



Group Award Specification for:

Mental Health and Wellbeing at SCQF level 4

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

It is envisaged that this award in Mental Health and Wellbeing will be utilised in a variety of settings, and by a number of providers. The fundamental rationale for the award is to provide learners with an opportunity to develop skills and knowledge surrounding mental health.

The units will encourage the learner to explore and understand issues around mental health and to develop positive coping strategies to address these issues. It also allows the opportunity for the development of skills for learning, life and work which may enhance opportunities for employment and help learners to become responsible, contributing citizens.

1.1 Rationale

Following an initial proposal, an extensive consultation was undertaken on the need for a nationally recognised qualification in Mental Health and Wellbeing. As a result of the consultation, a strong need was identified for a qualification in this area. The consultation exercise found that consultees across a wide age range valued the benefits of having a nationally recognised and certificated qualification, relevant to issues surrounding mental health.

Feedback from consultees also suggested a requirement for specific topics to be included in the new qualification, including:

- ◆ an understanding of mental health
- ◆ influences on mental health
- ◆ coping strategies

These topics were addressed as part of the process of devising the framework for the qualification and can be accommodated through approaches to learning and teaching.

It is evident that a variety of mental health problems can affect learning.

There is currently a major gap in knowledge surrounding mental health and wellbeing which requires to be addressed. Most people learn what they know about mental illness from the media. Many radio, television and newspaper accounts present people with mental illness as violent, criminal, dangerous, comical, incompetent and fundamentally different from other people. These inaccurate images perpetuate unfavourable stereotypes, which can lead to the rejection, marginalisation and neglect of people with mental illnesses.

This qualification seeks to address the inaccuracies surrounding perceptions of mental health and, instead, provide accurate information, promote understanding and equip learners with positive coping strategies to improve and maintain mental health and wellbeing. The award aims to:

- ◆ reduce stigma surrounding mental health.
- ◆ arm young people with healthy coping strategies.
- ◆ promote knowledge of the impact of mental health on behaviour.
- ◆ dispel myths surrounding mental health.
- ◆ promote understanding of positive and negative impacts on mental health.
- ◆ help individuals to make the right choices.
- ◆ promote understanding of the potential uses and impact of social media and the internet.
- ◆ create resilience.

These awards in Mental Health and Wellbeing support the Scottish Government's Mental Health Strategy 2017–2027. Its guiding ambition for mental health is simple but, if realised, will change and save lives: 'We must prevent and treat mental health problems with the same commitment, passion and drive as we do with physical health problems.'

1.2 Target client groups

The award in Mental Health and Wellbeing may be suitable for a wide range of learners, however, the main target groups are:

- ◆ Young people
- ◆ Adults
- ◆ People working with voluntary and charitable organisations supporting individuals

This is not an exhaustive list and only indicates examples of potential learners. The award could also be relevant for those looking to enhance their skills portfolio and anyone who is considering a career within Health and Social Care. The award provides learners with pertinent and valuable skills which can be applied in many living contexts.

This award could be delivered by a range of educational providers such as:

- ◆ Secondary schools
- ◆ Colleges
- ◆ School/college partnership
- ◆ Prisons
- ◆ Secure units and residential schools
- ◆ Organisations dealing with mental health
- ◆ Educational training providers

2 Qualification structure

This award in Mental Health and Wellbeing meets the relevant design principles as:

- ◆ it is made up of 3 SQA unit credits at SCQF level 4.
- ◆ it amounts to 18 SCQF credit points at SCQF level 4.
- ◆ all the units within the award are at SCQF level 4 which is the SCQF level for the award.

A mapping of Skills for Learning, Life and Work development opportunities is available in Section 5.2.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1D1	44	Understanding Mental Health Issues	1	6	4
J1CY	44	Influences on Mental Health and Wellbeing	1	6	4
J1CW	44	Coping Strategies and Building Resilience	1	6	4

Learners successfully completing 18 SCQF credit points will gain the group award.

3 Aims of the qualification

The award is designed to enable learners to increase understanding and awareness of issues around mental health and wellbeing. As a result, they will be better equipped to undertake further education, training or employment, live a healthy lifestyle and become responsible, contributing citizens.

The Mental Health and Wellbeing award is designed to contribute to the development of the four purposes of the *Curriculum for Excellence*: successful learners, confident individuals, responsible citizens and effective contributors.

3.1 General aims of the qualification

General aims of the award are to allow learners to develop:

- ◆ the capacity for successful citizenship (1)
- ◆ self-reliance (2)
- ◆ resilience (3)
- ◆ problem solving skills (4)
- ◆ self-esteem (5)
- ◆ self-confidence (6)
- ◆ personal responsibility (7)

3.2 Specific aims of the qualification

Specific aims of the award are to allow learners to develop knowledge and skills related to:

- ◆ describing the terms 'mental health' and 'wellbeing' for individuals and society (8)
- ◆ describing a range of mental health issues (9)
- ◆ identifying the role of the brain in relation to mental health and wellbeing (10)
- ◆ Identifying factors that may influence mental health and wellbeing in individuals (11)
- ◆ Identify the influence of technology and social media on mental health and wellbeing (12)
- ◆ identifying helpful and unhelpful coping strategies (13)
- ◆ describing how to promote good mental health and wellbeing in self and others (14)
- ◆ describing different types of support available and ways to address barriers to support mental health and wellbeing (15)

Further information on where the aims of the award are met within the structure can be found in Section 5.1.

4 Recommended entry to the qualification

There are no set pre-entry requirements for this award. Entry to this award is at the discretion of the centre.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. In addition, significant opportunities exist for learners to develop the more generic skills, known as Skills for Learning, Life and Work through undertaking this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
J1D1 44	Understanding Mental Health Issues	X	X	X	X	X	X	X	X	X	X					
J1CY 44	Influences on Mental Health and Wellbeing	X	X	X	X	X	X	X				X	X			
J1CW44	Coping Strategies and Building Resilience	X	X	X	X	X	X	X						X	X	X

5.2 Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

1.1 Reading

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional Wellbeing

3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding

5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course. Further information on building in skills for learning, skills for life and skills for work for the course is given in the *Course Support Notes*.

5.3 Assessment strategy for the qualification

Unit code	Unit title	Assessment		
		Outcome1	Outcome 2	Outcome 3
J1D1 44	Understanding Mental Health Issues	Written/oral/ e-assessment/ flexible	Written/oral/ e-assessment/ flexible	Written/oral/ e-assessment/ flexible
J1CY 44	Influences on Mental Health and Wellbeing	Written/oral/ e-assessment/ flexible	Written/oral/ e-assessment/ flexible	
J1CW 44	Coping Strategies and Building Resilience	Written/oral/ e-assessment/ flexible	Written/oral/ e-assessment/ flexible	Written/oral/ e-assessment/ flexible

6 Guidance on approaches to delivery and assessment

The award in Mental Health and Wellbeing at SCQF level 4 is designed to develop learners' potential as contributing members of society through the development of understanding related to mental health and wellbeing. The award also provides opportunities for learners to demonstrate the ability to manage information and be effective communicators.

Where possible methods of assessment and assessment conditions should be as flexible as possible in order to suit the learner group, however, some centres may identify specific methods of assessment and particular assessment conditions. Centres are therefore advised to check the information in the unit specification for any unit they wish to deliver as part of the award.

There are opportunities for integrated learning and assessment across the award and a holistic approach could be taken to the delivery and assessment. Practitioners could encourage integration and contextualisation of units to avoid over assessment.

6.1 Sequencing/integration of units

The structure of the award lends itself to a variety of delivery approaches and opportunities. Units could be delivered on a part-time basis, full time basis, or embedded within a broader programme of study.

The award could be delivered in a number of ways, and the sequence of delivery could depend on factors including:

- ◆ the individual learner(s) and identified needs
- ◆ duration of the programme of study
- ◆ resources/timetabling

Delivery could be supported through a variety of teaching and learning approaches, including:

- ◆ tutor or teacher led working with groups or individuals
- ◆ internet research
- ◆ visiting speakers
- ◆ practical activities
- ◆ simulation/role-play
- ◆ learner presentations
- ◆ peer support
- ◆ projects
- ◆ group work

Centres may wish to establish links with external partners such as local authorities, National Health Service, Mental Health and other voluntary organisations to add value to the delivery of the award. These methods are indicative and are neither mandatory nor exhaustive.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk

6.2.1 Articulation and/or progression

This award in Mental Health and Wellbeing at SCQF level 4 may help learners to progress towards employment, training or other qualifications such as the award in Mental Health and Wellbeing at SCQF level 5.

6.3 Opportunities for e-assessment

The following units within the award can be assessed through e-assessments.

- ◆ Understanding Mental Health Issues
- ◆ Influences on Mental Health and Wellbeing
- ◆ Coping Strategies and Building Resilience

These assessments will be available through SQA Solar <http://www.sqasolar.org.uk>

6.4 Support materials

A list of ASPs is available to view on SQA's website.

6.5 Resource requirements

It is recommended that appropriate IT facilities be available to learners.

No other specific resource requirements have been identified in order to facilitate delivery of the award.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised then replaced by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's schools and colleges have made to the development of this qualification.

9 General information for learners

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

This award at SCQF level 4 has been designed to enable you to acquire and develop understanding and skills around mental health and wellbeing. You will be required to complete all three mandatory units to gain the full award.

The mandatory units are designed in order to ensure that you focus on the following areas:

Understanding Mental Health Issues

- ◆ describing what is meant by the terms 'mental health' and 'wellbeing' for individuals and wider society
- ◆ describing a range of mental health issues
- ◆ identifying the role of the brain in relation to mental health and wellbeing

Influences on Mental Health and Wellbeing

- ◆ identifying factors that may influence mental health and wellbeing in individuals
- ◆ identifying the influence of technology and social media on mental health and wellbeing

Coping Strategies and Building Resilience

- ◆ identifying helpful and unhelpful coping strategies
- ◆ describing how to promote good mental health and wellbeing in self and others
- ◆ describing different types of support available and ways to address barriers to support mental health and wellbeing

You do not need any prior qualifications to begin this award. To achieve a unit within the award, you will need to pass the unit assessment. Unit assessment may include practical work, written work and discussion. By completing this award you will gain awareness and understanding of mental health and wellbeing.

Successfully completing the award in Mental Health and Wellbeing may help you to progress towards employment, training or further qualifications.