



National Unit Specification

General information

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

Unit code: J77G 46

Superclass: PH

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Unit purpose

This unit is a mandatory unit of the level 6 Mental Health and Wellbeing Award but is also available as a free-standing unit. It may provide progression for those learners who have successfully completed the level 5 Mental Health and Wellbeing award. It is also suitable for learners who have not previously studied mental health and wellbeing at level 4 or 5.

This unit is suitable for anyone who wishes to work in the service industry or health and social care. It may also be of interest to those who wish to study occupational health and human resources.

This unit will enable learners to study how mental health and wellbeing can be promoted. Learners will explore how mental health problems can be prevented and what targeted interventions can be employed to mitigate risk and support people who are most vulnerable to mental illness. Learners will gain an understanding of psychological theory and knowledge informing coping behaviours and strategies, resilience, mindset and motivation. Learners will consider the impact of stigma on mental health and wellbeing and how legislation and social policy can support a rights-based approach to promoting mental health and wellbeing.

Outcomes

On successful completion of the unit the learner will be able to:

1. Demonstrate knowledge of theory and concepts relating to self-care and coping strategies.
2. Investigate prevention, promotion, intervention and support for mental health and wellbeing.
3. Demonstrate an understanding of a rights-based approach to mental health and wellbeing.

National Unit Specification: General information (continued)

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Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6: (6 SCQF credit points at SCQF level 6).

Recommended entry to the unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ The level 5 award in Mental Health and Wellbeing.
- ◆ The level 5 Coping Strategies and Building Resilience unit.
- ◆ The skills, knowledge and understanding required for completion of level 5 units.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Demonstrate knowledge of theory and concepts relating to self-care and coping strategies.

Performance criteria

- (a) Describe theories which inform coping styles and strategies.
- (b) Demonstrate knowledge of the resilience matrix.
- (c) Describe mindset theory and its impacts on mental health and wellbeing.
- (d) Demonstrate an understanding of self-care strategies and how they can promote mental health and wellbeing.

Outcome 2

Investigate prevention, promotion, intervention and support for mental health and wellbeing.

Performance criteria

- (a) Explain what is meant by a 'public health approach' to mental health and wellbeing.
- (b) Explain promotion and prevention in relation to mental health and wellbeing.
- (c) Explain universal and targeted intervention in relation to mental health and wellbeing.
- (e) Investigate services whose role it is to promote, prevent and provide interventions to support mental health and wellbeing.

Outcome 3

Demonstrate an understanding of a rights-based approach to mental health and wellbeing.

Performance criteria

- (a) Explain the term 'rights-based approach' in relation to mental health and wellbeing.
- (b) Describe key features of current legislation and policy and how it promotes individuals' rights in relation to mental health and wellbeing.
- (c) Explain the term stigma and its impact on mental health and wellbeing.
- (d) Explain how a rights-based approach can promote mental health and wellbeing.

National Unit Specification: Statement of standards (continued)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding and application across the outcomes and performance criteria.

Where learners have worked in a group, there should be evidence of their individual contribution.

Outcome 1

Learners must:

- ◆ Describe **one** theory which relates to coping styles and strategies.
- ◆ Explain how the **resilience matrix** can support knowledge of managing adversity and risk.
- ◆ Describe **one** theory related to mindset theory.
- ◆ Apply **two** self-care strategies to an individual or case study and assess their impact on mental health and wellbeing.

Outcome 2

- ◆ Provide an explanation of a public health approach to mental health and wellbeing.
- ◆ Provide an explanation of promotion and prevention in relation to mental health and wellbeing and describe the differences between promotion and prevention.
- ◆ Provide an explanation of universal intervention and explain targeted intervention in relation to mental health and wellbeing.
- ◆ Provide **one** example of a service available for each approach and intervention (learners can reference one service or different services):
 - promoting mental health and wellbeing.
 - preventative approach to mental health and wellbeing.
 - universal approach.
 - targeted intervention in relation to mental health and wellbeing.

Outcome 3

- ◆ Provide an explanation of the term rights-based approach.
- ◆ Describe **three** key features of **one** piece of current legislation.
- ◆ Describe **three** key features of **one** policy.
- ◆ Describe **four** aspects of stigma and its impact on mental health and wellbeing.
- ◆ Provide **three** examples of how stigma can be addressed using a rights-based approach:
 - one example must relate to legislation.
 - one example must relate to policy.



National Unit Support Notes

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

Those involved in the delivery of this unit should be aware of the potentially sensitive nature of some of the issues to be discussed and investigated, particularly in relation to individual learner's circumstances. For facilitators, knowledge of public health and social sciences would be advantageous.

The content of the level 6 award follows on from the level 4 and 5 Mental Health and Wellbeing awards. It is important to re-emphasise that these awards are not an exploration of mental illness but designed to support learners to consider the knowledge which informs a much broader understanding of mental health and wellbeing in relation to individuals and for wider society.

The learning outcomes provide the facilitator with an opportunity to design a learning experience which is personalised to the learners. There is scope to study a wide range of theories and topics of specific interest.

Outcome 1

This outcome will enable learners to explore psychological theory which informs how humans behave when under stress. Learners will consider how individuals cope when under pressure, why resilience is linked to how well we cope and how to proactively change behaviours to support wellbeing when faced with adversity. When considering the design and delivery, facilitators should consider which theories are most relevant and of interest to the learner group as there are a wide range of theories which could be explored. These include:

- ◆ Classic Defence Mechanisms by Freud (1926).
- ◆ Problem-Focused and Emotion-Focused Coping by Lazarus and Folkman (1984).
- ◆ Coping Dimensions Derived Theoretically by Carver et al. (1989).
- ◆ Task-Oriented, Emotion-Oriented, and Avoidance-Oriented Coping by Parker and Endler (1992).
- ◆ The Coping Circumplex Model By Schwarzer and Schwarzer (1996).

National Unit Support Notes (continued)

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

This not a definitive list and facilitators are free to explore other theories and frameworks which are valid and appropriate. The core objective is to develop an understanding of how human beings cope under stress and the different behavioural responses. It is important to acknowledge that although we may behave in ways which may not be perceived at times as helpful or healthy, this learning outcome enables learners to think more deeply about why, and the factors which may contribute to this. This learning outcome will also be supported by learning from other units such as Influences on Mental Health and Wellbeing and Understanding Brain Health.

Resilience and how we learn and build resilience in relation to mental health and wellbeing is widely discussed and debated amongst professionals. Learners will demonstrate an understanding of the Risk and Resilience matrix model. The resilience matrix is a tool kit that was developed by Daniel, Wassel and Gilligan (2010) to enable practitioners to understand the complex factors which influence how children are able to manage and recover from adverse experiences. They identified four key factors:

- ◆ Resilience.
- ◆ Adversity.
- ◆ Protective environment.
- ◆ Vulnerability.

Fonagy defines resilience as 'normal development under difficult circumstances.' (Fonagy, P. et al (1994). The Risk and Resilience Matrix Model recognises that despite adversity, if treated with compassion and respect, families and children can recover. The matrix tool demonstrates the complex interplay between social and environmental factors, nature and nurture and the importance for resilience in the promotion of good mental health and wellbeing.

Learners should be able to provide an informed definition of resilience and what the key elements are for promoting resilience. Learners will be encouraged to consider case studies and demonstrate their understanding of the concept of resilience and the challenges which may exist when seeking to promote resilience for individuals and groups.

Recognising that our motivation and mindset can impact on the actions we take to look after our wellbeing is increasingly becoming a topic of interest. For example, despite knowing regular exercise is good for us, many of us find it hard to do. We know that over-committing can lead to stress and burnout but we still do it. Whether we are considering how to take care of ourselves or to promote the wellbeing of others as a professional, consideration of the push and pull factors that impact on individuals and groups is crucial when thinking about the types of actions which might be taken to promote wellbeing and self-care. Again, there are a wide range of theories and research which have influenced this area. Learners will be expected to learn at least two key theories which inform knowledge and understanding of this area. These can include:

- ◆ The Transtheoretical Change Model, Prochaska and DiClemente (1989).
- ◆ Mindset Theory, Carol Dweck 1998.
- ◆ Grit: the power of passion and perseverance, Angela Duckworth (2016).

National Unit Support Notes (continued)

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Facilitators are free to teach any other relevant theories in this area. It is important that learners understand the various factors which can impact on an individual's motivation to change and employ new habits and routines which are beneficial for mental health and wellbeing.

This outcome will also encourage learners to explore a range of self-care strategies that individuals can utilise to promote wellbeing. Learners may wish to use this as an opportunity to reflect on what self-care routines and strategies would be most effective for them or, facilitators may prefer to use case studies to encourage learners to apply what they have learned. This would offer opportunities to research suitable self-care strategies for different social and cultural contexts, ages and stages and lived experience.

Outcome 2

This outcome provides an opportunity for learners to explore the context of mental health promotion and prevention. When a health need becomes significant within society, governments and policy makers look to the root causes in a bid to reduce the level of acute illness. In other words, what was once perhaps considered an individual health concern becomes a public health concern because of the prevalence and cost it has on society economically, socially and culturally.

As the focus of the award is how we can promote mental health and wellbeing, this section is especially important as it asks the learners to consider what a public health approach to mental health is. This includes learning about the difference between prevention of poor mental health and mental illness and, the promotion of positive mental health and wellbeing. There is also an acknowledgement that there are groups in society who are more vulnerable to poor mental health. For example, as we recover from the initial lockdown of COVID-19, research from the Mental Health Foundation (2021) has evidenced that older adolescents, care experienced young people, people from black and ethnic minority groups, lone parents and people with long term health conditions are amongst those groups considered most vulnerable. This unit will explore targeted interventions from a public health perspective and the nature of those interventions.

The Mental Health Foundation is a charity which advocates public health and an approach to mental health promotion and prevention in Scotland. They work collaboratively with a range of organisations to apply research which informs what the root causes of poor mental health are, and how this can be addressed by developing innovative practice interventions with the public and service delivery partners. Other important sources for exploring the topic of public mental health include Public Health Scotland, The World Health Organisation and the Scottish Government.

When investigating services which support a public health approach for mental health and wellbeing, it is important to consider universal services as well as those services whose focus is on mental health care and treatment. This can include but is not limited to, human resources in the workplace, schools, colleges and universities, leisure and sports providers, universal primary health care. Another that you may be familiar with is the Scottish Government's policy for a Whole School Approach (2021).

National Unit Support Notes (continued)

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On completion of this learning outcome, learners will have a broad understanding of the concept of public mental health and consider the importance of having a public health response to promoting mental health and wellbeing.

Outcome 3

This outcome considers law and social policy which influences the priority we give to the promotion and prevention of mental health and wellbeing in society. Since the inception of the Scottish Parliament, all new Scottish legislation has been underpinned by the principles of the UN convention for Human Rights. Acknowledging the importance of rights and equality is fundamental to the promotion of mental health and the prevention of poor mental health. Acknowledging the impact of stigma, inequality, disadvantage and discrimination is fundamental to public health and individual wellbeing. The legislation and public policy which guides the actions and attitudes of society are important tools for addressing health and social inequalities.

Learners will consider the effect of stigma on individuals in a range of contexts. The focus of learning should be wider than mental health stigma but should explore all types of stigma which can impact on mental health and wellbeing and the sources of stigma. For example, the stigma of being a lone parent, an addict, poverty, being a young carer, living with a long term health condition, having acne, or coming out to friends and family as a transsexual person. Learners will learn about six core aspects of stigma:

- ◆ labelling human differences.
- ◆ stereotyping such differences.
- ◆ separating those labelled from 'us' — othering.
- ◆ status loss and discrimination against those labelled.
- ◆ self-stigma.
- ◆ stigma by association.

Exploring the impact of stigma and where it comes from will enable learners to consider what measures can be taken. Facilitators should consider which legislation and policy is most relevant and of interest. When learning about those groups impacted by stigma it may be logical to consider what social policy and legislation might be relevant and how it intends to promote a rights-based approach. There is a wide range of relevant legislations and public policy which could be applicable. These could include:

- ◆ The Children's (Scotland) act 1995.
- ◆ Child Poverty Act 2017.
- ◆ Children and young people (Scotland) Act 2014.
- ◆ The Human Rights Act 1998.
- ◆ NHS Community care act 1990.
- ◆ Community Care and Health (Scotland) Act 2002.
- ◆ Mental Health (Care and Treatment) (Scotland) Act 2003.
- ◆ The Equalities Act 2010.
- ◆ Carers (Scotland) Act 2016.
- ◆ Adult Support and Protection (Scotland) Act 2007.
- ◆ Social Care Self Directed Support (Scotland) Act 2013.

National Unit Support Notes (continued)

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

Social policy areas to investigate could include:

- ◆ Health and social Inequalities.
- ◆ Children and young people.
- ◆ Mental health.
- ◆ Long term health conditions.
- ◆ Patient care.
- ◆ People who live in remote and rural areas.
- ◆ Supporting vulnerable adults.
- ◆ Early care and support for parents, care givers and children.
- ◆ Gender based issues.
- ◆ Lesbian, gay, bisexual, and transgender and queer (LGBTQ)+ issues.
- ◆ Racialised Groups.
- ◆ The workplace.
- ◆ Disability.
- ◆ Addiction.
- ◆ Offenders and ex-offenders.
- ◆ Youth Justice.
- ◆ Environmental issues.

This is not a definitive list and facilitators should be aware of changes in legislation and policy. Although there is significant scope for learning in terms of the breadth of legislation and social policy, facilitators should be selective and guide learners to particular topics and areas that are relevant to their interest or vocational and professional development. By focusing on two pieces of legislation and two areas of social policy learners will be encouraged to think deeply about the how legislation and social policy can enable a rights-based approach to the promotion of mental health and wellbeing for the groups they are most interested in learning about.

Guidance on approaches to delivery of this unit

It may be helpful to cover the content of this unit on an outcome by outcome basis, in the order presented in the unit. The person delivering this unit should have experience or knowledge of safeguarding individuals as some of the course content may directly relate to individual learners.

Facilitators should be made aware of the various sources of support available to them within the institution and local supports and recommended online supports. Other sources of support include:

Information Sources:

NHS Inform - <https://www.nhsinform.scot/illnesses-and-conditions/mental-health>

Clear Your Head — <https://clearyourhead.scot/>

Aye Feel — Young Scot <https://young.scot/campaigns/national/aye-fee>

National Unit Support Notes (continued)

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Helplines and text services:

Childline: 0800 1111

YoungMinds Crisis Messenger text service:

Text YM to 85258

Text SHOUT to 85258 <https://giveusashout.org/>

Samaritans:

Call 116 123

Chat online

Email jo@samaritans.org

Breathing Space

Call 0800 838587

<https://breathingspace.scot/>

Use of social media such as YouTube and podcast materials, documentaries and online resources could form part of the delivery along with guest speakers, classroom discussions and research activities.

Guidance on approaches to assessment of this unit

To achieve this unit, learners must meet all learning outcomes and evidence requirements. Where possible centres should ensure assessments are integrated into learning and generated naturally through the teaching and learning experience. When learners experience a range of assessment methods it helps them to develop different skills that should be transferable to work or further and higher education.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be gathered in one activity but can be assembled from a variety of tasks and assessments carried out throughout the unit. Evidence may be presented for individual outcomes or gathered for the unit or alongside other units in the award.

Those delivering the unit should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence.

Evidence can be generated using different types of assessment. There may be other methods that would be more suitable to learners. The following are suggestions only:

- ◆ information leaflet.
- ◆ poster.
- ◆ report.
- ◆ a presentation or a filmed interview or documentary.
- ◆ wiki report/blog.
- ◆ podcast.
- ◆ or any other appropriate method agreed by the learner and assessor.

National Unit Support Notes (continued)

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

Centres are encouraged to submit centre-devised assessment for prior verification to ensure that the national standard is being met.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. Teaching methods such as class discussion will develop Communication skills there may also be opportunity for debate and presenting arguments depending on the facilitation of the learning activities. Learners may also have the opportunity to develop Information and Communication Technology (ICT) and presentation skills through research and presentation. It may be possible to undertake group work as part of the research for this unit in which case learners could develop skills relating to Working with Others. Learners will also have the opportunity to develop problem solving skills as they develop the ability to think critically about mental health and wellbeing. As learners investigate evidence to support their investigations on perspectives, theories and models they will have the opportunity to develop Numeracy skills as they may come across statistical data and graphs.

Consideration of their own 'digital footprint' may provide opportunity for development of employability and citizenship skills and developing a deeper more informed understanding of mental health and wellbeing will enable learners to proactively manage their own mental health and wellbeing and more effectively support colleagues and peers.

History of changes to unit

Version	Description of change	Date

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Unit template: June 2017

General information for learners

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The content of this unit will give you an introduction to the public health approach to promoting mental health and wellbeing. You will learn about human behaviour and psychological theories which explain how individuals cope under stress, what influences resilience, our motivations and mindset when managing our own mental health and promoting mental health and wellbeing for others. You will then explore the concept of a public health approach to mental health and wellbeing and consider the different approaches that support mental health promotion and prevention of mental illness. You will have the opportunity to develop a deeper understanding of legislation and social policy and what is meant by a rights-based approach to mental health and wellbeing. Throughout, you will develop a deeper knowledge and begin to understand the complexity of the issues which have an influence on the promotion of mental health and wellbeing.

This unit is suitable for anyone who has interest in developing a deeper understanding of mental health and wellbeing. It may be of particular interest to anyone wishing to work in human resources, community development, public policy and public health, public sector and frontline services, such as health and social care, medicine or emergency services.

While entry is at the discretion of the centre, you would benefit from having one of the following, or equivalent:

- ◆ The level 5 award in Mental Health and Wellbeing.
- ◆ The level 5 Coping Strategies and Building Resilience unit.
- ◆ The skills, knowledge and understanding required for successful completion of level 5 units.

The content of the level 6 award follows on from the level 4 and 5 Mental Health and Wellbeing awards. It is important to re-emphasise that these awards are not an exploration of mental illness but designed to support learners to consider the knowledge which informs a much broader understanding of mental health and wellbeing for the individual and for wider society.

On successful completion of the unit the learner will be able to:

1. Demonstrate knowledge of theory and concepts relating to self-care and coping strategies.
2. Investigate prevention, promotion, intervention and support for mental health and wellbeing.
3. Demonstrate an understanding of a rights-based approach to mental health and wellbeing.

This unit encourages a different narrative around the approaches that we take to address mental health problems. Prevention and promotion are terms which are often talked about but until recently have had limited investment. As we become more aware of the fundamental causes of poor mental health, we are becoming increasingly concerned about how we can make changes in society to ensure we have better health and wellbeing for ourselves and for future generations.

General information for learners (continued)

Unit title: Promoting Mental Health and Wellbeing (SCQF level 6)

You will gain knowledge of public mental health. You will consider the most recent research and publications which informs the discussion around mental health promotion, the impact of stigma and human rights. You will also develop the skills to be able to curate information available to you and consider what is credible and informed.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not require to be achieved in one activity but can be assembled from a variety of tasks and assessments carried out throughout the course. Evidence may be presented for individual outcomes or gathered for the unit or alongside other units in the award.

You must meet **all learning outcomes and evidence requirements** to fully achieve this unit. You could demonstrate your knowledge using a range of methods which could include:

- ◆ information leaflet.
- ◆ poster.
- ◆ report.
- ◆ presentation, filmed interview or documentary.
- ◆ wiki blog/report.
- ◆ podcast.
- ◆ or any other appropriate method.