Group Award Specification for:

Mental Health and Wellbeing Award at SCQF level 6

Group Award Code: GV2V 46

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Contents

1.   Introduction

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 higher education institutes (HEIs) of the aims and purpose of the qualification.
♦   Provide details of the range of learners the qualification is suitable for and progression opportunities.

Challenges with mental health and wellbeing have touched every life in Scotland: from a young person struggling in school, or a colleague absent from work to an elderly relative living with dementia. We have all seen, and often personally felt and experienced, the impact that mental health and wellbeing can have. The Scottish Governments Mental Health Strategy 2017–2027 demonstrates the need for a focus on how to positively care for mental health and wellbeing.

The level 4 and level 5 Mental Health and Wellbeing Awards were launched in 2018 and are now being delivered in a range of centres around the country. The fundamental rationale for the level 6 award remains the same; to provide learners with an opportunity to develop skills and knowledge surrounding mental health and wellbeing. The level 6 award allows for a more in depth analysis, an opportunity to explore theoretical research and ability to develop critical thinking skills, all revolved around wellbeing.

The award may provide a continued pathway for learners who have completed the award at level 4 and 5 or provide another opportunity for a learner who is working at level 6 on the SCQF Framework. 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.

2. Qualification structure

This group award is made up of 4 SQA unit credits. It comprises of 24 SCQF credit points which are all at level 6.

A mapping of the qualifications aims to units is available at Section 5.1 and a mapping of Core Skills development opportunities is available in Section 5.2.

2.1 Structure

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J77J	46	Understanding Brain Health	1	6	6
J77H	46	Influences on Mental Health and Wellbeing	1	6	6
J77G	46	Promoting Mental Health and Wellbeing	1	6	6
J77K	46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	1	6	6

3. Aims of the qualification

The content within the award will provide the learner with an introduction to different perspectives and a range of theories within each of these perspectives. This will enable the learner to develop critical thinking skills and begin to understand the complexity of the issues which have an influence on mental health and wellbeing. The 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 individuals and wider society. As a result, learners will be better equipped to undertake further education, training or employment, live a healthy lifestyle and become responsible, contributing citizens.

The units aim to provide an understanding of how the brain can impact on mental health and wellbeing, the effect that the digital society can have on mental health and wellbeing, the different influences that can contribute to positive/negative mental health and lastly, to analyse the role of promotion and prevention in leading a healthy lifestyle.

The learning outcomes provide the facilitator with an opportunity to design a learning experience which is personalised to learners and it is hoped that this will make the awards as accessible and as relevant as possible.

3.1 General aims of the qualification

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

1. The capacity for successful citizenship.
2. Self-reliance.
3. Resilience.
4. Problem solving skills.
5. Self-esteem.
6. Self-confidence.
7. Personal responsibility.
8. Critical thinking.

3.2 Specific aims of the qualification

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

9. Describe the terms technology and social media.
10. Provide a definition of the digital divide.
11. Describe what is meant by the term 'mass media'.
12. Describe how to stay safe online.
13. Describe the importance of responsible reporting within the mass media.
14. Describe a theory relating to coping strategies.
15. Explain the resilience matrix.
16. Investigate prevention, promotion, intervention and support for mental health and wellbeing.
17. Explain the term rights based approach.
18. Describe key features of current legislation and policy.
19. Explore the impact of stigma.

Specific aims of the qualification (continued)

20. Describe key features of biological, psychological, sociological and cultural perspectives of mental health and wellbeing.
21. Describe theories from any of the 4 perspectives (biological, psychological, sociological and cultural).
22. Describe features of two models supporting mental health and wellbeing.
23. Describe key features of the brain.
24. Provide an explanation of how the brain, body and environment interact and manifest emotional responses.
25. Investigate brain plasticity and the importance it has for our mental health and wellbeing.
26. Explore neurogenesis.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience

There are no set pre-entry requirements for this award. Entry to this award is at the discretion of the centre. Learners may benefit from having completed the Mental Health and Wellbeing award at SCQF level 5.

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. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
J77J 46	Understanding Brain Health	X	X	X	X	X	X	X	
J77H 46	Influences on Mental Health and Wellbeing	X	X	X	X	X	X	X	
J77G 46	Promoting Mental Health and Wellbeing	X	X	X	X	X	X	X	X
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	X	X	X	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 9	Aim 10	Aim 11	Aim 12	Aim 13	Aim 14	Aim 15	Aim 16	Aim 17
J77J 46	Understanding Brain Health									
J77H 46	Influences on Mental Health and Wellbeing									
J77G 46	Promoting Mental Health and Wellbeing									
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing						X	X	X	X

Code	Unit title	Aim 18	Aim 19	Aim 20	Aim 21	Aim 22	Aim 23	Aim 24	Aim 25	Aim 26
J77J 46	Understanding Brain Health						X	X	X	X
J77H 46	Influences on Mental Health and Wellbeing			X	X	X				
J77G 46	Promoting Mental Health and Wellbeing	X	X							
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing									

5.2 Mapping of Core Skills development opportunities across the qualifications

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J77J 46	Understanding Brain Health	X	X	X
J77H 46	Influences on Mental Health and Wellbeing	X	X	X
J77G 46	Promoting Mental Health and Wellbeing	X	X	X
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J77J 46	Understanding Brain Health	Not applicable	Not applicable
J77H 46	Influences on Mental Health and Wellbeing	Not applicable	Not applicable
J77G 46	Promoting Mental Health and Wellbeing	Not applicable	Not applicable
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	Not applicable	Not applicable

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J77J 46	Understanding Brain Health	X	X
J77H 46	Influences on Mental Health and Wellbeing	X	X
J77G 46	Promoting Mental Health and Wellbeing	X	X
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J77J 46	Understanding Brain Health			
J77H 46	Influences on Mental Health and Wellbeing			
J77G 46	Promoting Mental Health and Wellbeing	X	X	X
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J77J 46	Understanding Brain Health	X	X
J77H 46	Influences on Mental Health and Wellbeing	X	X
J77G 46	Promoting Mental Health and Wellbeing	X	X
J77K 46	The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	X	X

5.3 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Understanding Brain Health	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible
Influences on Mental Health and Wellbeing	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible
Promoting Mental Health and Wellbeing	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible
The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing	Written/oral/e-assessment/ flexible	Written/oral/e-assessment/ flexible	

There is flexibility with how outcomes can be assessed and evidence generated. This can be written/oral/e-assessments. Examples are provided below but this is not an exhaustive list.

♦ information leaflet.
♦ poster.
♦ report.
♦ question and answer.
♦ video.
♦ a presentation or a filmed interview or documentary.
♦ wiki report/blog.
♦ podcast.
♦ group discussion.
♦ or any other appropriate method agreed by the learner and assessor.

6. Guidance on approaches to delivery and assessment

The award in Mental Health and Wellbeing at SCQF level 6 is designed to develop learners' potential as contributing members of society through the development of research, investigation and understanding related to mental health and wellbeing. The award also provides opportunities for learners to demonstrate the ability to manage information, effectively communicate, to work as part of a team and to produce pieces of work that can be helpful to peers and local communities.

Where possible methods of assessment and assessment conditions should be as flexible as possible in order to suit the identified target group, however, some centres may identify specific methods of assessment and particular assessment conditions. Centres are encouraged to generate naturally occurring evidence and take a flexible approach to assessment method to make the award as accessible as possible. 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 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

The award in Mental Health and Wellbeing at SCQF level 6 may help learners to progress into relevant fields within further and higher education, towards employment, training or other qualifications within the area of Mental Health and Wellbeing.

6.3 Opportunities for e-assessment

Centres can devise their own assessments for all four units which could include online e- assessments.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

It is recommended that appropriate information technology (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 these qualifications 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

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

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:

♦ candidates 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 candidates 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.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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 by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter candidates 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 colleges have made to the development of this qualification.

Template version: October 2022.

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.

The award at SCQF level 6 has been designed to enable you to investigate and research theories and perspectives related to mental health and wellbeing. You will benefit from prior knowledge for this award however a qualification is not required to begin this award.

You will be required to complete all four mandatory units. The mandatory units are designed in order to ensure that you focus on the following areas:

Understanding Brain Health

♦ Describe key features of the brain.
♦ Provide an explanation of how the brain, body and environment interact and manifest emotional responses.
♦ Investigate brain plasticity and the importance it has for our mental health and wellbeing.
♦ Provide a definition of the term neurogenesis.
♦ Describe three factors which impact adversely on neurogenesis.
♦ Describe three actions which impact positively on neurogenesis.

The Impact of the Digital Society and the Information Age on Mental Health and Wellbeing

♦ Describe the terms technology and social media and give 5 examples of how technology and social media has changed our lives.
♦ Provide a definition of the digital divide.
♦ Describe what is meant by the term 'mass media'.
♦ Describe how to stay safe online and three ways to 'healthy' use of social media and technology.
♦ Describe the importance of responsible reporting within the mass media.

Promoting Mental Health and Wellbeing

♦ Describe a theory relating to coping strategies.
♦ Explain how the resilience matrix can help manage risk.
♦ Investigate prevention, promotion, intervention and support for mental health and wellbeing.
♦ Explain the term rights based approach and it can help promote positive mental health and wellbeing.
♦ Describe key features of current legislation and policy.
♦ Describe the impact of stigma on mental health and wellbeing and how it can be addressed.

Influences on Mental Health and Wellbeing

♦ Describe three key features of biological, psychological, sociological and cultural perspectives of mental health and wellbeing.
♦ Describe two theories from any of the four perspectives (biological, psychological, sociological and cultural).
♦ Describe five key features of two models supporting mental health and wellbeing.

Assessment may include practical work, written work and discussion. By completing this award you will gain a deep research based 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.