differences between discrimination and prejudice.	

Title:	K/618/3892 Approaches to care and support in mental health	
Level:	2	
Credit Value:	3	
GLH	27	
TQT	30	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand the care planning process	1.1 Describe the stages of a mental health assessment 1.2 Explain the stages of care planning 1.3 Identify the interpersonal skills required to enable assessment in care planning 1.4 Explain why it is important to take account of an individual's holistic needs	
2. Understand person centred practice in the care planning process	2.1 Define person centred practice 2.2 Explain the importance of person centred practice in mental health settings 2.3 Outline the role of key agencies involved in the care process 2.4 Explain how to report and record work activities 2.5 Explain the importance of accurate record keeping	
Additional information about this unit		
Holistic needs to include: physical, psychological, social and spiritual needs		
Unit aim(s)	Learners will investigate the key features and principles of the care planning process and will explore person centred practise. Learners will identify the agencies involved in the care process and the role they perform	

Title:	T/618/3894 Understanding support in relation to the promotion of mental well-being	
Level:	2	
Credit Value:	5	
GLH	39	
TQT	50	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand how to promote mental well-being and mental health with individuals	1.1 Explain the steps that an individual can take to promote their mental well-being 1.2 Explain how to support an individual in promoting their mental well-being and mental health 1.3 Describe how to support individuals to become more independent	
2. Understand the role of others in promoting mental health with individuals	2.1 Outline the role of key agencies involved in supporting mental well-being 2.2 Explain the contribution of others in facilitating progression and change 2.3 Describe the role of support groups locally and nationally	
3. Know the treatment options available to manage mental ill-health	3.1 Outline the types of treatment available to those experiencing mental ill-health 3.2 Describe outcome measurements used with individual's treatment packages	
4. Know information available to support understanding of mental ill-health	4.1 Identify sources of information for those experiencing mental ill-health and their families and/or carers 4.2 Identify resources available to support good practice 4.3 Outline why people might need on-going support	
Additional information about this unit		
N/A		
Unit aim(s)	This unit will help learners understand the services available and the role of the support workers and others in supporting an individual with mental ill-health	

	<p>Treatment options will be investigated as well as identifying support and resources available to those experiencing mental ill- health problems.</p>
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