

# Qualification Specification

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

603/4548/2

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## 1. Introduction

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

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

## 2. Contact Us

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

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## 3. Version Number

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

Document owner	Qualifications Manager
Date last updated	16/06/2021
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## 4. Qualification Objective

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

## 5. Sector Support and Industry Recognition

This qualification has been developed in line with guidance from the NHS, mental health charities and centres.

## 6. Geographical Coverage of this Qualification

This qualification is available across the UK.

## 7. Benefit for Learners

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

## 8. Progression

Learners could progress to the:

- QNUK Level 3 Award in Mental Health at Work (RQF)
- QNUK Level 2 Award in Awareness of Young Peoples Mental Health (RQF)
- QNUK Level 2 Certificate in Awareness of mental Health Conditions (RQF)
- QNUK Level 2 Certificate in Understanding Children and Young People's Mental Health (RQF)

## 9. Recognition of Prior Learning

Learners that have completed the QNUK Level 1 Award in Mental Health (RQF) in the past 6 weeks awareness may complete this qualification in less time.

## 10. Complementary Courses

This qualification forms the first part of the QNUK Level 3 Award in Mental Health at Work (RQF) qualification. Learners may complete the Level 3 qualification in less time if they complete it within 6 weeks of the level 2. The full Level 3 assessment must be taken and at least the minimum score achieved.

## 11. Qualification Information

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

## 12. Qualification Structure

Unit No.	Unit Title	Level	GLH	TQT	Credit
<b>Mandatory units</b>					
Y/617/6047	Understanding Mental Wellbeing in the Workplace	2	6	7	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.

## 13. Learner Entry Requirements

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

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

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

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

## 14. Delivery

This qualification is typically delivered in a face-to-face setting over a one-day period.

The course can be undertaken in a virtual environment with a proctored examination. However, centres must ensure learners participate in the teaching and learning and that any issues the subject content triggers can be identified and managed.

Learners should complete the qualification within 3 weeks.

### 14.1. Venue Requirements

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

A breakout area should be considered to support learners who may be affected by some of the content covered on the course.

### 14.2. Equipment Requirements

There are no additional specific equipment requirements for this qualification. Suitable resources for the inclusive delivery of the qualification should be available.

### 14.3. Blended Learning

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

### 14.4. Trainer to Learner Ratio

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

#### 14.5. Recommended Resources

- QNUK Resources Mental Health at Work
- Information leaflets and websites from local and national organisations

#### 15. Centre Personnel Requirements

This qualification is delivery by suitably qualified trainers.

All those who deliver and assess these qualifications 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
  - d. Level 3 Award in 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, or social work diploma; **and**
4. 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)
5. 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)
6. All trainers must be able to 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.

### 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.

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

## 16. Assessment Requirements

Learners are assessed for this qualification through:

### 16.1. Multiple-Choice Question Paper

The MCQ 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	35 minutes
Pass mark	70% (17 / 24)
Grading	Pass / Fail

## 17. 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.

## 18. Resits

Where a learner has not met the required level of attainment the assessor should undertake retraining and formative assessment prior to any resit.

Learners must not be coached on specific questions. A different assessment paper should be used for the resit.

A learner can only resit once. Should they be unsuccessful on a second paper they should reattend the course or self-withdraw from the qualification.

## 19. Reasonable Adjustments

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

All reasonable adjustments should be identified and managed in line with the QNUK Reasonable adjustments policy prior to assessment and where possible prior to commencing 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.

## 20. Results

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



## Appendix 1: Units

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

#### Unit Summary

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

1. The learner will: Be aware of common mental health disorders		
Assessment Guidance The learner can		Types of Evidence
1.1	Define the term mental health and mental ill-health	MCQ
1.2	Identify impacts of poor mental health on an individual	MCQ
1.3	List common mental health issues	MCQ
1.4	Identify ways to reduce the stigma associated with mental health issues	MCQ

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

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

4. The learner will: Understand how individuals may use harmful strategies to cope with a mental health disorder		
Assessment Guidance The learner can		Types of Evidence
4.1	Identify common harmful coping strategies	MCQ
4.2	Give examples of how substances are misused	MCQ
4.3	Define the term eating disorder	MCQ
4.4	Give examples of how individuals may self-harm	MCQ
4.5	Recognise the potential signs of an individual who uses harmful coping strategies.	MCQ

5. The learner will: Know how to support an individual with a mental health issue		
Assessment Guidance The learner can		Types of Evidence
5.1	Identify ways to improve mental health and well being	MCQ
5.2	Identify sources of information and support for mental health issues	MCQ
5.3	Outline the factors related to effective mental health conversations	MCQ
5.4	Outline an approach to take when supporting individuals with a mental health issue	MCQ

What needs to be learnt?	
1.1	The definitions as provided by the world Health Organisation or other appropriate source.
1.2	Impacts may include, but are not limited to difficulty with focussing, handling conflict, patience, concentrating. Increased risk of misusing substances, possible physical health problems also.
1.3	Conditions as outlined by the National Institute of Clinical Excellence (NICE)
1.4	Examples include, but are not limited to: Education, be inclusive, treat others with respect and dignity, support open conversations, change the use of negative language, refocus attitudes and thinking.
2.1	The definition may include that provided by the Health and Safety Executive or other appropriate source.
2.2	Occupational factors may include: Work culture, work rate imposed on an individual, work patterns, workplace environment, risk of violence, lack of job skills/competency. HSE stress management. Personal factors may include personal relationship pressures, illness, bereavement and being a victim of crime.
2.3	Signs include, but are not limited to; Increased use of substances, lack of patience, low energy, headaches, and insomnia
2.4	Impacts of stress, include but are not limited to Increased reliance on substances, loss of social interaction, high blood pressure, increased risk of medical conditions such as heart attack and stroke.
3.1	Mental health conditions include: Depression, generalised anxiety disorders, panic disorders, obsessive compulsive disorder, post-traumatic stress disorder. A recognised definition should be learnt.
3.2	Factors should be related to the conditions in A/C 3.1. Typically include genetics, excessive use of substances, brain development.
3.3	Signs should be related to the conditions as 3.1. Signs related to performance at work, behaviours, interactions with others and any common physical appearance changes.
3.4	Impacts can be related to physical health, relationships, social interactions, harmful coping strategies
4.1	To include substance misuse; eating disorders; self-harm.
4.2	<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> </ul>

	<ul style="list-style-type: none"> <li>• overuse of prescription medication such as codeine, diazepam, Morphine, Xanax</li> <li>• why an individual uses substances to cope</li> </ul>
4.3	A recognised definition should be used.
4.4	Examples could include, but not be limited to cutting; scratching; burning; self-hitting; head banging; self-poisoning and use of a ligature
4.5	Examples may include, but not be limited to: <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>
5.1	Improvements may include, but not be limited to exercise, diet, avoidance of loneliness, managing triggers.
5.2	Sources may include, but not be limited to GP, local support groups, local activities, national support organisations.
5.3	Factors may include recognising feelings; empathise; suitable environment; active listening; non-judgemental.
5.4	Considering the environment; effective communication and active listening; empathy; engage assistance.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	Has knowledge and understanding of facts, procedures and ideas in an area of study. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.
Skills	N/A	N/A	
Overall	2		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	6	The course is intended to be delivered fully in the presence of the assessor. Due to the nature of the subject and purpose of the qualification learners are not intended to be required to self-study.	
Directed study	N/A		
Independent study	1		
Work-based learning	N/A		
Non invigilated assessment	N/A		
TQT:	7	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.	
<b>Define</b>	Give the meaning of a word or phrase
<b>Give examples</b>	Provide a sample or model relevant to the topic
<b>Identify</b>	Provide brief information about a subject, specific process or activity
<b>List</b>	Write a list of the main items
<b>Outline</b>	Identify or briefly describe the main points
<b>Recognise</b>	Acknowledge validity of. Know from before

### 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