



TQUK Level 2 Certificate in Awareness of Mental Health Problems (RQF)

Qualification Specification

Qualification Number: **603/2958/0**



Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

TQUK Level 2 Certificate in Awareness of Mental Health Problems is regulated by Ofqual.

Qualification Purpose

The qualification develops learners' knowledge and understanding of a range of mental health issues, including general mental health, stress, anxiety, depression, phobias, dementia and other conditions which may significantly affect the mental health of a person. Learners will be given a thorough grounding in what is meant by mental health terminology, possible causes and triggers of each condition, how each condition can affect the lives of the people living with them, and how conditions may be managed. This qualification is designed to develop knowledge and skills in this subject area.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Diploma in Care

TQUK Level 3 Diploma in Adult Care

Level 2 or 3 Certificate for Working in the Health Sector

Level 3 Diploma in Healthcare Support

Level 2 or 3 Diplomas in Healthcare Support Services

Level 2 or 3 Certificate in Counselling Skills

Structure

Learners must achieve sixteen credits from thirteen mandatory units

	Units	Unit ref.	Level	Guided Learning Hours	Credit value
1	Understanding mental health	M/616/8939	2	40	4
2	Understanding stress	M/616/8942	2	10	1
3	Understanding anxiety	T/616/8943	2	10	1
4	Understanding phobias	A/616/8944	2	10	1
5	Understanding depression	F/616/8945	2	10	1
6	Understanding postnatal depression	J/616/8946	2	10	1
7	Understanding bipolar disorder	Y/616/8949	2	10	1
8	Understanding schizophrenia	L/616/8950	2	10	1
9	Understanding dementia	R/616/8951	2	10	1
10	Understanding eating disorders	Y/616/8952	2	10	1
11	Understanding Attention Deficit Hyperactivity Disorder (ADHD)	D/616/8953	2	10	1
12	Understanding Obsessive Compulsive Disorder (OCD)	H/616/8954	2	10	1
13	Understanding Post-Traumatic Stress Disorder (PTSD)	K/616/8955	2	10	1

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 160 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 160.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added

once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- ✓ Level 3 Award in Assessing Competence in the Work Environment
- ✓ Level 3 Award in Assessing Vocationally Related Achievement
- ✓ Level 3 Award in Understanding the Principles and Practices of Assessment
- ✓ Level 3 Certificate in Assessing Vocational Achievement
- ✓ A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- ✓ 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
- ✓ V1 Conduct internal quality assurance of the assessment process
- ✓ D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- ✓ A higher level qualification in the same subject area as the qualification approval request.
- ✓ Experience of the delivery/assessment/IQA of the qualification/s requested.
- ✓ Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive	www.hse.gov.uk
Office of Qualifications and Examinations Regulation	www.ofqual.gov.uk
Register of Regulated Qualifications	http://register.ofqual.gov.uk
Skills for Health	http://www.skillsforhealth.org.uk/
MIND	www.mind.org.uk
NHS Choices	https://www.nhs.uk/livewell/mentalhealth
Mental Health Foundation	www.mentalhealth.org.uk
Rethink	www.rethink.org/mental-health

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Title:		Understanding mental health	
Unit reference number:		M/616/8939	
Level:		2	
Credit value:		4	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know what is meant by mental health and mental ill-health	1.1	Define what is meant by mental health and mental ill-health
		1.2	Describe the components of mental well-being
		1.3	Describe the risk factors associated with developing mental health problems
		1.4	Identify examples of mental health problems
2.	Understand how mental health care has changed over time	2.1	Describe how mental health care has changed with regard to: <ul style="list-style-type: none"> • historical approaches to care • the use of community care
		2.2	Explain the impacts of the changes in mental health care
		2.3	Explain the difficulties individuals with mental health problems may face in day to day living
3.	Understand the social context of mental illness	3.1	Describe social and cultural attitudes to mental illness
		3.2	Describe media attitudes to mental illness
		3.3	Explain the impact of these attitudes on individuals and their care
4.	Understand the legal context of mental illness	4.1	Identify relevant legislation in relation to mental illness
		4.2	Outline the implications in legislation for the provision of care to an individual with mental health problems
		4.3	Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health problems

		4.4	Outline the legal issues around confidentiality and data protection in relation to individuals with mental health problems
Assessment requirements: None			
Assessment guidance: None			
Range: None			



Title:		Understanding stress	
Unit reference number:		M/616/8942	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'stress'	1.1	Define the term 'stress'
2.	Understand possible causes of stress	2.1	Describe possible causes of stress
3.	Understand how stress can affect an individual	3.1	Explain how stress can be both useful and harmful
		3.2	Give examples of the symptoms of stress
		3.3	Describe the feelings an individual may have when experiencing stress
		3.4	Describe how stress can affect an individual
4.	Understand how the demands of daily life can contribute to stress	4.1	Describe internal and external demands in life which may result in stress
5.	Understand how stress may be managed	5.1	Describe healthy strategies that could be used by an individual to reduce or manage stress in life
		5.2	Describe local support available to individuals experiencing stress
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding anxiety	
Unit reference number:		T/616/8943	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the terms 'anxiety' and 'panic attack'	1.1	Define the term 'anxiety'
		1.2	Describe what is meant by a 'panic attack'
2.	Understand possible causes of anxiety	2.1	Describe possible causes of anxiety
3.	Understand how anxiety can affect the individual and others	3.1	Describe situations where individuals may experience anxiety
		3.2	Describe the feelings an individual may have when experiencing anxiety
		3.3	Describe how anxiety can affect an individual
		3.4	Describe how an individual's anxiety may affect others
4.	Understand how different ways of thinking and behaving can affect anxiety	4.1	Describe what happens in a cycle of negative thinking
		4.2	Explain how an individual's personality and outlook on life could help or hinder anxiety
5.	Understand how anxiety may be managed	5.1	Describe examples of self-help for anxiety
		5.2	Describe enjoyable activities which may help an individual manage anxiety
		5.3	Describe local resources and treatments available to individuals experiencing anxiety problems
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding phobias	
Unit reference number:		A/616/8944	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'phobias'	1.1	Define the term 'phobia'
		1.2	Describe the main groups of phobias
		1.3	Describe examples of specific and social phobias
2.	Understand the possible causes of phobia	2.1	Describe possible causes of phobia
3.	Understand how a phobia can affect the individual and others	3.1	Describe the feelings an individual may have when experiencing a phobia
		3.2	Explain how a specific phobia could prevent an individual from leading a normal life
		3.3	Describe how agoraphobia could prevent someone leading a normal life
		3.4	Describe how an individual's phobia may affect others
4.	Understand how phobias may be managed	4.1	Describe examples of self-help for phobias
		4.2	Describe examples of possible treatments for phobias
		4.3	Describe the local resources and treatments available to an individual experiencing a phobia
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding depression	
Unit reference number:		F/616/8945	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
2.	Understand the possible causes of depression	2.1	Describe possible causes of depression
3.	Understand how depression affects the individual and others	3.1	Describe the feelings an individual may have when experiencing depression
		3.2	Describe examples of how depression may affect the individual and their life
		3.3	Describe how an individual's depression may affect others
4.	Understand how the demands of daily life can affect depression	4.1	Describe how the demands of daily life may contribute towards depression for some individuals
5.	Understand how depression can be managed	5.1	Describe local resources and treatments available to an individual experiencing depression
		5.2	Identify the resources and treatment required to support a person with psychotic depression
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding postnatal depression	
Unit reference number:		J/616/8946	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'postnatal depression'	1.1	Define the term 'postnatal depression'
		1.2	Differentiate between the terms 'baby blues' and 'postnatal depression'
2.	Understand the causes of postnatal depression	2.1	Describe possible risk factors for developing postnatal depression
3.	Understand puerperal psychosis	3.1	Describe the features of puerperal psychosis
4.	Understand how postnatal depression can affect the mother and others	4.1	Describe the feelings an individual may have when experiencing postnatal depression
		4.2	Describe the ways postnatal depression can affect: <ul style="list-style-type: none"> • the mother • bonding with the baby • others
5.	Understand how preparation for the birth can help reduce the risk of postnatal depression	5.1	Describe the preparations for birth that may reduce the risk of postnatal depression
6.	Understand how postnatal depression may be managed	6.1	Describe self-help measures for postnatal depression
		6.2	Describe possible treatments for postnatal depression
		6.3	Describe local resources and treatments available to an individual experiencing postnatal depression
7.	Understand how puerperal psychosis may be managed	7.1	Describe the resources a person with puerperal psychosis would require
		7.2	Describe the treatments a person with puerperal psychosis would require

Assessment requirements: None

Assessment guidance: None

Range: None



Title:		Understanding bipolar disorder	
Unit reference number:		Y/616/8949	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'bipolar disorder'	1.1	Define the term 'bipolar disorder'
2.	Understand the causes of bipolar disorder	2.1	Describe possible causes of bipolar disorder
3.	Understand how bipolar disorder can affect the individual and others	3.1	Describe the feelings an individual may have when experiencing bipolar disorder
		3.2	Describe the ways bipolar disorder affects the individual and their life
		3.3	Explain how an individual's bipolar disorder may affect others
4.	Understand how the demands of daily life can influence the presentation of symptoms of bipolar disorder	4.1	Describe the demands of daily life that may influence symptoms of bipolar disorder
		4.2	Describe how these demands of daily life may influence symptoms of bipolar disorder
5.	Understand how to recognise the symptoms of bipolar disorder	5.1	Give examples of symptoms which may occur in a manic and depressive episode
6.	Understand how bipolar disorder may be managed	6.1	Give examples of medical intervention for bipolar disorder
		6.2	Describe ways in which an individual with bipolar disorder can help to manage their illness when entering a manic and depressive episode
		6.3	Describe ways in which others can help the individual with bipolar disorder to manage their illness
		6.4	Describe local resources and treatments available to an individual experiencing bipolar disorder

Assessment requirements: None

Assessment guidance: None

Range: None



Title:		Understanding schizophrenia	
Unit reference number:		L/616/8950	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'schizophrenia'	1.1	Define the term 'schizophrenia'
2.	Understand how the media representation of schizophrenia can create confusion about the illness	2.1	Describe how media coverage may cause fear and misunderstanding with regard to schizophrenia
3.	Understand the causes of schizophrenia	3.1	Describe possible causes of schizophrenia
4.	Understand how schizophrenia can affect the individual and others	4.1	Describe the feelings an individual with schizophrenia may experience
		4.2	Describe the ways schizophrenia affects the individual and their life
		4.3	Describe how an individual's schizophrenia may affect others
5.	Understand how schizophrenia may be managed	5.1	Give examples of possible interventions for schizophrenia
		5.2	Describe ways in which the individual with schizophrenia can help manage their illness
		5.3	Describe ways in which others can help the individual with schizophrenia to manage their illness
		5.4	Describe local resources and treatments available to an individual experiencing schizophrenia
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding dementia	
Unit reference number:		R/616/8951	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'dementia'	1.1	Define the term 'dementia'
		1.2	Identify the most common types of dementia
		1.3	Describe the functions of the brain that are affected by dementia
2.	Understand the causes of dementia	2.1	Describe possible causes of dementia
3.	Understand how dementia can affect the individual and others	3.1	Describe the likely signs and symptoms of the most common causes of dementia
		3.2	Explain the difficulties individuals with dementia may face in day to day living
		3.3	Describe how an individual's dementia may affect others
4.	Understand how dementia may be managed	4.1	Describe possible interventions for dementia
		4.2	Describe ways in which others can help the individual with dementia to manage their illness
		4.3	Describe the local resources and treatments that would be available to an individual experiencing dementia
5.	Understand factors which may adversely affect a person with dementia	5.1	Describe why a person with dementia may be adversely affected by unconsidered actions or words of others
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding eating disorders	
Unit reference number:		Y/616/8952	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'eating disorder'	1.1	Give a definition of the term 'eating disorder'
		1.2	Describe possible types of eating disorders
2.	Understand the causes of eating disorders	2.1	Describe possible causes of eating disorders
3.	Understand how an eating disorder may affect the individual and others	3.1	Give examples of the signs and symptoms associated with eating disorders
		3.2	Describe the feelings an individual with an eating disorder may experience
		3.3	Describe some of the ways an eating disorder may affect the individual and their life
		3.4	Explain how an individual's eating disorder may affect others
4.	Understand how a specific eating disorder may be managed	4.1	Describe different approaches to the treatment of eating disorders
		4.2	Explain what others could do to help support an individual with a specific eating disorder
		4.3	Describe local resources and treatments that would be available to an individual experiencing an eating disorder
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding Attention Deficit Hyperactivity Disorder (ADHD)	
Unit reference number:		D/616/8953	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'ADHD'	1.1	Define the term 'ADHD'
		1.2	Identify those most likely to be diagnosed with ADHD
2.	Understand the causes of ADHD	2.1	Describe possible causes of ADHD
3.	Understand how ADHD can affect the individual and others	3.1	Describe the ways ADHD affects the individual and their life
		3.2	Explain how an individual's ADHD may affect others
4.	Understand the symptoms associated with ADHD	4.1	Give examples of the common symptoms associated with ADHD
5.	Understand how ADHD may be managed	5.1	Describe ways in which others can help the individual with ADHD to manage their condition
		5.2	Describe local resources and treatments available to an individual experiencing ADHD
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding Obsessive Compulsive Disorder (OCD)	
Unit reference number:		H/616/8954	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'OCD'	1.1	Define the term 'OCD'
2.	Understand the causes of OCD	2.1	Describe possible causes of OCD
3.	Understand how OCD can affect the individual and others	3.1	Describe the feelings an individual may have when experiencing OCD
		3.2	Describe the ways OCD affects the individual and their life
		3.3	Explain how an individual's OCD may affect others
4.	Understand the thoughts and behaviour associated with OCD	4.1	Give examples of the types of thoughts and behaviour associated with OCD
5.	Understand how OCD may be managed	5.1	Describe ways in which an individual with OCD can help to manage their illness
		5.2	Describe ways in which others can help the individual with OCD to manage their illness
		5.3	Describe local resources and treatments available to an individual experiencing OCD
Assessment requirements: None			
Assessment guidance: None			
Range: None			

Title:		Understanding Post-Traumatic Stress Disorder (PTSD)	
Unit reference number:		K/616/8955	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'PTSD'	1.1	Define the term 'PTSD'
2.	Understand the causes of PTSD	2.1	Describe possible causes of PTSD
3.	Understand how PTSD can affect the individual and others	3.1	Describe the feelings an individual may have when experiencing PTSD
		3.2	Describe the ways PTSD affects the individual and their life
		3.3	Explain how an individual's PTSD may affect others
4.	Understand the symptoms associated with PTSD	4.1	Give examples of the common symptoms associated with PTSD
5.	Understand how PTSD may be managed	5.1	Describe ways in which an individual with PTSD can help to manage their condition
		5.2	Describe ways in which others can help the individual with PTSD to manage their condition
		5.3	Describe local resources and treatments available to an individual experiencing PTSD
Assessment requirements: None			
Assessment guidance: None			
Range: None			