

Qualification Specification

QNUK Level 3 Award for Mental Health Trainers (RQF)

603/6866/4

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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.

Document owner	Qualifications Manager
Date last updated	19/11/2020
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4. Qualification Objective

This qualification develops the knowledge and skills required to deliver Mental Health workshops and short duration awareness qualifications related to mental health. These may include Mental Health at Work and mental Health 'First Aid' Qualifications.

5. Sector Support and Industry Recognition

This qualification has been mapped against other Mental Health Train the Trainer courses and qualifications. It has been supported by centres and the Talking Mental Health National conference organiser.

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales and Internationally.

7. Benefit for Learners

This qualification provides learners with an understanding of the framework of mental health in the UK. It provides learners with an opportunity to develop their knowledge of a range of mental health conditions and where support can be found. Finally, the qualification allows learners to develop their skills in facilitating mental health conversations and how to facilitate mental health training sessions.

8. Progression

Learners could progress to the:

- QNUK Level 4 Certificate in Education and Training (RQF)

9. Recognition of Prior Learning

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

10. Qualification Information

Qualification Number (QN)	603/6866/4
Learning Aim	6036866
Total Qualification Time (TQT)	66
Guided Learning Hours (GLH)	33
Credit value	7
Level	3
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve the 3 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
D/618/5610	Understanding the Context of Mental Health	3	15	40	4
D/617/6048	Supporting Individuals During a Mental Health Crisis at Work	3	12	16	2
H/618/5611	Delivering Inclusive Mental Health Training Sessions	3	6	10	1

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

Learners should be aged 18 years and over to take this qualification.

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

Learners should have experience in teaching and assessing, and preferably hold a qualification such as the Level 3 Award in Education and Training (QCF/RQF).

There are no other pre-requisites for this qualification.

13. Delivery

This qualification is delivered in a face-to-face setting over a 3-day period with pre-course work. Learners should complete the qualification within 12 weeks.

13.1. Venue Requirements

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

13.2. Equipment Requirements

There are no specific equipment requirements for this qualification.

13.3. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

13.4. Trainer to Learner Ratio

The recommended trainer to learner ratio for this qualification 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 Problems (RQF)
 - b. Level 2 Certificate in Mental Health Awareness
 - c. Level 3 Certificate in Understanding Mental Health; or
2. Hold a Level 3 Award in Mental Health and have delivered at least 5 successful QNUK Level 3 Award courses; **or**
3. Hold a Higher Education qualification in a Mental Health related subject; e.g Psychology, Mental Health Nursing etc;
4. Hold a recognised teaching and assessing qualification as outlined in our centre resource manual
5. Show current evidence of continuing professional development in teaching, assessment and the subject matter.

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 these qualifications **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, or be working towards a recognised qualification related to the Internal Quality Assurance of Assessment
4. show current evidence of continuing professional development in assessment, quality assurance and the subject matter.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/IQA are not permitted to operate in both these roles for any learner.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Portfolio of Evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Short answer questions
- Reflective account
- Observation of practical tasks
- Workbook

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.

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. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required.

18. 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.

19. 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 the Context of Mental Health and Wellbeing (D/618/5610)

Unit Summary

This unit ensures the learner develops knowledge related to the history of mental health care and support. It also covers how mental health is portrayed and how stigma affects those with a mental health condition.

1. The learner will: Understand the range of current legislation that applies to mental health and how it has changed over time		
Assessment Guidance		Types of Evidence
1.1	Describe the legislative framework which applies in mental health service provision	Portfolio
1.2	Summarise the changes in legislation over time	Portfolio
1.3	Explain how current legislation applies to people with a mental health problem	Portfolio

2. The learner will: Understand the range of attitudes and perceptions of mental ill-health		
Assessment Guidance		Types of Evidence
2.1	Summarise how public attitudes and perceptions of mental ill-health have changed over time	Portfolio
2.2	Describe how the media can influence attitudes and perception of people with mental health problems	Portfolio
2.3	Explore how cultural perceptions of those with a mental health problem may vary	Portfolio
2.4	Describe how public perception may affect those with a mental health problem	Portfolio

3. The learner will: Understand the current pattern and range of services for mental health problems and how these have evolved		
Assessment Guidance		Types of Evidence
3.1	Summarise the current framework of services available for those with a mental health problem	Portfolio
3.2	Explain how professional approaches and practice to mental health problems have changed over time	Portfolio
3.3	Analyse how the legacy of previous approaches may affect current service delivery	Portfolio

What needs to be learnt?	
Unit 1 Understanding the Context of Mental Health and Wellbeing	
1.1	Learners should develop a general awareness of the Mental Capacity Act 1959, 1983 and 2007
1.2	The main changes to the above legislation including the changes to service delivery from institutional to community-based care and support
1.3	Current legislation with reference to advocacy, person-centred care, wellbeing and safeguarding
2.1	Changes to attitudes and perceptions and the reasons for this change
2.2	How the media including TV, film, news and social media has an impact on public perception in both positive and negative ways
2.3	How different cultures traditionally view those with mental health problems
2.4	How the general public perception of poor mental health and mental health conditions can affect the individual
3.1	The current framework including statutory, voluntary and independent
3.2	Approaches include the evolution institutionalisation and exclusion to inclusion, building resilience and person-centred care
3.3	Legacy issues may include staff attitudes based on past understandings, accommodation not being fit-for purpose

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	Learners will be able to show a strong understanding of the concept of mental health care and support and how this has evolved over time.
Skills	N/A	N/A	
Overall	3		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	15	This unit can be delivered in a traditional classroom format, however in line with similar qualifications it can be delivered by distance learning.	
Directed study	N/A		
Independent study	15		
Non invigilated assessment	10		
TUT:	40	Credit:	4

Unit 2 Supporting Individuals During a Mental Health Crisis at Work (D/617/6048)

Unit Summary

This unit ensures the learner develops knowledge related to the history of mental health care and support. It also covers how mental health is portrayed and how stigma affects those with a mental health condition.

1. The learner will: Know common mental health disorders		
Assessment Guidance		Types of Evidence
1.1	Define the terms 'mental health' and 'mental ill health'	WQ
1.2	Describe the impacts of poor mental health on an individual	WQ
1.3	List common mental health issues	WQ
1.4	Explain ways to reduce the stigma associated with mental health issues	WQ

2. The learner will: Know how to recognise the causes and impact of stress		
Assessment Guidance		Types of Evidence
2.1	Define the term 'stress'	WQ
2.2	Identify factors that increase the risk of stress in an individual	WQ
2.3	Recognise the potential signs of an individual with stress	WQ
2.4	Describe the potential impact of stress on an individual	WQ

3. The learner will: Know how to recognise the causes and impact of common mental health conditions		
Assessment Guidance		Types of Evidence
3.1	Define different mental health conditions	WQ
3.2	Identify factors that increase the risk of mental health conditions in an individual	WQ
3.3	Recognise the potential signs of an individual with a mental health condition	WQ
3.4	Describe the potential impact of common mental health conditions on an individual	WQ
3.5	List different organisations where individuals with a mental health condition can be referred to	WQ

4. The learner will: Know how to recognise and support individuals with a personality disorder		
Assessment Guidance		Types of Evidence
4.1	Define the term 'personality disorder'	WQ

4.2	Identify different personality disorders	WQ
4.3	Identify factors that increase the risk of an individual developing a personality disorder	WQ
4.4	Describe ways to identify an individual who has a personality disorder	WQ
4.5	List organisations where individuals with a personality disorder can be referred to	WQ

5. The learner will: Know how to recognise and support individuals with Psychosis		
Assessment Guidance		Types of Evidence
5.1	Define the term 'psychosis'	WQ
5.2	Identify factors that increase the risk of an individual developing psychosis	WQ
5.3	Outline ways to identify an individual who has psychosis	WQ
5.4	List organisations where individuals with psychosis can be referred to	WQ

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	Identify common harmful coping strategies	WQ
6.2	Give examples of how substances are misused	WQ
6.3	Define the term 'eating disorder'	WQ
6.4	Give examples of how individuals may self-harm	WQ
6.5	Recognise the potential signs of an individual who uses harmful coping strategies	WQ
6.6	List organisations where individuals who use harmful coping strategies can be referred to	WQ

7. The learner will: Know how to recognise and support an individual in suicidal crisis		
Assessment Guidance		Types of Evidence
7.1	Recognise factors that increase the risk of suicide	WQ
7.2	Recognise warning signs for someone who is suicidal	WQ
7.3	Describe ways to support an individual in suicidal crisis	WQ

8. The learner will: Be able to support an individual with a mental health issue		
Assessment Guidance		Types of Evidence
8.1	Identify ways to improve mental health and well being	WQ
8.2	Demonstrate an approach to take when supporting individuals with a mental health issue	Obs
8.3	Actively listen to an individual having a mental health conversation	Obs
8.4	Be responsive to an individual following a mental health conversation	Obs

9. The learner will: Know the legal requirements for managing mental health in the workplace		
Assessment Guidance		Types of Evidence
9.1	Describe the impacts of poor mental health on the individual, others and the organisation	WQ
9.2	Identify key legislation, regulations and codes of practice related to mental health in the workplace	WQ
9.3	Outline the employee's and employer's responsibilities in relation to mental health in the workplace	WQ
9.4	Describe actions an employer can take to improve mental well-being within the workplace	WQ

What needs to be learnt?		
Unit 2 Supporting Individuals During a Mental Health Crisis at Work		
1.1	The definitions as defined by the World Health Organisation.	
1.2	The general impacts on poor mental health on an individual. Consideration to work/school performance, relationships, personality and physical health	
1.3	List the most common mental health conditions as identified by the National Institute for Clinical Excellence (NICE)	
1.4	Ways to reduce stigma includes ways the general public can reduce stigma	
2.1	The definition as recognised by the Health and Safety executive or other recognised body.	
2.2	Increased risks of stress in relation to the typical workplace stressor as identified by the HSE	
2.3	Signs of stress that may be noticed by colleagues and friends and experienced by the individual	
2.4	Impacts to include increased risk of reliance on substances as well as longer term medical conditions	
3.1	Can give a definition for the common mental health conditions, to include the 5 common mental health conditions and bipolar disorder and schizophrenia	
3.2	Factors should be related to the above conditions and may include factors such as genetics, brain development and use of substances	

3.3	Signs that may be noticed by colleagues and friends
3.4	Impacts related to the conditions outlined in point 3.1
3.5	Organisations may be publicly funded, private and voluntary and can be national or local
4.1	A recognised definition
4.2	Learners should have a general awareness of how to identify common personality disorders including, Paranoid, Schizoid, Schizotypal, Antisocial, Borderline, Histrionic, Narcissistic, Avoidant, Dependent, Obsessive compulsive
4.3	Common factors that increase the risk of an individual developing a personality disorder from 4.2
4.4	Learners need to have a good general awareness of common recognition features of the personality disorders outlined in 4.2
4.5	Organisations may be publicly funded, private and voluntary and can be national or local
5.1	A recognised definition
5.2	Common factors that increase the risk of an individual developing psychosis
5.3	A general awareness of the common signs that may be noticed by colleagues and friends.
5.4	Organisations may be publicly funded, private and voluntary and can be national or local
6.1	Identification of coping strategies that can be deemed as harmful, including but not limited to substance misuse, self-harm and eating disorders
6.2	Examples will include overuse of alcohol, binge drinking, alcohol dependence, overuse or reliance on prescription medications, and the use of 'recreational' drugs and other substances
6.3	A recognised definition
6.4	Awareness of common forms of self-harm including injuries and self-poisoning
6.5	Awareness of common signs that may be noticed by colleagues and friends and in relation to eating disorders, substance misuse and self-harm
6.6	Organisations may be publicly funded, private and voluntary and can be national or local
7.1	An understanding of the common factors that increase the risk of attempting and completing suicide
7.2	Common signs that may be noticed by colleagues and friends
7.3	Ways to support an individual should include where there are concerns that the individual may have suicidal thoughts or during a suicidal crisis and the type of referral appropriate after a crisis
8.1	Ways to improve mental wellbeing include those outlined by the NNHS and mental health charities
8.2	A suitable protocol to follow when opening a mental health conversation with an individual. With consideration to the environment, the effectiveness of communication, the use of empathy and when and how to engage assistance and support
8.3	The ability to understand the importance of active listening and how to demonstrate this during a mental health conversation
8.4	The ability to be empathetic during and after a mental health conversation and works to support the individual to access appropriate assistance

9.1	The impacts on the individual in the short and long term, at home, personally and socially. How others are impacted, this may include colleagues, friends and family. At work the impacts can include impacts on the business, colleagues and work performance
9.2	Legislation includes the Equality act, Health and Safety at work act and the management of health and Safety Regulations. Learners need to be aware of the impact if these in relation to mental health in the workplace
9.3	Employees and employers' responsibilities towards mental health as outlined in the above legislation
9.4	Ways in which a workplace can help to reduce the stigma. Including workplace polices, education and supportive culture

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	
Skills	3	Strong	
Overall	3		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	12	Credit value based on existing unit credit value	
Directed study	N/A		
Independent study	4		
Non invigilated assessment	N/A		
TUT:	16	Credit:	2

Unit 3 Delivering Inclusive Mental Health Training Sessions (H/618/5611)

Unit Summary

This unit ensures the learner develops the ability to create a safe learning environment and deliver an inclusive mental health training session.

1. The learner will: Be able to deliver an inclusive mental health training session		
Assessment Guidance		Types of Evidence
1.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs	Obs
1.2	Communicate with learners in ways that meet their individual needs	Obs
1.3	Provide constructive feedback to learners to meet their individual needs	Obs

2. The learner will: Be able to evaluate the delivery of inclusive teaching and learning		
Assessment Guidance		Types of Evidence
2.1	Review the effectiveness of own delivery of inclusive teaching and learning	WP
2.2	Identify areas for improvement in own delivery of inclusive teaching and learning	WP

What needs to be learnt?	
Unit 3 Delivering Inclusive Mental Health Training Sessions	
1.1	How to plan and deliver an inclusive teaching session using facilitation techniques, effective questioning, a range of teaching and learning strategies. Sessions should include examples of differentiation based on learners needs. Resource include examples such as Presentations, handouts and worksheets. Assessments may include individual and group questions, wordsearches, quizzes, worksheets etc.
1.2	How to communicate with learners in ways that meet their individual needs. Needs may include restricting the use of jargon, using appropriate pace, tone and pitch particularly where learners have English as a second language. Repetition and clarification of key points and framing concepts.
1.3	The importance of constructive feedback and when to use it. Use feedback in a manner that supports learning and engages learners in their own learning.
2.1	The importance of reflection and undertake a reflection of the delivered session. Reflection should include feedback from peers and should reflect on the effectiveness of the session.
2.2	Identify areas for improvement in own delivery of inclusive teaching and learning. The importance of having an action plan for short, medium and long term goals for the development as a mental health trainer.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Medium	
Skills	3	Strong	
Overall	3		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	6		
Directed study	N/A		
Independent study	4		
Non invigilated assessment	N/A		
TQT:	10	Credit:	1

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.	
Actively listen	Concentrate on what is said or on sound
Analyse	Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important
Be responsive	Show sensitivity to people or events. Take actions to support people or events
Communicate	Convey, receive or exchange spoken or written information
Define	State or show clearly and accurately
Demonstrate	Provide an extended range of detailed factual information about the topic or item in a logical way
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts; responses could include examples to support the reasons
Explore	Investigate or examine a range of issues from different perspectives
Give examples	Provide a sample or model relevant to the topic
Identify	Provide brief information about a subject, specific process or activity
List	State or make a list of items, words, statements or comments
Outline	Identify accurately and describe clearly –the main points
Provide	Make, create, bring or find through learning or creative ability
Recognise	Acknowledge validity of. Know from before
Review	Look back over the topic or activity
Summarise	Give the main ideas or facts in a concise way
Use	Take or apply an item, resource or piece of information as required