



National Unit Specification

General information

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

Unit code: J1CY 44

Superclass: PH

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Version: 01

Unit purpose

This unit is a mandatory unit of the level 4 Mental Health and Wellbeing Course and is also available as a free-standing unit.

This unit is designed to introduce learners to factors which may cause individuals to experience mental health and wellbeing issues. The unit will also consider how technology and social media can influence mental health and wellbeing.

This is a mandatory unit in the level 4 award in Mental Health and Wellbeing, but it is also available for learners wishing to study this unit on its own. The content of the unit would support learners wishing to gain an insight into what influences mental health and wellbeing. This unit would also support learners who wish to progress to the level 5 award in Mental Health and Wellbeing.

Outcomes

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

- 1 Identify factors that may influence mental health and wellbeing in individuals.
- 2 Identify the influence of technology and social media on mental health and wellbeing.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry to this unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 English Course or relevant component units
- ◆ Literacy (National 3)

Relevant experience may also provide an appropriate basis for undertaking this unit.

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.

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

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

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

Identify factors that may influence mental health and wellbeing issues in individuals.

Performance criteria

- (a) Identify social factors which may influence mental health and wellbeing in individuals
- (b) Identify environmental factors which may influence mental health and wellbeing in individuals
- (c) Identify personal factors which may influence mental health and wellbeing in individuals
- (d) Identify cultural factors which may influence mental health and wellbeing in individuals

Outcome 2

Identify the influence of technology and social media on mental health and wellbeing.

Performance criteria

- (a) Identify how technology influences feelings of connection and disconnection
- (b) Identify how social media and technology impact on mental health and wellbeing
- (c) Identify how social media impacts on loneliness, isolation and mood
- (d) Identify coping strategies which relate specifically to social media

National Unit Specification: Statement of standards (cont)

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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.

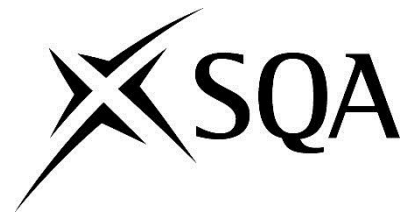
Outcome 1

Learners must identify two factors for each performance criteria.

Outcome 2

Learners must identify:

- ◆ **two** influences of technology — one positive and one negative
- ◆ **two** impacts on mental health and wellbeing
- ◆ **two** ways in which social media impacts on loneliness, isolation and mood — **one** positive and **one** negative
- ◆ **two** coping strategies related to the use of social media



National Unit Support Notes

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

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 in this unit, particularly in relation to individual learner's circumstances.

Outcome 1

The learner should be able to identify social, environmental, individual and cultural factors which influence mental health and wellbeing.

The learner could consider factors that individuals find themselves exposed to, including:

Social factors such as:

- ◆ level and degree of poverty
- ◆ unemployment and the conditions and experience of employment

Environmental factors such as:

- ◆ housing type and condition
- ◆ geographical location
- ◆ life chances such as awareness of access to health services and support agencies
- ◆ living environment

Individual factors such as:

- ◆ gender
- ◆ race
- ◆ religious views
- ◆ genetic inheritance
- ◆ education
- ◆ mental health awareness along with experiences the individual has had and what they understand about the world around them

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

Cultural factors such as:

- ◆ peer pressure
- ◆ religion
- ◆ values and beliefs

This is not an exhaustive list and other relevant factors within each category could be considered.

Outcome 2

The learner should be able to identify how the ever increasing reliance on technology means that individuals can be connected to information 24 hours a day but still be disconnected in terms of social interaction and making contact in everyday life. Learners could consider the differences between relationships made in real life and those which are formed over the internet.

Learners should be able to identify the positive and negative feelings associated with social media such as the range of information available and the anonymity which allows feelings and thoughts to be shared alongside the impact of cyber-bullying, the addictive nature of social media and the risks involved with sharing personal information and images. They should also gain an understanding of their own digital footprint and the implications of this.

Learners should consider how the use of social media can increase loneliness, isolation and low mood. The more time that is spent on social media means that there is less face to face interaction and social media becomes the most used mode of communication. Learners could consider social anxiety and the impact social media has on this.

Learners should be able to demonstrate knowledge relating to extreme social media usage and coping strategies to help individuals cope with the mental health implications associated with this. Such as:

- ◆ **Individual strategies** — blocking of others on social media, changing settings in relation to privacy on social media, limiting the time spent online and seeking help in relation this.
- ◆ **Strategies involving others** — parents/carers limiting time spent online, blocking certain sites, monitoring online activity and talking about this issues relating to this.
- ◆ Any other suitable strategies could be considered.

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. If this unit is being delivered as part of the level 4 award in Mental Health and Wellbeing, Outcome 2 could be delivered alongside Unit 3 Outcome 1 — Identify helpful and unhelpful coping strategies. The person delivering this unit should have experience or knowledge of dealing with mental wellbeing of individuals as some of the course content may directly relate to individual learners.

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

Learners should be made aware of the various sources of support available to individuals who are experiencing mental wellbeing issues in relation to social media usage, such as:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/online-bullying/>

<https://www.bullying.co.uk/cyberbullying/>

Reports into the impact of social media on mental health could form part of the delivery along with guest speakers, classroom discussions and research activities. Learners could also undertake the Scotland's Mental Health First Aid programme as part of this award.

The following websites could also be of help when delivering this unit:

<https://www.mentalhealth.org.uk/blog/social-media-and-young-peoples-mental-health>

<https://www.nationalelfservice.net/mental-health/depression/social-networking-sites-mental-health-friend-foe/>

<https://www.rsph.org.uk/our-work/campaigns/status-of-mind.html>

<https://www.childrenssociety.org.uk/news-and-blogs/our-blog/how-social-media-use-impacts-young-peoples-mental-health>

<https://epi.org.uk/publications-and-research/social-media-childrens-mental-health-review-evidence/>

<https://www.ceop.police.uk/safety-centre/>

Guidance on approaches to assessment of this unit

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

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

To achieve this unit, learners must demonstrate that they have investigated social, environmental, individual and cultural factors which influence mental wellbeing in individuals along with the impact that technology has on mental wellbeing.

Learners could investigate technology and factors which influence mental wellbeing. Where possible learners should use real life examples through sources such as newspapers, magazines, professional journals, TV, care and other relevant websites, specialist videos or visiting speakers. Learners could demonstrate their investigation through a range of products which could include an information leaflet, a poster, a report, or a presentation.

Where possible centres should integrate assessments to cover the three units of the award.

National Unit Support Notes (cont)

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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. Learners may also have the opportunity to develop ICT and presentation skills through research and presentation.

Consideration of their own 'digital footprint' may provide opportunity for development of employability and citizenship skills.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Influences on Mental Health and Wellbeing (SCQF level 4)

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.

This unit is an introduction to the factors which may cause individuals to experience mental health and wellbeing issues. The unit also considers how technology and social media can influence mental health and wellbeing.

This is a mandatory unit in the level 4 award in Mental Health and Wellbeing, but can also be studied as a stand-alone unit. The content of the unit would support you if you wish to gain an insight into what influences mental health and wellbeing. Successful completion could enable you to progress to the level 5 award in Mental Health and Wellbeing.

You will identify a range of social, environmental, personal and cultural factors which impact on mental health and wellbeing. These may include:

- ◆ Poverty
- ◆ Unemployment
- ◆ Housing and the area that individuals live in
- ◆ Life chances, individual experiences and individual mental health awareness
- ◆ Access to quality medical care
- ◆ Gender, race and religion
- ◆ Peers, values and beliefs

To achieve this unit, you must demonstrate that you have investigated social, environmental, individual and cultural factors which influence mental wellbeing in individuals along with the impact that technology has on mental wellbeing.