



National Unit Specification

General information

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

Unit code: J1D0 45

Superclass: PH

Publication date: August 2018

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is a mandatory unit of the level 5 Mental Health and Wellbeing Course and is also available as a free-standing unit.

The purpose of this unit is to enable learners to understand 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 5 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 understanding into what influences mental health and wellbeing. The unit is suitable for learners who wish to gain employment in Health and Social Care sectors. It is also suitable for those who wish to progress to further study.

Outcomes

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

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

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit Specification: General information (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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 4 award in Mental Health and Wellbeing
- ◆ The level 4 unit *Influences on Mental Health and Wellbeing*
- ◆ The skills, knowledge and understanding required for successful completion of level 4 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.

This is a mandatory unit in the level 5 award in Mental Health and wellbeing however it can be delivered as a stand-alone unit.

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 5)

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

Describe factors that may influence mental health and wellbeing.

Performance criteria

- (a) Describe social factors which may influence mental health and wellbeing in individuals
- (b) Describe environmental factors which may influence mental health and wellbeing in individuals
- (c) Describe personal factors which may influence mental health and wellbeing in individuals
- (d) Describe cultural factors and contexts which may influence mental health and wellbeing in individuals
- (e) Describe how some groups and populations may be more vulnerable to developing mental health and wellbeing issues than others

Outcome 2

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

Performance criteria

- (a) Describe how technology influences feelings of connection and disconnection
- (b) Describe positive and negative feelings connected to social media
- (c) Describe the impact of social media on loneliness, isolation and mood
- (d) Describe coping strategies which relate specifically to social media

National Unit Specification: Statement of standards (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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.

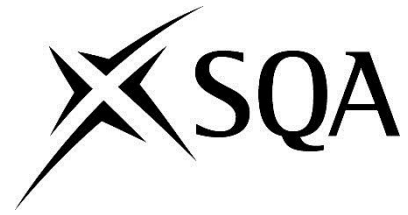
Outcome 1

Learners must describe two factors for each performance criteria.

Outcome 2

Learners must describe:

- ◆ **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 in relation to using social media



National Unit Support Notes

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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 describe social, environmental, individual and cultural factors and contexts which contribute to mental health and wellbeing issues. The learner should also describe groups of individuals who are vulnerable to developing mental health and wellbeing issues.

The learner should consider the circumstances that individuals may find themselves exposed to, including:

Social factors such as:

- ◆ disadvantage (such as poverty or debt)
- ◆ unemployment and the conditions and experience of employment
- ◆ social isolation or loneliness
- ◆ discrimination and stigma

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
- ◆ exposure to constant stressors which result in a low quality of life

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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

Learners could also consider post-traumatic stress disorder and individual use of drugs or alcohol.

Cultural factors and contexts such as:

- ◆ peer pressure
- ◆ religion
- ◆ nationality
- ◆ expected norms and values and beliefs

Vulnerable groups such as:

- ◆ migrants
- ◆ homeless people
- ◆ Gypsies and travellers
- ◆ sex workers
- ◆ care experienced individuals
- ◆ children and young people
- ◆ those experiencing domestic violence

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

Outcome 2

The learner should be able to describe 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 describe the differences between relationships made in real life and those which are formed over the internet.

Learners should be able to describe 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 in terms of the impact on their future.

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

Learners should describe 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 describe 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 the 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 5 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.

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/>

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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.

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 and the conditions and contexts in which they are used.

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.

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 describe social, environmental, individual, cultural factors and contexts which influence mental wellbeing in individuals along with the impact that technology has on mental wellbeing and the groups in society who have a higher chance of developing a mental wellbeing issue.

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 knowledge through a range of products which could include an information leaflet, a poster, a report, a presentation or a filmed interview or documentary.

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

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.

National Unit Support Notes (cont)

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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. 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*.

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

© Scottish Qualifications Authority 2018

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Influences on Mental Health and Wellbeing (SCQF level 5)

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 purpose of this unit is to enable learners to understand and describe 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 5 award in Mental Health and Wellbeing, but can also be studied as a standalone unit. The content of the unit would support you if you wish to gain an understanding into what influences mental health and wellbeing. This unit is suitable for individuals who wish to seek employment in a health and social care setting or who wish to undertake further study at a higher level.

This unit will enable you to describe social, environmental, individual and cultural factors and contexts which contribute to mental health and wellbeing. You will also learn about groups of individuals who are vulnerable to developing mental health and wellbeing issues.

To achieve this unit, you must describe social, environmental, individual, cultural factors and contexts which influence mental wellbeing in individuals. You will also detail the impact that technology has on mental wellbeing and the groups in society who have a higher chance of developing a mental wellbeing issue.