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# Qualification Specification

## Highfield Level 2 Award in Introduction to Mental Health Awareness (RQF)

Qualification Number: 603/5164/0

Version 2.1 June 2020

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## Highfield Level 2 Award in Introduction to Mental Health Awareness (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.

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### Qualification regulation and support

The Highfield Level 2 Award in Introduction to Mental Health Awareness (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.

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### Key facts

<b>Qualification number:</b>	603/5164/0
<b>Learning aim reference:</b>	60351640
<b>Credit value:</b>	1
<b>Assessment method:</b>	Multiple-choice examination
<b>Guided learning hours (GLH):</b>	4
<b>Total qualification time (TQT):</b>	5

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### Qualification overview and objective

The objective of this qualification is to prepare learners to progress to a qualification in another subject area and/or to give learners personal growth and engagement in learning, specifically in relation to understanding the basic principles of mental health.

This qualification can be taken by learners preparing to enter employment or by those who are already in employment and wish to develop their knowledge of mental health.

This is a knowledge-only qualification that provides underpinning knowledge and understanding in relation to mental health, mental ill health and wellbeing.

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### Entry requirements

This qualification is approved for delivery to learners aged 14 and above.

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

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### Guidance on delivery

The total qualification time for this qualification is 5 hours and of this, 4 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 multiple-choice examination, externally set and marked by Highfield Qualifications. This examination is available both on the Highfield Works e-assessment system and paper-based formats.

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

This qualification is graded pass/fail.

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.

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## 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.

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## Tutor requirements

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

- be occupationally knowledgeable in the area of mental health. Their knowledge should be at least to the same level as the qualification. This may be through relevant subject area qualifications **and/or** demonstrable relevant experience (1-2 years) and knowledge in a work context. Relevant qualifications may include for example:
  - Level 2 Mental Health
  - 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
  - bachelors 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

- maintain appropriate continued professional development for the subject area
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### 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.

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### 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.**

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### Progression opportunities

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

- Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF)
  - Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF)
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### Useful websites

[www.mind.org.uk](http://www.mind.org.uk)

[www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/](http://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/)

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## Appendix 1: Qualification structure

To complete the Highfield Level 2 Award in Introduction to Mental Health Awareness, learners must complete the following:

- The one unit 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

## 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 <b>mental health</b> and mental ill health
	1.2 Outline <b>life events</b> that can adversely affect an individual’s mental health
	1.3 Describe <b>risk factors</b> that may cause vulnerability to mental ill health
	1.4 Outline <b>prevalence</b> 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 <b>continuum</b>
	3.2 Explain why mental health can fluctuate throughout an individual’s life
	3.3 Outline the <b>main types</b> 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 <b>eustress</b> on mental health
	3.6 State why a <b>diagnosis</b> of mental ill health may not always be an appropriate way to respond to symptoms of mental ill health
	3.7 Outline <b>benefits and limitations</b> 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 <b>strategies</b> 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.

## Appendix 3: Sample Assessment

Sample multiple-choice questions have been provided below:

1. Stress is best described as:
  - a) a risk factor which can cause mental health problems or make them worse
  - b) a psychiatric diagnosis
  - c) something everyone deals with in the same way
  - d) something that is everywhere and there is nothing that can be done about it
  
2. Which of the following is **not** effective when undertaking a mental health conversation with a person?
  - a) Active listening
  - b) Asking questions
  - c) Explaining your own experiences of mental health
  - d) Summarising the main theme of the conversation
  
3. Of the following, which is the **most** effective way to help your mental health?
  - a) ensuring sufficient sleep
  - b) drinking alcohol regularly to unwind and relax
  - c) taking time off sick when feeling stressed at work
  - d) posting your feelings on a social media website