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Qualification Specification

Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF)

Qualification Number: 603/5165/2

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Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	603/5165/2
Learning aim reference:	60351652
Credit value:	2
Assessment method:	2 x multiple-choice examinations
Guided learning hours (GLH):	12
Total qualification time (TQT):	15

Qualification overview and objective

The objective of this qualification is to support a role in the workplace and/or to give learners personal growth and engagement in learning, specifically in relation to understanding the principles of first aid for mental health.

The role of a first aider for mental health is to provide basic mental health support or to be the first response to someone in need, usually in the workplace. The first aider for mental health is not clinically qualified to assess, diagnose or treat mental ill health but they will know the basic tools to listen to individuals who require first response support for their mental health. This qualification can be taken by learners preparing to enter employment or by those who are already in employment.

This is a knowledge-only qualification that provides underpinning knowledge and understanding of the principles of first aid for mental health. This includes recognising mental ill health in self and others, supporting mental wellbeing in the workplace, understanding how to promote a wellness culture in the workplace and the importance of resilience and self-care for first aiders for mental health.

Entry requirements

This qualification is approved for delivery to learners aged 16 and above.

It is advised that learners have a minimum of level 1 in literacy and/or numeracy or equivalent.

Guidance on delivery

The total qualification time for this qualification is 15 hours and of this, 12 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by 2 multiple-choice examinations, which are externally set and marked by Highfield Qualifications. The examinations are available both on the Highfield Works e-assessment system and paper-based formats.

Unit 1: Introduction to mental health, mental ill health and wellbeing

Learners must complete 15 questions within 30 minutes. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a pass mark of 60% (9/15).

Unit 2: Introduction to first aid for mental health

Learners must complete 25 questions within 50 minutes. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a pass mark of 60% (15/25).

Learners must pass both examinations in order to be awarded the qualification. This qualification is graded pass/fail.

Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

Centres must take all reasonable steps to avoid any part of the assessment of a learner being undertaken by any person who has a personal interest in the result of the assessment.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield Qualifications **requires** nominated tutors for this qualification meet the following:

- be occupationally knowledgeable in the area of first aid for mental health. Their knowledge should be at least to the same level as the qualification. This may be through relevant regulated first aid for mental health qualifications, accredited first aid for mental health training and/or demonstrable relevant experience (1-2 years) and knowledge of the subject in a work context. Relevant qualifications/accredited programmes may include, for example:

- Level 2 Introduction to First Aid for Mental Health or Mental Health First Aid
 - Level 2 or 3 Diploma in Care or Healthcare, units achieved must include:
 - Understand mental well-being and mental health promotion (F/616/6208)
 - Understand mental health problems (L/616/6213)
 - Level 3 or above in psychology or similar related discipline
 - being a registered mental health nurse or registered general nurse
- hold or be working towards a recognised teaching qualification **or** experience, which could include any of the following:
 - Level 3 or 4 Award in Education and Training
 - Diploma or Certificate in Education
 - bachelor or master's degree in education
 - Level 3 or 4 NVQ in Training and/or Development
 - Professional Trainers Certificate
 - proof of at least 28 hours of training in any subject
 - bespoke instructor training that meets the occupational knowledge requirements of this qualification

Highfield Qualifications also **recommends** nominated tutors for this qualification maintain appropriate continued professional development for the subject area.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' reasonable adjustments policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF)
- Highfield Level 3 Diploma in Healthcare Support (RQF)

Useful websites

www.mind.org.uk

www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/

Appendix 1: Qualification structure

To complete the Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF), learners must complete the following:

- all units contained within the mandatory group.

Mandatory group

Learners must achieve:

Unit reference	Unit title	Level	GLH	Credit
K/617/8367	Introduction to mental health, mental ill health and wellbeing	2	4	1
T/617/8369	Introduction to first aid for mental health	2	8	1

Appendix 2: Qualification content

Unit 1: Introduction to mental health, mental ill health and wellbeing

Unit number: K/617/8367

Credit: 1

GLH: 4

Level: 2

Unit Introduction

The unit introduces learners to the concepts of mental health, mental ill health and wellbeing, other related terminology and subjects. It aims to provide a learner with an understanding that all individuals have mental health and that an individual’s experience of mental health can fluctuate on a spectrum. The unit also provides learners with an understanding of how to self-manage their own mental health and wellbeing.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand mental health and wellbeing	1.1 Define mental health and mental ill health
	1.2 Outline life events that can adversely affect an individual’s mental health
	1.3 Describe risk factors that may cause vulnerability to mental ill health
	1.4 Outline prevalence data relating to mental ill health
2. Understand how mental ill health affects the experience of individuals	2.1 Outline stigma associated with mental ill health
	2.2 Describe how stigma may impact on an individual’s experience of mental ill health
3. Understand the mental health continuum	3.1 Explain why mental health is on a continuum
	3.2 Explain why mental health can fluctuate throughout an individual’s life
	3.3 Outline the main types of mental ill health and mental illnesses
	3.4 Identify the signs and symptoms associated with the main types of mental ill health and mental illness
	3.5 Outline the role of stress and eustress on mental health
	3.6 State why a diagnosis of mental ill health may not always be an appropriate way to respond to symptoms of mental ill health
	3.7 Outline benefits and limitations of a mental ill health diagnosis

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
4. Understand ways to self-manage own wellbeing	4.1 Identify key protective factors for good mental health
	4.2 Outline strategies to manage own mental health
	4.3 Identify sources of guidance and support for own mental health

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies.

1.1 Mental health

Farmer, P., Stevenson, D., (2017): ‘The correct way to view mental health is that we all have it and we fluctuate between thriving, struggling and being ill and possibly off work’.

World Health Organisation, 2014: ‘A state of wellbeing in which every individual realises 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’.

1.2: Life events top ten include death of spouse, jail sentence, death of immediate family member, loss of an immediate family member by suicide, getting into debt beyond means of repayment, period of homelessness, immediate family member seriously ill, unemployment (of head of household), divorce, break up of family (Anne Spurgeon, 2001) see Holmes and Rahe, 1967 for original research)

1.3 Risk factors are intrinsic and extrinsic to the individual and may be related to an individual’s psychology and characteristics including gender, sexuality and identity, personality type, genetic predisposition etc. or due to upbringing, acute events in childhood, poverty etc.

1.4 Prevalence includes suicide rates, levels of common mental illnesses in the population, WHO predictions for depression etc.

3.1 Continuum means that an individual’s experience of mental health, ill health and/or distress is dynamic and not fixed. It can change dependent on circumstances, character, experiences, genetics etc.

3.3 Main types including stress, PTSD, anxiety (OCD, GAD, panic disorders, phobias), depression, bipolar, psychosis, eating disorders, substance misuse etc. **(at least 5 should be covered).**

3.5 Eustress means ‘good stress’ (Hans Seyle, 1936), a positive/beneficial form of stress.

3.6 Diagnosis: The GP should always be the first contact for an individual who may have mental ill health due to the link between mental and physical health. For example, symptoms of mental ill health may be evidence of undiagnosed physical ill health. Primary care is one way to be referred to specialist care.

3.7 Benefits and limitations: All individuals struggle with mental health from time to time and are not continually thriving. We may experience a major or traumatic life event which can affect mental health in the short or long term. This does not necessarily mean we are mentally ill, just that we are human.

4.2 Strategies may include self-care e.g. sleep, healthy eating, exercise, therapies, socialising, exploring alternative viewpoints etc. **Tutor should encourage discussion of strategies that are safe.**

4.1 and 4.2: Learners should be encouraged to look at Abraham Maslow's Hierarchy of Needs (1943 and 1987) to explore factors that motivate individuals to achieve their potential and Carl Rogers (1961) Person Centred Therapy.

Unit 2: Introduction to first aid for mental health

Unit number: T/617/8369

Credit: 1

GLH: 8

Level: 2

Unit Introduction

The unit introduces learners to the principles of first aid for mental health. Providing learners with an understanding of the basic concepts and tools needed to undertake the role of a first aider for mental health in the workplace. Learners will explore their own role in relation to the tools they will need to use to support an individual, how they are contributing to a wellness culture and how they can manage their own self-care as a first aider for mental health.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the principles of first aid for mental health	1.1 Define first aid for mental health
	1.2 Describe the role and responsibilities of a first aider for mental health
	1.3 Outline the importance of confidentiality for the first aid for mental health conversation
	1.4 Describe the boundaries and expectations of a first aid for mental health conversation
	1.5 Identify support internal to the organisation for the first aider for mental health
2. Know how to recognise mental ill health in self and others	2.1 Identify signs and indicators of potential mental ill health in self and others
	2.2 Describe the relationship between physical ill health and mental ill health
	2.3 Outline mental ill health and mental illness encountered by the first aider for mental health
3. Understand how to support mental wellbeing in the workplace	3.1 Describe the role and responsibilities of the employer in relation to supporting mental health in the workplace
	3.2 Explain the difference between a first aid for mental health conversation and a management conversation
	3.3 Outline factors to consider prior to starting a conversation with an individual
	3.4 Describe the stages of the ABC action plan for mental health
	3.5 Outline the principles that underpin assessment (A) of the ABC action plan
	3.6 State how to escalate concerns identified during the assessment stage

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.7 Describe skills used to be present (B) during a first aider for mental health conversation
	3.8 Give examples of tools used to demonstrate non-judgemental listening and empathy
	3.9 Outline how to co-create a plan (C) during the first aider for mental health conversation
	3.10 Explain the importance of supporting an individual to create their own action plan
4. Understand how to promote a mental wellness culture in the workplace	4.1 Outline key stress factors for own profession and workplace
	4.2 Explain the importance of adopting a positive mental health culture in the workplace
	4.3 Outline the role of the first aider for mental health in promoting a wellness culture in the workplace
5. Understand the importance of resilience and protection of self for first aiders for mental health	5.1 Describe resilience in the context of first aid for mental health
	5.2 Explain the importance of own self-care for the first aider for mental health
	5.3 Outline ways to manage own self-care as a first aider for mental health

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies.

1.4 Boundaries including knowing the limits of your role/competence, when to sign-post, difference between personal and professional, difference between a first aid for mental health at work conversation and a clinical conversation etc.

1.4 Expectations including own and those of the individual you are supporting. Most importantly that the first aider for mental health is not there to offer advice but to listen and signpost in a non-judgemental way.

1.5 Support means tools, processes, guidance etc. available within own organisation to support role of first aider for mental health.

2.1 Signs and indicators should be identified in the emotional, physical, behavioural and cognitive domains (**at least 6 should be covered**).

2.3 Mental ill health and mental illness including anxiety, depression, bi-polar disorder, schizophrenia, psychosis, stress, substance misuse, eating disorders, self-harm, fatigue, PTSD etc.

3.3 Factors may include where, when, how, planning your approach etc.

3.4 ABC Action plan is:

A – Assess – assess for immediate risk e.g. harm to the individual or others

B – Being present – supporting the individual with therapeutic communication skills in the here and now

C – Co-create a plan – empowering the individual to explore and decide their next steps

3.5 Assessment (of the ABC action plan) factors to consider may include:

- is this a medical emergency i.e. suicide risk, panic attack, traumatic event etc.?
- is the individual at immediate risk (i.e. suicide)? How and when should this be escalated? At what point is medical intervention appropriate?
- if the individual is experiencing a panic attack, how can the individual be supported through this? At what point is medical intervention appropriate?

(All should be covered)

3.7 'Being present' skills (of the ABC action plan) including active listening, being non-judgemental, empathy/normalising feelings, summarising, silence, clarifying, asking questions, using appropriate encouragers (at least 4 should be covered).

3.8 Non-judgemental listening involves using silence to encourage thinking and reflection, using all senses to observe body language, facial expressions, tone, eye contact etc., considering own facial expressions and body language, using summarising and paraphrasing techniques **(at least 4 should be covered).**

3.8 Empathy involves the first aider for mental health placing themselves in the position of the individual they are supporting, aiming to understand the individual's feelings and emotions from their perspective not how the first aider for mental health would feel if they were in the individual's position. Tools include using clarifying and summarising techniques to show understanding from their perspective, taking time to listen and giving your full attention, giving space and silence to reflect **(at least 3 should be covered).**

3.9 Co-create a plan (of the ABC action plan) means exploring and deciding on next steps with the emphasis on the individual being supported to do this rather than the first aider for mental health doing this for the individual. The plan may include self-referral to own GP to explore links between mental and physical health. Is there an Employee Assistance Programme (EAP)? Possible discussion with management or HR? Is there an activity, group, forum etc. they could speak to? Are there resources within the local community e.g. counselling, addiction therapies etc.? Do you need to make arrangements to meet again etc.?

5.3 Own self-care means the learner should reflect on ways that are likely to work best for their own mental health and wellbeing.