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**SafeCert Level 3 Award in First Aid for Youth Mental Health
(RQF)**

Qualification Number – tbc

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Change Mechanism

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The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within Northern Ireland, England and Wales. The framework provides a single, simple system for cataloguing all qualifications regulated by CCEA Regulation by both level and size. (Scotland has its own qualification framework called the SCQF).

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- **The level of the qualification (from entry-level to level 8)**
- **The size of the qualification (Award, Certificate or Diploma)**
- **Details indicating the content of the qualification**

Each qualification has a published structure, outlining what must be achieved by each individual. This is to ensure that candidates demonstrate suitable knowledge and skills that meet the required standards.

Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject. Qualification levels start at entry-level and then progress from level 1 through to level 8.

Qualification Size

The size of a qualification is an indication of the total amount of time, a qualification will take to complete. This is referred to as total qualification time (TQT). Qualification sizes are expressed using the terms award, certificate or diploma.

Total Qualification Time (TQT)

Total qualification time (TQT) provides a guide to the average time it takes to complete a qualification broken down into two types of activity:

Guided Learning (GL) - consists of activities completed by the candidate under the direct instruction or supervision of a lecturer, supervisor, or tutor, whether through physical presence or electronic means provided as a measurement of time in hours.

Total Qualification Time (TQT) – consists of the guided learning (GL) plus all other time taken that is not under the direct supervision of a lecturer, supervisor or tutor (provided as a measurement of time in hours) that involves preparation, study or any other form of participation in education or training.

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Introduction

This qualification specification is designed to outline information relating to the delivery and achievement of this qualification. If you have any further questions, please contact our staff at SafeCert Awards Ltd (SafeCert). See contact details on page 2 of this document.

Qualification Title:

SafeCert Level 3 Award in First Aid for Youth Mental Health (RQF)

This qualification consists of two mandatory units as follows:

- Unit 1: Principles of First Aid for Youth Mental Health.
- Unit 2: Issues that Impact on the Mental Health and Well-being of Youths.

Qualification Details

The SafeCert Level 3 Award in First Aid for Youth Mental Health (RQF) is accredited by CCEA Regulation. This qualification is part of the RQF. The guided learning time is 12 hours. The total qualification time (TQT) is 20 hours, which includes guided learning hours and the assessment, which is classroom-based.

Candidates who successfully complete unit 1: Principles of First Aid for Youth Mental Health are eligible for the SafeCert Level 2 Award in Understanding First Aid for Youth Mental Health (RQF). Candidates who complete both units are eligible for the SafeCert Level 3 Award in First Aid for Youth Mental Health (RQF).

Qualification Objective

This qualification in First Aid for Youth Mental Health is, for all youths to learn how to give the first aid or support required to another youth, with a common mental health condition, and then be able to guide them towards assistance. The qualification also provides an additional understanding of youth well-being skills in building resilience, managing workloads, using social media responsibly, dealing with anxiety, plus the importance of friendships.

Unit 1: Principles of First Aid for Youth Mental Health – Unit Summary of Learning Outcomes

This unit has six Learning outcomes:

1. Understand the role of first aid for youth mental health.
2. Know how to provide support for youth mental health.
3. Understand the common youth mental health conditions.
4. Know the recognition signs of stress in youths and how to manage them.
5. Understand how substance abuse can impact on youth mental health.
6. Understand how to put an action plan in place for youth mental health.

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Unit 2: Issues that Impact on the Mental Health and Well-being of Youths – Unit Summary of Learning Outcomes

This unit has seven Learning outcomes:

1. Mental health and well-being in youths.
2. Understand the importance of building resilience.
3. Understand how to deal positively with anxiety.
4. Know how to effectively manage your workload.
5. Understand the importance of friendships.
6. Understand how to use social media and the internet responsibly.
7. Know how to provide support and seek further professional help.

Mode of Delivery and Assessment

Assessment is on-going and is trainer/assessor led. At the end of the course, there is a multiple-choice question paper.

There are detailed requirements for the delivery and assessment of these qualifications, guidance on which is specified in this document. Therefore, delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

External Documents Relating to the Qualification

There is a range of additional documents available, pertaining to this qualification. These are as follows:

- Tutor/Assessor & IQA Support Guidance. This is the assessment guidance together with the actual assessments. (This is only given to approved SafeCert centres for this award).
- Support Documents: There are a wide range of supporting documents and leaflets from a wide range of various agencies as highlighted at the end of this document, along with website details. It is highly recommended to make contact with these to receive examples of support leaflets that are available for courses.
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other documents and policies such as details of the appeals procedure and reasonable adjustments. These can be found on the 'About Us' page on the SafeCert website.

Centre's must be approved by SafeCert Awards, before they can provide any of the SafeCert Award qualifications. Qualification's approval can be included during the initial centre approval process. If a centre wishes to seek approval for further awards after the initial approval, they should complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: www.safecertawards.com

Unit: Principles of First Aid for Youth Mental Health	
<p>This unit is an introduction to first aid for youth mental health and is suitable, for every young person in schools, youth clubs, scouts and girl guides. This award is for the youth who wants to learn about the benefits of mental first aid in youth-related settings and common mental health conditions and the available support.</p>	
Learning Outcome	Assessment Criteria
1. Understand the role of first aid for youth mental health	<p>1.1 Understand the aims of youth first aid in mental health</p> <p>1.2 Identify the meaning of the term ‘youth mental health’ and ‘first aid for mental health’</p> <p>1.3 Identify how the actions of others can negatively affect youths with a mental health condition</p> <p>1.4 Identify basic risk factors that affect youth mental health</p>
2. Know how to provide support for youth mental health	<p>2.1 Identify common sources of information on mental health issues</p> <p>2.2 Identify possible positive responses that can be made to support a youth with a mental health condition</p> <p>2.3 Be able to identify when to contact the emergency services for a youth suffering from a suspected mental health condition</p> <p>2.4 Identify legislation associated with youth mental health</p>
3. Understand the common youth mental health conditions	<p>3.1 Identify the main signs and/or symptoms associated with the main types of mental health conditions as follows:</p> <ul style="list-style-type: none"> • Anxiety disorders, including generalised anxiety disorder (GAD), post-traumatic stress disorder (PTSD) and obsessive-compulsive disorder (OCD) • Depression • Eating disorders • Psychosis • Self-harm
4. Know the recognition signs of stress in youths and how to manage them	<p>4.1 Identify signs of stress in youths</p> <p>4.2 Identify contributory factors of stress in youth-related settings</p> <p>4.3 Identify basic personal management techniques for stress relief</p>
5. Understand how substance abuse can impact on youth mental health	<p>5.1 Identify the effects alcohol, drugs and smoking can have on a youth’s mental health</p> <p>5.2 Be able to recognise how alcohol and drugs abuse can affect a youth’s education, lifestyle and long term consequences</p> <p>5.3 Identify sources for support and guidance on substance abuse</p>

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6. Understand how to put an action plan in place for youth mental health	<p>6.1 Identify key features within a first aid for youth mental health action plan plus common sources of information on good mental health</p> <p>6.2 Be able to identify appropriate adults to support a young person who may not be coping</p> <p>6.3 Be able to identify when to contact the emergency services for a young person who is experiencing poor mental health</p>
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Additional Information about the award			
Qualification Number	TBC	RQF Level	2
GLH – (Guided Learning Hours)	6 Hours	RQF Credit	1
TQT – (Total Qualification Time)	10 Hours		
Support for the unit from SSC or another appropriate body		Assessment requirements and guidance	This unit should be assessed in accordance with the tutor/assessor /IQA guidance document related to this award.

Unit: Issues that Impact on the Mental Health and Well-being of Youths	
<p>This unit deals with the issues that impact on the mental health and well-being of youths and is suitable for every young person in schools, youth clubs, scouts, girl guides or other youth related settings. This award is for the youth who wants to learn about the importance of youth well-being skills, such as building resilience, managing workloads, using social media responsibly, dealing with anxiety and the importance of friendships.</p>	
Learning Outcome	Assessment Criteria
1. Mental health and well-being in youths	1.1 Understand the aims of first aid in youth mental health 1.2 Identify the meaning of the term ‘youth mental health’ and ‘well-being’ 1.3 Identify the positive effects of promoting well-being
2. Understand the importance of building resilience	2.1 Identify what resilience means and understand why it is important 2.2 Understand how resilience supports mental health in youth settings 2.3 Identify different ways of being resilient in day-to-day life 2.4 Understand how to create a resilience toolkit
3. Understand how to deal positively with anxiety	3.1 Identify triggers for anxiety 3.2 Identify a range of strategies to cope with anxiety 3.3 Understand how to respond when anxious, compared to when relaxed 3.4 Understand how to create an action plan to cope with anxiety
4. Know how to effectively manage your workload	4.1 Identify different ways to manage your work and revision for exams 4.2 Identify how you learn best 4.3 Identify the importance of setting SMART targets 4.4 Understand the value of using a timetable 4.5 Understand how to create an action plan to manage your studies effectively
5. Understand the importance of friendships	5.1 Identify what makes a good friend 5.2 Identify the signs of negative friendships 5.3 Know how to resolve conflict in a friend relationship 5.4 Know how to respond to bullying and abuse
6. Understand how to use social media and the internet responsibly	6.1 Understand the legislation relating to the use of social media on various platforms 6.2 Understand the importance of using social media responsibly 6.3 Identify the dangers of meeting people online including stalkers and predators

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	<p>6.4 Understand the effects that online bullying can have on youths</p> <p>6.5 Understand the effects that excessive online gaming can have on youths</p> <p>6.6 Understand the importance of privacy while online</p> <p>6.7 Know how to report and block users</p>
7. Know how to provide support and seek further professional help	<p>7.1 Identify common sources of information on mental well-being</p> <p>7.2 Be able to identify appropriate adults to support a young person who may not be coping</p> <p>7.3 Be able to identify when to contact the emergency services for a young person who is experiencing poor mental health</p>

Additional Information about the unit			
Qualification Number	TBC	RQF Level	3
GLH – (Guided Learning Hours)	6 Hours	RQF Credit	1
TQT – (Total Qualification Time)	10 Hours		
Support for the unit from SSC or another appropriate body		Assessment requirements and guidance	This unit should be assessed in accordance with the tutor/assessor /IQA guidance document related to this award.

Additional Information about the full award			
Qualification Number	TBC	RQF Level	3
GLH – (Guided Learning Hours)	12 Hours	RQF Credit	2
TQT – (Total Qualification Time)	20 Hours		
Support for the unit from SSC or another appropriate body		Assessment requirements and guidance	This award should be assessed in accordance with the tutor/assessor /IQA guidance document related to this award.

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Guidance Notes on Delivery

The qualification has a minimum contact time of 12 hours, which can be completed over 2 days.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore, delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert beforehand or approved by the SafeCert external quality adviser before their usage in line with this document. Where SafeCert– endorsed materials are available by training providers, they will be listed on our website www.safecertawards.com

Use of blended learning

This qualification may be delivered by blended learning where the following principles are adhered to:

- The time taken to complete the award should not be reduced. There may be a benefit related to flexibility, but blended learning should not reduce the overall time required to complete the course.

Prerequisites

Age - Candidates must be 10 years or above.

These qualifications are available to anyone capable of reaching the required standards.

There are no formal requirements for entry to these qualifications.

Qualification Structure

This qualification consists of two mandatory units, the details of which are included on page 5 of this document.

This qualification is typically delivered in a two days in a classroom setting or other combinations, but each teaching session must be a minimum of 2 hours completed within 4 week. The validity of each certificate will expire after 3 years after which it needs to be renewed.

SafeCert Awards is a member of the Mental Health First Aid Forum which agrees with the content of the mental health first aid qualifications.

Opportunities for Progression

Successful candidates can progress to the following award:

- SafeCert Level 2 Award in First Aid for Mental Health in the Workplace (RQF)

Pre-Qualification Procedures

The qualification is designed to be delivered free from any barriers that restrict access or progression thereby promoting equal opportunities.

ID Checking

All candidates must be instructed to bring photographic identification to the assessment to be checked by the assessor. This instruction should be given ahead of the course/assessment when the candidate registers and/or with any pre-course materials.

It is the responsibility of the centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All centres are therefore required to ensure that each candidate's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each candidate on the candidate List under "identification provided".

Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a candidate has already so that this can be taken into account. This should be recorded so that centres can identify any associated special requirements and record this in appropriate plans.

SECTION 2 – ASSESSMENT OVERVIEW

Delivery /Assessment Ratios

To effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of one qualified tutor/assessor to 30 candidates, as it's a theory-based award. It is essential that all candidates get an adequate amount of contact time each and this would prove difficult, if the number of candidates exceeded 30.

Guidance on Assessment

SafeCert has worked with subject specialists to develop a robust and streamlined assessment process, which includes the following:

1. Multiple-choice assessment – Candidates are assessed with a multiple-choice assessment.

Full details and assessment materials are recorded in the tutor/assessor/IQA guidance support information.

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Guidance on Internal Quality Assurance

SafeCert centres are required to have a robust internal quality assurance system. The internal quality assurance must be completed by a suitably qualified person who has not been involved in the delivery or assessment of the award.

The internal quality assurer's role is to monitor the assessment of the qualification and delivery. This can be completed in several ways such as observing a course delivery/assessment, sampling assessments, candidate interviews in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured to support centres in the implementation and management of the award and ensure the validity and value of the qualification.

SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved centre will receive at least one EQA visit within a 3-year cycle. In addition to the EQA visits SafeCert Awards will also conduct the following:

- **Sample desktop EQA spot checks on assessment** – This is where we will ask a sample of centres each year to send in all their assessment paperwork so we can conduct an EQA desktop approval on assessment.
- **Sample EQA centre visits on observation of assessment** – This is where we will conduct a sample of visits to monitor assessments during the assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be found in the centre handbook.

Reassessment Procedures

Candidates who are unsuccessful in any aspect of the assessment process will be offered one further opportunity to be reassessed in the appropriate component of the assessment, ideally within the timeframe allocated. Candidates should be aware that there will be an additional charge for conducting reassessments.

Plans for assessment and assignment tasks must be approved by SafeCert before the first assessment is undertaken by the candidates. This approval process will be carried out by the EQA either electronically (or using other forms of correspondence), or at an initial quality assurance visit. Materials for approval can be sent directly to SafeCert's office manager who will ensure it is passed to the appropriate person. A standard SafeCert observation proforma is available for use by centres.

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Grading

Assessment is pass/fail.

Unit Certification

Candidates who complete both units will gain the SafeCert Level 3 Award in First Aid for Youth Mental Health (RQF). Candidates who complete only the first unit gain the SafeCert Level 2 Award in Understanding First Aid for Youth Mental Health (RQF).

Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- The assessor must keep all assessment papers in a secure locked area until the start of the assessment.
- The assessor will ensure no candidates have any written notes or other reference material during the assessment.
- The assessor will ensure the assessment room is in a quiet area and the room has an exam notice – ‘Please keep quiet during the assessment’.
- The assessor will make sure there is no talking during the assessment.
- The assessor will ensure there is a suitable distance between candidates to prevent copying of answers.
- All candidates will need to sit at their desks and remain quiet until the full assessment period is complete.
- All candidates must stop writing as soon as the assessor has indicated the assessment time is completed.
- All question papers and answer sheets, should then be marked by the assessor. These are then sent to IQA for internal quality assurance of results and then held in a secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials to be sent in, if you are a new centre or for periodic EQA desktop spot-checks on assessment. If you have direct claims, then only the registration and results are required to be sent in, unless otherwise requested. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of SafeCert Awards qualifications.

Training and assessment must be able to provide a suitable teaching area/environment conducive to candidates’ learning, i.e. well lit, well ventilated and of adequate size as per the above requirements.

Reasonable Adjustments

Awarding organisations and centres are required by law to do what is ‘reasonable’ in terms of giving access. What is reasonable will depend on the individual circumstances, the practicality and the effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may include:

- Changing standard assessment arrangements, for example allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in large print.
- Providing access for facilitators during the assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments must be approved and agreed upon before the assessment activity takes place. They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate’s work.

All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair while allowing the candidate to show what they know and can do without compromising the assessment criteria.

Adjustments to assessments:

- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate’s normal way of working.
- Should be based on the individual need of the candidate.

SafeCert has a reasonable adjustments policy which can be found on our website <http://www.safecertawards.com/pdf/ReasonableAdjustmentsPolicy.pdf> or you can obtain a copy by e-mailing SafeCert at info@safecertawards.com.

SECTION 3

Centre Staffing

Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register. Ensure that there are a sufficient number of people either trained or qualified to internally quality assure for the number of candidates and assessors.

Put quality assurance systems in place to ensure that all assessments are valid, reliable, authentic and sufficient while providing sufficient training and updating for the IQAs identified as being responsible for quality assurance.

Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair, and those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualifications.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications are of paramount importance. Centres must ensure that there is sufficient time to conduct an effective assessment and internal verification.

Criteria for Trainers/Assessors

SafeCert requires that nominated trainers/assessors have teaching experience and hold a qualification in the relevant subject area.

Suitable subject area qualifications may include:

- Mental Health First Aid.
- Mental Health Youth First Aid.
- First Aid for Mental Health at RQF Level 3.
- First Aid for Mental Health at SCQF Level 6,

Suitable teaching or assessing qualification may include.

Teaching

- PTLLS teaching award.
- Level 3 Award in Education and Training.
- Planning and Delivering Learning Sessions to Groups SCQF Level 6.
- Qualified Teacher Status.
- Equivalent award (ask for confirmation).

Assessing

- TAQA Assessor Awards (or D32/D33/A1, A2).
 - SQA Assess Work based Competence using Direct Methods.
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- SQA Assess Work based Competence using Direct and Indirect Methods.
- Regulated FAW Assessing CPD Certificate from Awarding Body.
- Planning and Delivering Learning Sessions to Groups SCQF Level 6.
- Qualified Teacher Status.
- Equivalent award (ask for confirmation).

As well as the subject knowledge and competence, the trainer/assessor should also have one or more, as required, of the approved teaching/assessing awards as listed on the next page.

**** . Assessors who do not hold a formal assessing qualification may alternatively attend first aid for mental health CPD training with a recognised awarding organisation.**

Criteria for Internal Quality Assurers

SafeCert requires the nominated IQA for an approved centre must hold a qualification in the relevant subject area.

Suitable Subject Area Qualifications may include:

- Accredited First Aid for Mental Health Certificate.

As well as the subject knowledge and competence, the IQA must also have one of the approved IQA qualifications as listed below.

Qualification	IQA*
V1 or D34	✓
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	✓
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment	✓
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment	✓
SQA Internally Verify the Assessment Process	✓

***. IQAs who do not hold a formal IQA qualification may alternatively attend internal quality assurance CPD Training with a recognised awarding organisation**

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Delivery

The qualification must be delivered using a programme of training that is approved by SafeCert Awards, having checked that the learning outcomes have been met. A qualification can be approved by

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submitting the initial centre approval form during the initial approval or after with an additional awards application form. These can be downloaded from www.safecertawards.com, or you can contact SafeCert Awards for more information.

The programme may be applied flexibly, in accordance with candidates' needs and local circumstances; facilitators/assessors are encouraged to repeat sessions that candidates have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended, that where possible, the theory sessions are interspersed with practical aspects.

Centre Equipment Requirements

SafeCert requires centres involved in the delivery of this qualification to have the following resources in place:

- Adequate size of training rooms to accommodate the maximum number of candidates.
- Training rooms must be safe and have adequate ventilation, lighting and temperature that are suitable for current health and safety requirements.

Useful Websites

Company	Website	Telephone
Health and Safety Executive (HSE)	www.hse.gov.uk	0300 790 6787
Health and Safety Executive (HSENI)	www.hseni.gov.uk	0800 0320 121
Skills for Health	www.skillsforhealth.org.uk	0117 922 1155
Mind	www.mind.org.uk	0300 123 3393
Mental Health Foundation	www.mentalhealth.org.uk	020 78031100
Rethink Mental Illness	www.rethink.org/	0300 5000 927
Anxiety UK	www.anxietyuk.org.uk	03444 775 774
Citizen Advice	www.citizenadvice.org.uk	03 111 444 111
MindEd	www.minded.org.uk	
Samaritans	www.samaritans.org	116 123
Mental Health UK	www.mentalhealth-uk.org	0207 840 3008
Calm	www.thecalmzone.net	0800 58 58 58
Bipolar UK	www.bipolaruk.org.uk	07591375544
No Panic	www.nopanic.org.uk	0844 967 4848
OCD Action	www.ocdaction.org.uk	0845 390 6232
OCD UK	www.ocduk.org	03332 127 890
SANE	www.sane.org.uk/support	07984 967 708
NSPCC	www.nspcc.org.uk	0808 800 5000
Refuge	www.refuge.org.uk	08082000247
Alcoholics Anonymous	www.alcoholics-anonymous.org.uk	08009177650
Alzheimer's Society	www.alzheimers.org.uk	0333 150 3456
Narcotics Anonymous	www.ukna.org	03009991212
Cruse Bereavement Care	www.cruse.org.uk	0808 808 1677

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Rape Crisis	www.rapecrisis.org.uk	0808 802 9999
Beat	www.b-eat.co.uk	0808 801 0677
Mencap	www.mencap.org.uk	08088081111
Family Lives	www.familylives.org.uk	08088002222
Relate	www.relate.org.uk	0300 0030396
Young Minds	www.youngminds.org.uk	0808 802 5544
SafeCert Awards	www.safecertawards.com	0845 500 2 100