

# Qualification Specification

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

603/4549/4

## Contents

|  |    |
|--|----|
| 1. Introduction .....                                | 1  |
| 2. Contact Us.....                                   | 1  |
| 3. Version Number.....                               | 1  |
| 4. Qualification Objective .....                     | 2  |
| 5. Geographical Coverage of this Qualification ..... | 2  |
| 6. Benefit for Learners .....                        | 2  |
| 7. Progression .....                                 | 2  |
| 8. Recognition of Prior Learning .....               | 2  |
| 9. Qualification Information .....                   | 2  |
| 10. Qualification Structure.....                     | 2  |
| 11. Learner Entry Requirements.....                  | 3  |
| 12. Delivery .....                                   | 3  |
| 12.1. Venue Requirements .....                       | 3  |
| 12.2. Blended learning.....                          | 3  |
| 12.3. Trainer to Learner Ratio .....                 | 3  |
| 13. Centre Personnel Requirements.....               | 3  |
| 14. Assessment Requirements .....                    | 5  |
| 14.1. Written Examination .....                      | 5  |
| 14.2. Workbook.....                                  | 5  |
| 14.3. Practical observation .....                    | 6  |
| 15. Moderation .....                                 | 6  |
| 16. Reasonable Adjustments .....                     | 6  |
| 17. Results.....                                     | 6  |
| Appendix 1: Units .....                              | 7  |
| Appendix 2: Command Verbs .....                      | 12 |
| Appendix 3: Specimen Assessment Material .....       | 13 |

## 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.

### Head Office:

Qualifications Network  
First Floor Offices  
86A Lancaster Road  
Enfield  
Middlesex  
EN2 0BX

Email: [centres@qnuk.org](mailto:centres@qnuk.org)  
Tel: 020 3795 0559

## 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

|                         |                        |
|-------------------------|------------------------|
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## 4. Qualification Objective

This qualification is aimed at employees in any industry or sector and is suitable for managers and team members alike. 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. Learners will develop knowledge of a range of mental health conditions, potential impacts on an individual in the workplace and where to refer them for help and support. Learners will hold a mental health conversation with the aim of providing support. This qualification gives learners personal growth and engagement in learning.

## 5. Geographical Coverage of this Qualification

This qualification is available throughout 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 refer those with mental health conditions to medical or other specialist help and support.

## 7. Progression

Learners undertaking this qualification may wish to progress to other mental health related qualifications

## 8. Recognition of Prior Learning

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

## 9. Qualification Information

|                                |  |
|--------------------------------|--|
| Qualification Number (QN)      | 603/4549/4   |
| Learning Aim                   | 60345494   |
| Total Qualification Time (TQT) | 14   |
| Guided Learning Hours (GLH)    | 12   |
| Credit value                   | 2  |
| Level                          | 3  |
| Validity                       | Recommended refresher every 3 years                                    |
| Assessment                     | Invigilated written examination <b>OR</b> workbook plus practical task |
| Achieving the qualification    | Learners must achieve the mandatory unit                               |

## 10. Qualification Structure

| Unit No.               | Unit Title   | Level | Credit | GLH |
|------------------------|--|-------|--------|-----|
| <b>Mandatory units</b> |  |       |        |     |
| D/617/6048             | Supporting Individuals During a Mental Health Crisis at Work | 3     | 2      | 12  |

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.

## 11. 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.

Due to the language of the assessment, it is recommended that learners have sufficient command of the English language in order to understand the assessment and to undertake the recommended assessment methods.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 2 and above.

## 12. Delivery

This qualification is typically delivered in a face-to-face format over a two-day period. Learners should complete the qualification within 6 weeks.

### 12.1. Venue Requirements

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

### 12.2. Blended learning

Blended learning is not permitted for this qualification.

### 12.3. Trainer to Learner Ratio

The maximum trainer to learner ratio for this qualification is 1:12 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.

## 13. 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 (RQF)
  - 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.

## 14. Assessment Requirements

Learners are assessed for this qualification through:

### 14.1. Written Examination

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               | 60 minutes  |
| Pass mark              | 70% (28/40) |
| Grading                | Pass/Fail   |

Example MCQs are included at Appendix 2.

**OR**

### 14.2. 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 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   |

### 14.3. Practical observation

Learners are assessed through observation of a mental health conversation.

|                        |             |
|------------------------|-------------|
| Language of assessment | English     |
| Duration               | As required |
| Pass mark              | 100%        |
| Grading                | Pass/Fail   |

## 15. 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.

## 16. 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.

## 17. 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 Supporting Individuals During a Mental Health Crisis at Work (D/617/6048)

#### Unit Summary

This unit develops knowledge and understanding of mental health conditions and how to support individuals affected by such conditions. Learners will know how to recognise causes and impact of common health conditions and how to support individuals with psychosis. How individuals may use harmful strategies to cope with a mental health disorder and recognising and supporting an individual in suicidal crisis are explored. Learners will support an individual with a mental health issue and know the legal requirements for managing mental health in the workplace.

| 1. The learner will: Be aware of common mental health disorders |  |                         |
|---|--|-------------------------|
| Assessment Guidance   |  | Types of Evidence       |
| 1.1   | The learner must <b>define the terms ‘mental health’ and ‘mental ill health’</b> <ul style="list-style-type: none"> <li>• <b>Mental health</b> (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.”</li> <li>• <b>Mental ill-health</b> 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.</li> </ul> | Written Exam / Workbook |
| 1.2   | The learner must <b>explain the impacts of poor mental health on an individual</b> including difficulty with focussing, handling conflict, patience, concentrating. Increased risk of misusing substances, possible physical health problems also.   | Written Exam / Workbook |
| 1.3   | The learner must <b>describe common mental health issues</b> including depression; generalised anxiety disorders; panic disorders; obsessive compulsive disorder; post-traumatic stress disorder (NICE).   | Written Exam / Workbook |
| 1.4   | The learner must <b>explain ways to reduce the stigma associated with mental health issues</b> 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 / Workbook |

| 2. The learner will: Know how to recognise the causes and impact of stress |   |                         |
|--|---|-------------------------|
| Assessment Guidance  |   | Types of Evidence       |
| 2.1  | The learner must <b>define the term ‘stress’</b> <ul style="list-style-type: none"> <li>• 'The adverse reaction people have to excessive pressures or other types of demand placed on them'.</li> </ul>   | Written Exam / Workbook |
| 2.2  | The learner must <b>describe factors that increase the risk of stress in an individual</b> 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; why these factors increase the risk of stress. | Written Exam / Workbook |
| 2.3  | The learner must <b>describe the potential signs of an individual with stress</b> including increased use of substances; lack of patience; low energy; headaches; insomnia.   | Written Exam / Workbook |
| 2.4  | The learner must <b>explain the potential impact of stress on an individual</b> 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 / Workbook |

| 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 <b>describe different mental health conditions</b> including depression; generalised anxiety disorders; panic disorders; obsessive compulsive disorder; post-traumatic stress disorder; Bipolar disorder; Schizophrenia; what each condition is. | Written Exam / Workbook |
| 3.2   | The learner must <b>describe factors that increase the risk of mental health conditions in an individual</b> which typically include genetics; excessive use of substances; brain development; experience or exposure to abuse; use of illicit drugs.             | Written Exam / Workbook |
| 3.3   | The learner must <b>describe the potential signs of an individual with a mental health condition</b> including signs related to performance at work; behaviours; interactions with others and any common physical appearance changes.                             | Written Exam / Workbook |
| 3.4   | The learner must <b>explain the potential impact of common mental health conditions on an individual</b> including impacts related to physical health; relationships; social interactions; harmful coping strategies.   | Written Exam / Workbook |
| 3.5   | The learner must <b>identify organisations where individuals with a mental health condition can be referred to</b> including GP; MIND; Samaritans; specific local organisations and charities.  | Written Exam / Workbook |

| 4. The learner will: Know how to recognise and support individuals with a personality disorder |   |                         |
|--|---|-------------------------|
| Assessment Guidance  |   | Types of Evidence       |
| 4.1  | The learner must <b>define the term ‘personality disorder’</b> <ul style="list-style-type: none"> <li>A difficulty in how an individual thinks about themselves, others and the world, to a degree where normal daily life is affected</li> </ul>   | Written Exam / Workbook |
| 4.2  | The learner must <b>describe types of personality disorders</b> including: <ul style="list-style-type: none"> <li>Paranoid personality disorder</li> <li>Schizoid personality disorder</li> <li>Schizotypal personality disorder</li> <li>Antisocial personality disorder</li> <li>Borderline personality disorder</li> <li>Histrionic personality disorder</li> <li>Narcissistic personality disorder</li> <li>Avoidant personality disorder</li> <li>Dependent personality disorder</li> <li>Obsessive compulsive personality disorder</li> </ul> | Written Exam / Workbook |
| 4.3  | The learner must <b>describe factors that increase the risk of an individual developing a personality disorder</b> including environment; genetics; brain structure; experience or exposure to abuse; use of illicit drugs.   | Written Exam / Workbook |
| 4.4  | The learner must <b>describe ways to identify an individual who has a personality disorder</b> including common recognition features of the personalities outlined in 4.2   | Written Exam / Workbook |
| 4.5  | The learner must <b>identify organisations where individuals with a personality disorder can be referred to</b> including GP; MIND; local support groups.   | Written Exam / Workbook |

| 5. The learner will: Know how to recognise and support individuals with Psychosis |   |                         |
|---|---|-------------------------|
| Assessment Guidance   |   | Types of Evidence       |
| 5.1   | The learner must <b>define the term ‘psychosis’</b> <ul style="list-style-type: none"> <li>A mental health condition where sufferers comprehend or interpret reality differently from those around them.</li> </ul>   | Written Exam / Workbook |
| 5.2   | The learner must <b>describe factors that increase the risk of an individual developing psychosis</b> including existence of other mental health conditions; family history; experiencing a traumatic event.  | Written Exam / Workbook |
| 5.3   | The learner must <b>describe ways to identify an individual who has psychosis</b> including hallucinations; delusions; confused and disturbed thoughts; difficulty in differentiating between reality and hallucinations/delusions; often causing fear and distress; possible signs of self-harm or awareness of uncompleted suicide; previous medical diagnosis. | Written Exam / Workbook |
| 5.4   | The learner must <b>identify organisations where individuals with psychosis can be referred to</b> including GP; Crisis team; MIND.   | Written Exam / Workbook |

| 6. The learner will: Understand how individuals may use harmful strategies to cope with a mental health disorder |  |                         |
|--|--|-------------------------|
| Assessment Guidance  |  | Types of Evidence       |
| 6.1  | The learner must <b>describe common harmful coping strategies</b> including substance misuse; eating disorders; self-harm.   | Written Exam / Workbook |
| 6.2  | The learner must <b>explain how substances are misused</b> including: <ul style="list-style-type: none"> <li>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</li> <li>use of “recreational” illegal drugs.</li> <li>overuse of prescription medication such as codeine, diazepam, Morphine, Xanax</li> <li>why an individual may misuse substances to cope</li> </ul> | Written Exam / Workbook |
| 6.3  | The learner must <b>define the term ‘eating disorder’</b> <ul style="list-style-type: none"> <li>An unhealthy attitude to, or relationship with, food which can take over one’s life and make one ill.</li> </ul>  | Written Exam / Workbook |
| 6.4  | The learner must <b>describe how individuals may self-harm</b> examples could include cutting; scratching; burning; self-hitting; head banging; self-poisoning.  | Written Exam / Workbook |
| 6.5  | The learner must <b>describe the potential signs of an individual who uses harmful coping strategies</b> including: <ul style="list-style-type: none"> <li>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</li> <li>eating disorders – loss of weight; hiding food; bingeing; over exercising</li> <li>drugs and alcohol – sudden mood changes; loss of motivation; poor work performance; secretive behaviour</li> </ul>                                  | Written Exam / Workbook |

|     |   |                         |
|-----|---|-------------------------|
| 6.6 | The learner must <b>identify organisations where individuals who use harmful coping strategies can be referred to</b> including: <ul style="list-style-type: none"> <li>• drug misuse: GP, local drug services, TalkToFrank.com</li> <li>• alcohol misuse: GP, NHS Choices Alcohol support</li> <li>• self-harm: GP, Young Minds, Harmless</li> </ul> | Written Exam / Workbook |
|-----|---|-------------------------|

|  |  |                          |
|--|--|--------------------------|
| <b>7. The learner will:</b> Know how to recognise and support an individual in suicidal crisis |  |                          |
| <b>Assessment Guidance</b>   |  | <b>Types of Evidence</b> |
| 7.1  | The learner must <b>describe factors that increase the risk of suicide</b> including family history; males between the age of 40-44; other mental health conditions; abuse of substances.                        | Written Exam / Workbook  |
| 7.2  | The learner must <b>describe warning signs for someone who is suicidal</b> , and examples could include openly talking about suicide; self-harm; substance abuse; signs of depression; getting affairs in order. | Written Exam / Workbook  |
| 7.3  | The learner must <b>explain ways to support an individual in suicidal crisis</b> including ensure immediate safety; hold a conversation; referral to organisations such as Samaritans; seek emergency help ASAP. | Written Exam / Workbook  |

|   |   |                          |
|---|---|--------------------------|
| <b>8. The learner will:</b> Be able to support an individual with a mental health issue |   |                          |
| <b>Assessment Guidance</b>  |   | <b>Types of Evidence</b> |
| 8.1   | The learner must <b>explain ways to improve mental health and wellbeing</b> including exercise; reduce use of alcohol and substances; practice mindfulness; reduce loneliness; why it is important. | Written Exam / Workbook  |
| 8.2   | The learner must <b>demonstrate an approach to take when supporting individuals with a mental health issue</b> considering the environment; effective communication; empathy; engage assistance.    | Practical Observation    |
| 8.3   | The learner must <b>actively listen to an individual having a mental health conversation</b> demonstrating active listening skills in a mental health conversation.                                 | Practical Observation    |
| 8.4   | The learner must <b>be responsive to an individual following a mental health conversation</b> including recognise feelings and empathise; signpost to suitable individuals and organisations.       | Practical Observation    |

|   |  |                          |
|---|--|--------------------------|
| <b>9. The learner will:</b> Know the legal requirements for managing mental health in a workplace |  |                          |
| <b>Assessment Guidance</b>  |  | <b>Types of Evidence</b> |
| 9.1   | The learner must <b>describe the impacts of poor mental health on the individual, others and the organisation</b> including: <ul style="list-style-type: none"> <li>• Individual: withdrawn; poor mental and physical health; increased risk or the use of harmful coping strategies.</li> <li>• Others: concern over colleagues' wellbeing; increased workload; demotivation; increased stress level; risk to own mental health.</li> <li>• Organisation: increased sickness absence; demotivated workforce; poor productivity; increased costs.</li> </ul> | Written Exam / Workbook  |
| 9.2   | The learner must <b>identify key legislation, regulations and codes of practice related to mental health in the workplace</b> including Equality Act; Health and Safety at Work Act; Management of Health and Safety Regulations; Disability Discrimination Act.   | Written Exam / Workbook  |

|                   |  |                                |
|-------------------|--|--------------------------------|
| <p><b>9.3</b></p> | <p>The learner must <b>explain the employees and employer’s responsibilities in relation to mental health in the workplace</b> including:</p> <ul style="list-style-type: none"> <li>• <b>employer:</b> protect the health and safety of employees.</li> <li>• <b>employees:</b> protect their own health and safety and those that are affected by their actions and to report any concerns.</li> </ul> | <p>Written Exam / Workbook</p> |
| <p><b>9.4</b></p> | <p>The learner must <b>describe the actions an employer can take to improve mental wellbeing within the workplace</b> including providing mental health awareness training for all staff; risk assess for stress; provide signposting to mental health support; encourage social activities; reviewing workloads and priorities; supporting employees with mental health issues.</p>                     | <p>Written Exam / Workbook</p> |

## 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. |  |
|---|--|
| <b>Actively listen</b>  | Using active listening skills  |
| <b>Be responsive</b>  | Responding readily and with interest   |
| <b>Define</b>   | Give the precise meaning; examine the different possible or often used definitions |
| <b>Demonstrate</b>  | Apply skills in a practical situation and/or show an understanding of the topic    |
| <b>Describe</b>   | Write or speak about the topic or activity giving detailed information             |
| <b>Explain</b>  | Make clear; give reasons for   |
| <b>Identify</b>   | Provide brief information about a subject, specific process or activity            |

### 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