

Qualification Specification

QNUK Level 2 Award in Mental Health at Work (RQF)

603/4548/2

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Version 2: April 2020 – new qualification template applied

Document owner	Qualifications Manager
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4. Qualification Objective

This qualification is aimed at employees. With an increase in poor mental health it is important that individuals understand their own mental health and how common mental health concerns can be identified in themselves and others; with strategies to reduce the risk. This qualification will give learners personal growth and engagement in learning.

5. Geographical Coverage of this Qualification

This qualification is available across the UK.

6. Benefit for Learners

This qualification will support learners who work in an environment where they may be required to recognise, support and signpost those with mental health conditions.

7. Progression

Learners could progress to:

- QNUK Level 3 Award in Mental Health at Work (RQF)

8. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

9. Complementary Courses

This qualification will complement any course, providing the learner with additional knowledge to support their employability and their own well-being.

10. Qualification Information

Qualification Number (QN)	603/4548/2
Learning Aim	60345482
Total Qualification Time (TQT)	7
Guided Learning Hours (GLH)	6
Credit value	1
Level	2
Validity	Recommended refresher every 3 years
Assessment	Invigilated written exam OR workbook
Achieving the qualification	Learners must achieve the mandatory unit

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
Y/617/6047	Understanding Mental Wellbeing in the Workplace	2	1	6

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should ideally be aged 18 years and over to take this qualification.

Teaching and content should be adapted where learners are under 18.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 1 and above.

13. Delivery

This qualification is delivered in a face-to-face setting over a one-day period. Learners should complete the qualification within 4 weeks.

13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

13.2. Blended Learning

Blended learning is permitted for this qualification.

13.3. Trainer to Learner Ratio

The maximum trainer to learner ratio for this qualification is 1:20 for classroom based face-to-face training. For courses delivered virtually, it is recommended that to ensure maximum learner engagement with the subject matter the ratio is 1:8.

14. Centre Personnel Requirements

This qualification is delivered by suitably qualified trainers.

All those who deliver and assess this qualification must:

1. Hold a regulated qualification in mental health such as:
 - a. Level 2 Certificate in Awareness of Mental Health Conditions (RQF)
 - b. Level 2 Certificate in Mental Health Awareness
 - c. Level 3 Certificate in Understanding Mental Health; or
2. Hold a Higher Education qualification in a Mental Health related subject; e.g. Psychology, Mental Health Nursing etc; or
3. Hold a suitable level of knowledge as demonstrated by being a Registered General Nurse, a state registered Paramedic, Social Work Diploma or hold a Level 3 Award in a Mental Health related qualification **AND**
4. Have sufficient verifiable occupational experience/CPD in supporting individuals with mental health concerns or delivering Mental Health Awareness Training. (60 hours minimum)

5. Hold one of the following qualifications or their recognised equivalent:
 - a. Cert Ed/PGCE/B Ed/M Ed
 - b. CTLLS/DTLLS
 - c. PTLLS (12 credits)
 - d. Further and Adult Education Teacher's Certificate
 - e. IHCD Instructional Methods
 - f. IHCD Instructor Certificate
 - g. S/NVQ level 3 in Training and Development
 - h. S/NVQ level 4 in Training and Development
 - i. TQFE (Teaching Qualification for Further Education)
 - j. English National Board 998
 - k. Nursing Mentorship qualifications
 - l. NOCN Tutor Assessor Award
 - m. Level 3 Award in Education and Training (QCF/RQF)
 - n. Level 4 Certificate in Education and Training (QCF/RQF)
 - o. Level 5 Diploma in Education and Training (QCF/RQF)
6. If none of the above teaching/assessing qualifications are held, delivery staff must hold both a teaching qualification AND assessing qualification from the list below
 - a. Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development (Teaching)
 - b. Training Group A22, B22, C21, C23, C24 (Teaching)
 - c. SQA Accredited Planning and Delivering Learning Sessions to Groups (Teaching)
 - d. A1 (D32/33) – Assess candidates using a range of methods (Assessing)
 - e. A2 (D32) – Assess candidates' performance through observation (Assessing)
 - f. Regulated qualifications based on the Learning and Development NOS 9 Assess Learner Achievement (Assessing)
 - g. SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33 (Assessing)
 - h. SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32 (Assessing)
 - i. SQA Carryout the Assessment Process (Assessing)
 - j. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF) (Assessing)
 - k. Level 3 Award in Assessing Vocationally Related Achievement (QCF/RQF) (Assessing)
 - l. Level 3 Award in Understanding the Principles and Practices of Assessment (QCF/RQF) (Assessing)
 - m. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF) (Assessing)
 - n. Assessor/IQA CPD Day (Assessing)
7. Show current evidence of continuing professional development in teaching, assessment and the subject matter.

Please note, Level 1 and 2 "Awards" in a Mental Health qualification are not sufficient evidence of competence.

Guest Speakers

Providers may wish to engage other professionals or guest speakers to deliver part of the course. Where this is required guest speakers do not need to hold teaching or assessing qualifications; learners remain the responsibility of their qualified Tutor/Assessor.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
2. meet the delivery staff requirements for this qualification;
3. hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - a. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
 - b. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
 - c. V1 Conduct internal quality assurance of the assessment process; or
 - d. D34 Internally verify the assessment process; and
4. show current evidence of continuing professional development in assessment, quality assurance and the subject matter.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Written Exam

Each learner will be assessed for this qualification by the completion of a written examination paper consisting of multiple-choice and short answer questions.

The exam paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Language of assessment	English
Duration	40 minutes
Pass mark	70% (18/25)
Grading	Pass/Fail

Example MCQs are included at Appendix 2.

OR

15.2. Workbook

The workbook will be completed independently by the learner at the end of the course. Learners may complete the workbook online or in hard copy.

All assessment criteria in the qualification are covered; the workbook consists of written, matching and gap filling questions. It should be completed by the learner and returned to the Assessor in line with agreed timescales.

Assessors will mark and provide feedback on the completed workbook; including identifying areas where further work is required by the learner.

Learners may resubmit their revised workbook once for remarking.

Language of assessment	English
Duration	as required
Pass mark	100%
Grading	Pass/Fail

16. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

17. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

18. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Understanding Mental Wellbeing in the Workplace (Y/617/6047)

Unit Summary

This unit develops understanding of common mental health disorders, how to recognise the causes and impact of common mental health conditions and stress. Understanding how individuals may use harmful strategies to cope with a mental health disorder and how to support an individual with a mental health issue.

1. The learner will: Be aware of common mental health disorders		
Assessment Guidance		Types of Evidence
1.1	The learner must define the terms 'mental health' and 'mental ill health' <ul style="list-style-type: none"> Mental health (WHO) "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." Mental ill-health can be defined as "a state where an individual's thinking, emotions and behaviour disrupt their ability to work productively and fruitfully and reduces their ability to contribute to their community." This ability may be impaired to a mild, moderate or severe level. 	Written Exam
1.2	The learner must describe the impacts of poor mental health on an individual including difficulty with focussing, handling conflict, patience, concentrating; increased risk of misusing substances; possible physical health problems also.	Written Exam
1.3	The learner must describe common mental health issues including depression; generalised anxiety disorders; panic disorders; obsessive compulsive disorder; post-traumatic stress disorder (NICE).	Written Exam
1.4	The learner must describe ways to reduce the stigma associated with mental health issues including through education; inclusivity; treat others with respect and dignity; support open conversations; change the use of negative language; refocus attitudes and thinking.	Written Exam

2. The learner will: Know how to recognise the causes and impact of stress		
Assessment Guidance		Types of Evidence
2.1	The learner must define the term 'stress' <ul style="list-style-type: none"> 'The adverse reaction people have to excessive pressures or other types of demand placed on them' 	Written Exam
2.2	The learner must describe factors that increase the risk of stress in an individual. Occupational factors include work culture; work rate imposed on an individual; work patterns; workplace environment; risk of violence; lack of job skills or competency; HSE stress management.	Written Exam
2.3	The learner must outline the potential signs of an individual with stress including increased use of substances; lack of patience; low energy; headaches; insomnia.	Written Exam
2.4	The learner must outline the potential impact of stress on an individual including increased reliance on substances; loss of social interaction; high blood pressure; increased risk of medical conditions such as heart attack and stroke.	Written Exam

3. The learner will: Know how to recognise the causes and impact of common mental health conditions		
Assessment Guidance		Types of Evidence
3.1	The learner must identify different mental health conditions including depression; generalised anxiety disorders; panic disorders; obsessive compulsive disorder; post-traumatic stress disorder; Bipolar disorder; Schizophrenia;	Written Exam
3.2	The learner must describe factors that increase the risk of mental health conditions in an individual which typically include genetics; excessive use of substances; brain development; abuse; use of illicit substances.	Written Exam
3.3	The learner must identify the potential signs of an individual with a mental health condition including signs related to performance at work; behaviours; interactions with others and any common physical appearance changes.	Written Exam
3.4	The learner must describe the potential impact of common mental health conditions on an individual including impacts related to physical health; relationships; social interactions; harmful coping strategies.	Written Exam

4. The learner will: Understand how individuals may use harmful strategies to cope with a mental health disorder		
Assessment Guidance		Types of Evidence
4.1	The learner must describe common harmful coping strategies including substance misuse; eating disorders; self-harm.	Written Exam
4.2	The learner must describe how substances are misused including: <ul style="list-style-type: none"> • alcohol: increasing tolerance requiring increasing amounts to achieve the desired effect; short term overuse of alcohol; binge drinking; long term overuse of alcohol e.g. bottle of wine every night; alcohol dependence; requires alcohol to function on day to day activities • use of “recreational” illegal drugs • overuse of prescription medication such as codeine, diazepam, Morphine, Xanax • why an individual uses substances to cope 	Written Exam
4.3	The learner must define the term ‘eating disorder’ <ul style="list-style-type: none"> • An unhealthy attitude to, or relationship with, food which can take over one’s life and make one ill. 	Written Exam
4.4	The learner must identify how individuals may self-harm examples could include cutting; scratching; burning; self-hitting; head banging; self-poisoning.	Written Exam
4.5	The learner must identify the potential signs of an individual who uses harmful coping strategies including: <ul style="list-style-type: none"> • self-harm – unexplained cuts, bruises, hairpulling and burns; keeping covered; even in warm weather; possible changes in behaviour, e.g. being withdrawn, self-loathing and low self-esteem • eating disorders – loss of weight; hiding food; bingeing; over exercising • drugs and alcohol – sudden mood changes; loss of motivation; poor work performance; secretive behaviour 	Written Exam

5. The learner will: Know how to support an individual with a mental health issue		
Assessment Guidance		Types of Evidence
5.1	The learner must identify ways to improve mental health and wellbeing including exercise; reduce use of alcohol and other substances; practice mindfulness; reduce loneliness.	Written Exam
5.2	The learner must identify sources of information and support for mental health issues including GP; MIND; Samaritans; specific local organisations and charities	Written Exam
5.3	The learner must identify factors related to effective mental health conversations including recognising feelings; empathise; suitable environment; active listening; non-judgemental.	Written Exam
5.4	The learner must identify an approach to take when supporting individuals with a mental health issue considering the environment; effective communication and active listening; empathy; engage assistance.	Written Exam

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Define	Give the precise meaning; examine the different possible or often used definitions
Describe	Write or speak about the topic or activity giving detailed information
Identify	Provide brief information about a subject, specific process or activity
List	Record of short pieces of information, ordered logically
Outline	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details

Appendix 3: Specimen Assessment Material

1. Which of the following is the definition of mental health?

- A A state of being where an individual's mind is negatively affected
- B A state of being where an individual is free of stress
- C A state of well-being in which every individual realizes his or her own potential
- D A condition where an individual should seek attention from their GP

2. Which of the following are common mental health conditions?

- A Depression and anxiety
- B Bipolar disorder and Schizophrenia
- C Smoking and self-harm
- D Suicide and stress

3. Post-traumatic stress disorder:

- A only occurs in ex-military personnel
- B only affects adults
- C occurs when an individual is exposed to a traumatic event
- D is not a diagnosable condition