

**NCFE**

**CACHE**

# Tutor Guidance

**NCFE CACHE Level 2 Certificate in  
Understanding Mental Health First Aid and  
Mental Health  
QN: 603/5148/2**

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### Summary of changes

This document summarises the changes to this tutor guidance since the last version (Version 1.0 March 2020). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	March 2020	First publication
v1.1	June 2022	References to Public Health England amended to UK Health Security Agency and Office for Health Improvement and Disparities

# Section 1

## General introduction

## Introduction

This Tutor Guidance contains Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication.

To ensure that you are using the most up-to-date version of this Tutor Guidance, please check the version number and date in the page footer against that of the Tutor Guidance document on QualHub.

We have provided this Tutor Guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## **Qualification introduction and purpose**

The purpose of this qualification is to give learners the skills to support colleagues with mental health problems. These skills will be gained by increasing the learner's knowledge and understanding of mental health conditions and the principles of mental health first aid and how this can be implemented in the workplace.

## **Rules of combination**

To be awarded the Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace, learners are required to successfully complete 3 mandatory units.

## **Progression**

Learners who achieve this qualification could progress to:

- Level 2 and 3 Certificate in Preparing to Work in Adult Social Care
- Level 2 Award in Awareness of Dementia
- Level 2 Certificate in Understanding Working in the Health Sector
- Level 2 and 3 Certificate in the Principles of End of Life Care
- Level 3 Certificate in Stroke Care Management
- Intermediate and Advanced Apprenticeships in Health and Social Care.

## Entry guidance

This qualification is designed for learners who wish to raise awareness of mental health, creating a culture of care and the promotion of positive mental health. This qualification gives learners the opportunity to understand mental health, its associated care and how this can be applied to learners or colleagues in the workplace.

Workers within a wide range of public service roles may interact with those with mental health issues and support needs in their day-to-day work across a number of sectors.

It may also be useful to learners studying qualifications in the following sectors/areas:

- customer service
- education
- childcare
- housing
- voluntary sector
- sport and recreation
- hospitality
- travel and tourism.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification as they can apply their knowledge of the structures of work at Level 2 to this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

**Units achievement log**

	<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>GLH</b>	<b>Page</b>	<b>Notes</b>
☆	Unit 01	A/617/8261	Exploring mental health	2	40	9	
☆	Unit 02	K/617/8269	Understand how to support individuals with mental ill health	2	40	17	
☆	Unit 03	D/617/8270	Understand a mentally healthy environment	2	40	24	



# Section 2

## Tutor hints and tips

## Unit 01: Exploring mental health

<b>Unit number</b>	A/617/8261		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning:	40	Non-guided learning:	5
<b>Unit aim</b>	Learners will be introduced to different types of mental ill health and understand the factors which may contribute to mental ill health and actions that can be taken.			

### Introduction:

The aim of this unit is to introduce and explore different types of mental ill health and factors that may increase the risk of mental ill health in individuals.

Exploring the subject of mental health can be a sensitive topic for some learners and may trigger emotions. It is important to allow time for support as necessary and provide signposting to ensure welfare.

Begin this unit by sharing the aim, learning outcomes and assessment criteria so that learners have insight to the scope of the unit to be studied.

Pre-warning learners about lesson content can also give them a chance to feed into the lesson anonymously. Have a physical “ask it basket” in your room, or set up an online equivalent, where learners can ask questions anonymously or contribute their thoughts or ideas on the topic without having to do so in front of the whole class.

It is useful to define new terminology and create a display or glossary for future reference as learners progress through the qualification and this may prove especially helpful during assessment.

In addition, learners may benefit from creating a list of useful sources of information and guidance as they progress through the qualification.

Many of the topics holistically cross other units and websites signposted in this Tutor Guidance will contain valuable information to support learning for the scope of this qualification.

### Tutor Guidance, tips and hints

#### Learning outcome 1

Introduce the topic of mental health by exploring whole person well-being. Using prompts and open questions encourage learners to share ideas around what contributes to well being. Ensure that the 4 pillars to well-being are discussed. Learners could be given time to create a poster to illustrate the 4 pillars to well-being as an introduction activity to lead into the topic of mental health.

Consider playing a game of ‘well-being bingo’ as an ice breaker.

Information and a template for bingo cards can be found at :

<https://youngminds.org.uk/media/2913/wellbeing-bingo.pdf>

By thinking about well-being, learners can start to develop a definition of mental health.

Allow time for small group work for learners to create their own definitions and share with the whole group.

It may be useful here to provide handouts or signpost to the definition of mental health from The World Health Organisation:

*“Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.”*

[https://www.who.int/features/factfiles/mental\\_health/en/](https://www.who.int/features/factfiles/mental_health/en/)

It is important at this stage to guide learners to formulate their own definition in preparation for the assessment of this unit. This is a good point to remind learners of the training provider's policy around plagiarism.

Discussions should naturally move onto considering a definition of mental ill health.

Next, introduce new terminology such as *continuum* and *spectrum* in the context of mental health. Learners should be guided to understand that mental health is a spectrum with health ranging from having good mental health, to having mental health issues, to those with diagnosed mental disorders. This short video provides a suitable introduction to the topic of mental ill health.

<https://www.youtube.com/user/MindWebteam>

Delivery should ensure that learners understand we all have mental health that moves along the spectrum (continuum) at different points of our lives. In the course of a lifetime, not all people will experience a mental illness, but everyone will struggle or have a challenge with their mental well-being (ie, their mental health) just like we all have challenges with our physical well-being from time to time. Here is an opportunity for learners to create a display to illustrate the mental health continuum.

### **Example activity**

Make a mental health continuum display using a long line of plain paper. The paper should be marked zero at one end and 10 at the other.

Explain that 10 is good mental health and zero is mental ill health. Provide learners with cards or post-it notes. Ask learners to write down different issues or mental ill health challenges that an individual may experience during their life. Next, ask learners to place their cards along the line where they see fit.

This activity should provoke discussions around how these cards may move up and down the continuum to illustrate how mental health can be fluid for most individuals

This display can be referred to and built upon during the course of the qualification.

Continuum of Mental Health and well-being		
Mentally unwell	Mental Health issues	Mentally healthy and flourishing
Distressed Poor coping skills Hopelessness Angry outbursts Sleeping too much Excessive anxiety and worry Permanent sadness Withdrawn Personality disorders Crisis	Mild to moderate distress Trouble sleeping Nervousness Some anxiety and worry Self esteem issues	Resilient Strong coping skills Resourceful Positive relationships Usual mood fluctuations Usual sleep pattern Energised Able to manage challenges Socially engaged Humour Eating normally

## Learning Outcome 2

Requires learners to have an understanding of the factors that may increase the risk of mental ill health.

Some factors to consider have been provided below, however this list is not exhaustive:

- temporary such as; side effect of medications
- long term such as; chronic medical conditions or disability, SEND, children in need, adverse childhood experiences, PTSD, being a young carer, sexuality (LGBT), brain injury, culture
- inside the work environment such as; workload, work/life balance, lack of training or support, threat of redundancy, shift work, job role (ie, emergency services or armed forces)
- outside the work environment such as: loneliness, poverty, alcohol/drug misuse, housing worries, being involved in a serious incident such as car accident or victim of violent crime, domestic abuse, debt, bereavement, divorce, family mental health
- in a learning environment such as: exam stress, bullying, transitions secondary school or higher education.

It is important to highlight that some individuals are more resilient than others and may experience differing degrees of mental ill health.

Moving on, learners need to understand the relationship between physical health and mental health.

Learning outcome 2.2 lends itself to some small group research.

Provide access to the internet or information about physical health from recognised organisations and task learners to find out how physical health can affect mental health.

The following websites could be explored:

<https://www.mentalhealth.org.uk/a-to-z/p/physical-health-and-mental-health>

<https://www.mentalhealth.org.uk/publications/how-to-using-exercise>

<https://www.mentalhealth.org.uk/publications/how-sleep-better>

<https://www.nhs.uk/conditions/stress-anxiety-depression/mental-benefits-of-exercise/>

<https://www.mentalhealth.org.uk/a-to-z/d/diet-and-mental-health>

<https://www.rethink.org/advice-and-information/about-mental-illness/learn-more-about-conditions/drugs-alcohol-mental-health/>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/nature-and-mental-health/#.XYitA9J8Cjc>

### **Example activity**

Small group work following on from research.

Give small groups of learners a card with one of the following titles on it.

Ask each group to prepare and deliver a short presentation to peers explaining how the topic on their card can have an effect (positive or negative) on an individual's mental health. The presentation could be a power point slide, talking round a poster they have created or a short speech.

Cards titles:

- rest and sleep
- physical exercise
- being outdoors
- nutrition
- addictive substances ( alcohol, drugs, nicotine)
- stress relieving activities.

Allow time for note taking to support preparation for assessment of this unit.

### **Learning outcome 3**

Learners may wish to revisit the mental health continuum display previously created and add to it during learning for this outcome.

The focus now moves onto understanding different types of mental ill health.

A range of different conditions should be covered to provide a balanced understanding.

(It is important to create a culture of open exploration of mental health issues but vital to ensure that lessons ensure the welfare of learners at risk of vulnerabilities.)

For example:

- mood disorders
- anxiety disorders
- personality disorders

- psychotic disorders
- trauma-related disorders
- substance abuse disorders
- eating disorders
- self-harm.

Ensure learners understand that different types of mental health illness can affect individuals in differing ways and at different degrees of severity.

This may be a good opportunity to invite a visitor to speak about different types of mental ill health.

Useful information from the following organisations may enhance the delivery of learning outcome 3.

- [www.mind.org.uk](http://www.mind.org.uk)
- [www.rethink.org.uk](http://www.rethink.org.uk)
- <https://www.nhs.uk/>
- <https://mentalhealth-uk.org/>
- [http://www.sane.org.uk/resources/mental\\_health\\_conditions/](http://www.sane.org.uk/resources/mental_health_conditions/)
- <https://www.mentalhealth.org.uk/a-to-z>

As part of researching different mental ill health conditions learners should naturally and holistically become aware of the signs and indicators that an individual may be experiencing mental ill health or a decline in mental health.

Real life stories videos and blogs can be found on [www.mind.org.uk](http://www.mind.org.uk) and [www.sane.org.uk](http://www.sane.org.uk) and these can be useful delivery resources for this topic.

### **Example activity**

Produce cards detailing the following scenarios and allocate one card per small group of learners. Encourage learners to discuss the scenarios in small groups. The focus is to brainstorm the signs and indicators that might be evident to suggest an individual may be experiencing mental ill health.

It is important to remind learners that they are not attempting to diagnose mental ill health.

Learners should be encouraged to consider:

- visible signs such as irritability, low mood, tired, tearful, weight loss
- behavioural signs such as poor concentration, reduced motivation or engagement, onset of phobias, a change in behaviour, poor attendance record, reduction in standards of work or study, self-injurious behavior.

#### *Scenario 1*

Mark is a 58-year-old employee who has been in employment with the company for over 30 years. He is now facing the threat of redundancy.

What signs would you look for that may indicate that Mark is struggling to cope with the situation?

#### *Scenario 2*

Sofia is a 22 year old colleague with a previous, known history of experiencing anxiety and panic attacks. She has recently experienced a bereavement.

What signs would you look for that may indicate that Sofia is struggling to cope with the situation?

### *Scenario 3*

Molly is a colleague who is a new mother. Molly's family live some distance away as she recently moved to the area.

What signs would you look for that indicate that Molly is struggling to cope with the situation?

### *Scenario 4*

Rik is a fire fighter who has been working extra shifts for the last month as several colleagues are off sick. Rik recently attended a traumatic incident but declined the offer of routine support from his employer.

What signs would you look for that may be indicators that Rik is struggling to cope with the situation?

### *Scenario 5*

Shona is at university living away from home. She has a work placement for 6 months as part of the final year of her degree. Shona lives with a long term medical condition which is worsened by stress.

What signs would you look for that may indicate that Shona is struggling to cope with the situation?

Encourage groups to share their thoughts with peers and allow time for note taking. Discussions can be built upon through the scenarios.

Useful posters such as the illustrations below as well as valuable booklets are available from the Charlie Waller Trust, which will enhance the delivery of this topic.

<https://www.cwmt.org.uk/schools-families-resources>

Moving on, a consideration could be given to identifying different ways mental health could be indicated and monitored. It will be useful for learners to consider a range of methods that can be applied when monitoring mental health. A range of methods are listed below that may enhance and enrich delivery as well as contextualising this new aspect of learning.

Instigate whole class discussions and feedback around the variety of monitoring methods that might prompt mental ill health identification. These could include:

- 1-1 meetings with line manager
- sick records
- performance review and appraisals
- staff/learner surveys
- exam grades if in education
- observation and interaction with individuals.

## **Learning Outcome 4**

The topic of mental health crisis is explored further in Unit 2 (learning outcome 3) so there is an opportunity here to deliver holistically.

By way of an introduction and to conclude learning about signs and indicators of mental ill health provide definitions to support understanding.

These definitions can be revisited as learner progresses through the qualification.

[www.rethink.org.uk](http://www.rethink.org.uk) defines a mental health crisis as follows: "A mental health crisis can mean different things. It generally means when someone's health worsens to the point where they need urgent help from professional services."

This could include:

- thinking about suicide or acting on suicidal thoughts
- having an episode of psychosis (where you might experience or believe things that others do not), or
- doing something that could put yourself or other people at risk.

[www.nhs.uk](http://www.nhs.uk) defines a mental health crisis as follows: “A mental health crisis often means that you no longer feel able to cope or be in control of your situation. You may feel great emotional distress or anxiety, cannot cope with day-to-day life or work, think about suicide or self-harm, or experience hallucinations and hearing voices”.

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/dealing-with-a-mental-health-crisis-or-emergency/>

This learning outcome requires an understanding of actions to take when an individual is facing a mental health crisis.

Learners should be guided to understand how to recognise the signs of a mental health crisis and what actions they could take and feel able to take.

The links below have some useful information.

<https://www.mind.org.uk/information-support/guides-to-support-and-services/seeking-help-for-a-mental-health-problem/helping-someone-else-seek-help/#emergency>

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/dealing-with-a-mental-health-crisis-or-emergency/>

Key points to emphasise:

- recognise own limitations and responsibilities
- if the individual is not safe stay with them if able to do so
- reassure and ask if there is anyone they wish to call
- call for professional help:
  - Crisis line if provided by health professional
  - Samaritans free call
  - NHS or emergency services
  - Police if in immediate danger.

It may be useful to facilitate personal reflection time here. Learners may benefit from considering their confidence, limitations or job role in supporting an individual experiencing a mental health crisis as part of personal growth.

Recap the main key words and themes associated with this unit and ensure there is time for assignment preparation.

Prepare learners for the next unit.

The learning for this unit could be brought to a close by playing this video from Mind “In our own words”. (6 minutes long).

[https://www.youtube.com/watch?v=\\_y97VF5UJcc](https://www.youtube.com/watch?v=_y97VF5UJcc)



### **Resources and further reading – Unit 01**

- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.who.int](http://www.who.int)
- [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
- [www.nhs.uk](http://www.nhs.uk)
- [www.rethink.org](http://www.rethink.org)
- [www.mind.org.uk](http://www.mind.org.uk)
- [www.sane.org.uk](http://www.sane.org.uk)
- [www.cwmt.org.uk](http://www.cwmt.org.uk)
- [www.headstogether.org.uk](http://www.headstogether.org.uk)

**Unit 02: Understand how to support individuals with mental ill health.**

<b>Unit number</b>	K/617/8269		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning:	40	Non-guided learning:	5
<b>Unit aim</b>	Learners will understand how to support individuals with mental ill health and understand their responsibilities and how to protect their own mental health.			

**Introduction:**

This unit considers how to support individuals with mental ill health within boundaries of own role.

Learners will understand the importance of positive relationships and a person centred approach to supporting individuals with mental ill health. Attitudes, perceptions and stigma around mental health is explored as well as understanding how to protect own mental health when supporting others.

Begin this unit by sharing the aim, learning outcomes and assessment criteria so that learners have insight to the scope of the unit to be studied.

It is useful to define new terminology and create a display or glossary for future reference as learners progress through the qualification and this may prove especially helpful during assessment

**Tutor Guidance, tips and hints:**

**Learning outcome 1**

Begin this unit with a large group discussion about the features and characteristics of a positive relationship and make a note of learners' comments. Key words are likely to include the following (where these are omitted, please add):

- communication
- respect
- value
- inclusion
- professionalism
- loyalty
- confidentiality.

Spend time exploring each one and discussing what each key word means in the context of positive relationships. Learners can make their own reference glossary for the key words by working in pairs with a couple of key words each. They can find references to share with the rest of the group from a range of text/sources.

Moving on from this, learners can begin to appreciate the characteristics of a positive relationship.

Working on their own, learners can be asked to list all of the different relationships they have and consider if they are personal or professional ones. For example, a learner may develop a list to include:

- own children
- siblings
- parents/carers

- football team member or other sport/club
- friends
- peers at college/work
- teacher/tutor/work line manager
- other professionals like hairdresser, vet or GP.

Using the information on their list learners can begin to think about their own behaviour, the expectations of others and the influences on each of the relationships. This can lead to a discussion around personal and professional relationships, considering the importance of positive relationships when supporting an individual with mental ill health.

Next, spend some time exploring the importance of effective communication. Facilitate discussions using leading questions: How do we communicate? Why do we need to communicate in relationships? What different ways of communicating can we think of? What is the meaning of active listening?

Ask learners to think about the people they communicated with yesterday. How many people did they talk to? Why did they communicate with them? Was the communication effective or was there a misunderstanding?

Allow time for learners to work in small groups to explore how to have difficult conversations. Encourage personal reflection on difficult conversations they may have experienced.

### **Example activity**

In small groups learners create a handout or poster providing tips and hints on having difficult conversations in the context of mental health. The following may be included:

- plan ahead
- think about timing
- the right person to have that difficult conversation
- location - find a quiet comfortable place
- be interested
- actively listen
- offer empathy
- use positive body language
- give encouragement
- consider choice of language, do not lecture – avoid clichés
- keep in contact
- behave the same as you usually do together
- look after yourself too.

[www.headstogether.org.uk](http://www.headstogether.org.uk) and [www.mind.org.uk](http://www.mind.org.uk) have some tips for talking

Useful resources can be found at: [www.thecommunicationtrust.org.uk/](http://www.thecommunicationtrust.org.uk/)

Using the foundation of knowledge and understanding gained in the previous unit, encourage learners to consider why effective communication is important when supporting individuals with mental ill health.

### **Learning outcome 2**

Through Tutor-led discussion, introduce the concept of a person-centred approach to supporting an individual with mental ill health. Use case studies to explore a range of person-centred approaches, as well as the impact on individuals.

### Example Activity 1

A case study is presented below.

Alice is 42. She lives alone and works full time. Following recent surgery, Alice has asked for additional reduced hours at work so that she can fully recover and rehabilitate. Alice has been refused a period of reduced hours which she finds this distressing especially as she is struggling with the journey to work. Her family are unable to support as they live over two hours away. Alice has been suffering from anxiety attacks since returning to work.

Discuss:

- how might this situation impact on Alice's mental health
- how could a person-centred approach support Alice?

### Example Activity 2

Research The Bluelight Programme delivered by [www.mind.org.uk](http://www.mind.org.uk) in preparation for this activity.

This programme has been set up to support the employees of all emergency services.

Divide learners into 3 groups.

Play the video 'Celebrating our mental health support for team 999' (4 minutes).

- Group one to note signs/symptoms/personal impact mentioned in the video.
- Group two to note employer's positive steps identified in the video aimed at supporting staff.
- Group three to note the impact of the employer's support on the individuals mentioned in the video.

Share ideas with whole class and discuss person centred support and its importance.

Answers from the video clip may include:

1. overwhelming emotions  
poor sleep  
stigma/told to 'man up'  
not looking after self.
2. peer support  
training  
resources  
talking to colleagues.
3. perceptions changed  
stigma reduced  
help to move on with life.

### Links to learning outcomes 3 and 4

Learners must have an appropriate knowledge of own responsibilities and limitations in relation to supporting the mental health of others, as well as understanding when it may be necessary to refer to others.

Responsibilities/limitations may range depending on confidence, experience, training, job role, own health, for example. It is important that discussions are held around understanding the importance of recognising own limitations in order to Safeguard the individual and own self.

Learners must gain an understanding of personal and organisational boundaries to ensure own emotional safety when supporting an individual with mental ill health. This includes seeking support for own mental health.

Allow time for peer discussions to consider circumstances when a referral to others may be required.

Others could include:

- Line manager
- Designated Safeguarding lead
- Emergency services
- Qualified MH First Aider
- HR
- Child and Adolescent mental health services
- GP.

This could be a good opportunity to invite a guest speaker to speak about how they support individuals with mental ill health in the capacity of their job role. This will enthuse learners by recognising that they can make a positive difference to those experiencing mental ill health.

Follow on these discussions by introducing the role of the Mental Health First Aider.

As with physical first aid, the Mental Health First Aider is trained to recognise crucial signs of mental ill health and apply appropriate first aid and intervention.

Learning environments and organisations may have a qualified and designated Mental Health First Aider who will lead and coordinate.

This link may be useful <https://mhfaengland.org/>

Introduce some context by exploring the plans by the Government for schools and the workforce to adopt the role of the Mental Health First Aider.

*It is important at this point to reiterate that this qualification does not qualify learners to carry out the role of the designated Mental Health First Aider in the workplace and that further information on the role should be sought from Mental Health First Aid England.*

## **Learning outcome 5**

This learning outcome requires an understanding of stigma and stereotypes of mental health illness and the impact attitudes and perceptions may have on an individual experiencing mental ill health.

To build upon previous learning, introduce this topic by brainstorming stigma and stereotypes associated with mental health.

Encourage learners to share perceptions they may have heard about mental health.

Learners should understand social and cultural attitudes to mental ill health.

This is an ideal opportunity to research perceptions of mental health and how (in places) it is shifting from shame, stigma and rejection to more accepted and supported. Information about current initiatives can be shared.

Ensure learners understand that attitudes can vary enormously amongst family, friends, work colleagues, cultures, countries and religions.

### **Example activity**

This activity is designed to help learners to explore stigma and stereotypes.

Ask everyone to stand up.

Read out the different scenarios below and ask learners to consider how open they would feel about talking about a mental health problem.

#### **You are at a family wedding**

The speeches have just finished and you are chatting with extended family (Grandparents, Uncles, Aunties, Cousins) that you have not seen for a while. The conversation moves onto your current health and one of your family members asks how you have been?

Remain standing if you feel you are able to be open about your mental health problem and talk to them about some of the difficulties you have recently had.

Sit down if you decide to brush it off and just say I'm fine.

#### **You have joined a new sports club**

Everything is going well, you have just finished a training session and you go for coffee with other members. The conversation moves onto mental health and you discuss a TV programme that has recently been on about this.

Remain standing if you feel you are able to be open about your mental health problem and let the other person know about your experience and connection to the programme.

Sit down if you say nothing at all.

#### **You have just applied for a new job**

It's your dream job and you were very excited to hear you have been shortlisted for interview. In the interview the discussion moves on to ask about the gap in your CV where you had to take time out from work due to your mental health problem.

Remain standing if you feel you are able to be open about your mental health problem and explain to the panel your gap in employment.

Sit down if you decide to make up another reason.

#### **How many people are left standing?**

Discussion questions:

- what does each scenario make you think about?
- why are some things harder to talk about than others?
- what perceptions might there be in each scenario?

Key message:

Nearly nine out of ten people with mental health problems say that stigma and discrimination have a negative effect on their lives. Stigma can be a major barrier preventing individuals from asking for support, (adapted from; <https://www.time-to-change.org.uk/sites/default/files/What-does-stigma-feel-like-audience-activity2.pdf>)

Moving on, a Tutor led discussion to raise awareness of how such attitudes and perceptions can influence an individual with mental ill health could be delivered.

For example; (but not limited to)

- fear of discipline or demotion at work
- delay in getting treatment, social distancing or isolation
- lack of confidence and self esteem
- lie about the reason for sick leave
- embarrassment.

At this point it may be useful to highlight that some individuals who experience mental health issues may also be disadvantaged by complex cultural, social and economic inequalities.

Share case studies to spark valuable discussion and debate, which should be capitalised on.

The portrayal of mental illness in the media, TV and newspapers is a topic explored by [www.time-to-change.org.uk](http://www.time-to-change.org.uk) and insightful information and real life stories can be found to use during the delivery of this learning outcome.

By writing about their own experiences and their reactions to these portrayals, individuals aim raise awareness of the different attitudes they have encountered to their mental health and how the media can help shape these attitudes. Select appropriate examples to share and discuss ensuring the welfare of learners.

Both positive and negative impacts are to be explored when discussing how media can impact on an individual's mental health and well being.

Conclude learning about the impact of attitudes and perceptions on mental health by considering how mental ill health can impact on:

- self
- family, friends, colleagues
- learning/education
- work/employment
- day to day living.

Using key cards, facilitate small group discussions and debate. Allocate each group of learners one card detailing one of the list above. Allow time for discussion and note taking. Share with whole class to consolidate.

Key considerations may include:

Impact on:

- self – inability to look after own health and well-being, safety, confidence or self esteem.
- family/friends/colleagues – social isolation, breakdown in relationships, strain on carers,
- education – poor concentration and focus, poorer results, lack of trained support staff
- work/employment – difficulty finding or maintaining employment, reduced energy levels, reduced concentration, stigma, medication may impact of effectiveness or mood
- day to day living – supported housing maybe required, ability to travel, lack of care, financial difficulties, motivation , physical health and nutrition, loneliness.

This is an opportunity to recap previous learning around the Equalities Act and discrimination.

### **Resources and further reading**

[www.headstogether.org.uk](http://www.headstogether.org.uk)

[www.mind.org.uk](http://www.mind.org.uk)

[www.thecommunicationtrust.org.uk/](http://www.thecommunicationtrust.org.uk/)

<https://mhfaengland.org/>

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)



### Unit 03: Understand a mentally healthy environment

<b>Unit number</b>	D/617/8270		<b>Unit level</b>	2
<b>Unit hours</b>	Guided learning:	40	Non-guided learning:	5
<b>Unit aim</b>	Learners will know about relevant legislation. They will understand mentally healthy environments and wellness action plans.			

#### Introduction:

This unit looks at promoting mentally healthy environments for a variety of settings. These could encompass the workplace or the learning environment.

Learners will understand about legislative frameworks, promoting well-being and reducing barriers.

Begin this unit by sharing the aim, learning outcomes and assessment criteria so that learners have insight to the scope of the unit to be studied.

It is useful to define new terminology and create a display or glossary for future reference as learners progress through the qualification and this may prove especially helpful during assessment.

#### Tutor hints, tips and teaching aids

##### Learning outcome 1

The aim of this learning outcome requires learners to understand legislation, guidance, drivers and policy in relation to mental health.

Prepare for this unit by gathering information on the following:

- Legislation, eg:
  - Mental Health Act 1983 ( amended 2007)
  - Mental Capacity Act 2005
  - Equalities Act 2010
- Guidance, eg:
  - Thriving at Work 2017 – The Stevenson/Farmer review of mental health and employers, 6 core standards
  - NICE
  - UK Health Security Agency and Office for Health Improvement and Disparities. Wellbeing and mental health : Applying all our health.
  - Department for Education – Supporting mental in health in schools and colleges
  - Mental Health First Aid England
- Drivers, eg:
  - NHS England 5 Year Forward View.

Useful links:

<https://www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-and-employers>  
<https://www.gov.uk/government/publications/wellbeing-in-mental-health-applying-all-our-health>  
<https://www.nice.org.uk/guidance/lifestyle-and-wellbeing/mental-health-and-wellbeing>  
<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>  
<https://www.england.nhs.uk/five-year-forward-view/>

Deliver a presentation to introduce learners to the key relevant legislation, guidance, drivers and policy relating to mental health.

Next, facilitate small group work. Provide each group with a card identifying one piece of legislation, guidance, driver or policy. Allow time for group research and task the group with providing feedback key messages to peers.

To conclude understanding of the legislative framework relevant to mental health, learners should be introduced to policies in place to support the health and well-being of individuals.

It may benefit learners have sight of examples of policies from a variety of work environments to enhance learning.

These could include:

- equality policy
- health and safety policy
- safeguarding policy
- health and well-being policy.

**Example Activity:**

Prepare for this activity by laminating sample policies from a variety of workplace environments. Ensure the documents have been anonymised.

Facilitate small group work and provide each group with ribbon/string and blank cards.

Sample policies can now be explored in small groups. Task learners to write examples of how parts of the policy will support an individual with mental ill health.

Create a wall display, using the ribbon/string display these cards next to the policy, linking the card to a statement in the policy with the string.

A simple example has been provide below for illustration purposes.

Extract from an Equality policy	
• Comply with legal obligations in a transparent manner	<p>An individual with mental ill health will be supported if they experience discrimination</p> <p>An individual with mental ill health will be supported to thrive.</p>
• Take measures to illuminate discrimination	
• Foster good relations between person with protected characteristic and those who do not	
• Make sure reasonable adjustments are made as appropriate	
• Publish college wide diversity objectives	
• Assess the impact of policies and practices and remove or mitigate any disadvantage to underrepresented groups	
• Ensure staff and students are treated fairly and judged solely on merit and by reference to their skills and abilities	

If learners are in employment or undertaking voluntary work, they could be encouraged to find out if the workplace has a mental health policy and share it with the whole group. This useful peer support is mutually beneficial.

Conclude this topic by recapping the relationship between legislation, policy and mental health and well-being.

## Learning outcome 2

The aim of this learning outcome is to understand mentally healthy environments.

Begin by highlighting that a mentally healthy environment covers diverse areas such as childcare settings, schools, the work place, sport & leisure, etc.

The ethos of any environment will have a major impact on the well-being of its employees, volunteers or visitors, and leadership and management should define the culture, making it clear what behaviours, values and beliefs underpin it.

This could be a good point to recap on previous learning.

Allow time for learners to brainstorm ideas about strategies that can be used to promote well-being.

Examples could include:

- raise awareness and educate
- encourage positive work/life balance
- encourage open conversations
- take part in World Mental Health day
- share inspirational videos & real stories
- promote a culture of care
- person centred approach to return to work
- healthy lifestyle & well being initiatives
- counselling
- social activities
- student voice.

Encourage learners to share ideas of when they have experienced well-being promoted by an organisation.

[www.mentalhealthatwork.org.uk](http://www.mentalhealthatwork.org.uk) and [www.mind.org.uk](http://www.mind.org.uk) have some useful resources that would support the delivery of this learning outcome.

[https://www.mentalhealthatwork.org.uk/resource/?resource\\_looking-for=help-to-develop-policy-and-practice&resource\\_sector](https://www.mentalhealthatwork.org.uk/resource/?resource_looking-for=help-to-develop-policy-and-practice&resource_sector)

[https://www.mind.org.uk/media/428496/Resource3\\_HowToPromoteWellBeingFINAL.pdf](https://www.mind.org.uk/media/428496/Resource3_HowToPromoteWellBeingFINAL.pdf)

### Example activity:

It may enhance awareness and understanding to share a case study highlighting how an organisation promotes well-being. The [Gold award](#) from Mind is given to employers who have successfully embedded mental health into their policies and practices, demonstrating a long-term and in-depth commitment to staff and mental health is a good starting point for a case study.

Play the video linked below sharing a case study from a construction company highlighting strategies they have put into place to promote well-being.

<https://www.youtube.com/watch?v=4ddbBsXLqjl>

Task learners to make note of what strategies they identify in the short video clip (3 minutes).

Share with peers and discuss.

As part of this exercise, research opportunities could be facilitated to identify sources of information, resources and support for mental healthy environments.

This is perfect moment to introduce learners to the quality mark 'Time to Change Pledge'.

<https://www.time-to-change.org.uk/about-us>

The website has downloadable resources and posters which could be used for a display during the delivery of this qualification.

Having identified sources of support for mental health, learners must appreciate that for some individuals there are barriers to accessing this support.

Facilitate discussions and share the template below for learners to complete during discussions to assist in the assessment of this learning outcome.

Topics for discussion could include barriers such as:

- language
- culture
- education
- time to access support
- stigma.

Various strategies to reduce barriers could be explored and the following examples expanded on:

- provide information in different languages or free from medical jargon
- advertise help line/counselling line
- share real stories
- ensure the Mental Health First Aider is clearly identified in the workplace/learning environment
- improve 'culture of naivety'
- educate staff
- gender.

Barrier to accessing support for mental health	Strategy to reduce the barrier

The BBC have some insightful clips from ‘A Royal Team Talk: Tackling Mental Health’, which could be a useful starting point to engage learners in reflective discussions about breaking down barriers:

<https://www.bbc.co.uk/programmes/m0005d27/clips>

### Learning Outcome 3

The focus of learning concludes this unit by understanding the importance of having a wellness action plan.

Introduce this topic by explaining what a wellness action plan is and who it is for.

A wellness action plan is a personal action plan written by an individual to actively support their own mental health and well-being. The individual may be supported to write the plan but must not be influenced.

By reflecting on the causes of own poor mental health or triggers, an individual can begin to take ownership of practical steps to help address these and put coping strategies in place.

The following organisations have valuable and reliable information, resources and templates, which will support the delivery of this learning outcome.

[www.mind.org.uk](http://www.mind.org.uk)

The Charlie Waller Memorial Trust <https://www.cwmt.org.uk/>

### Example Activity

Small group task.

Provide paper and pens and encourage groups of learners to illustrate all the different things that make them happy and keep them well. Reassure them that nothing is too silly as these things make up their ‘wellness toolbox’.

Ask for volunteers to share ideas.

Learners may find it useful to visit [www.cwmt.org.uk](http://www.cwmt.org.uk) The Charlie Waller Trust and review their well-being action plan handbook in private study time. This exercise could improve confidence and self reflection but will not be required as evidence towards this qualification.

### My wellness toolbox – example for illustration purposes only.

Think about all the different things that help make you happy or keep you well.

<p><b>Getting active</b></p> <p><i>Getting active is a great way to work out anger, frustration or worries and it really takes your mind off things.</i></p>	<p><b>Being outside</b></p> <p><i>Just being outside. Walking the dog, riding your bike, sitting and watching the ducks in the park, hiking.</i></p>	<p><b>Music</b></p> <p><i>Find songs that mean something to you, inspire you or help you work through feelings. Try relaxation music to calm the mind.</i></p>
<p><b>Reaching out</b></p> <p><i>Connect with friends, having a laugh, cry or moan may help you feel better.</i></p>	<p><b>Writing a journal</b></p> <p><i>Write down one thing that made you happy each day. It could be the sound of the birds, a favourite meal, a chat on the phone with a friend or someone doing you a favour.</i></p>	<p><b>Stroking your pet</b></p> <p><i>It is a well known fact that spending time with a pet can have a calming and therapeutic impact on your well-being.</i></p>
<p><b>Quiet time and relaxation</b></p> <p><i>Enjoy your own space. Take a long bath, read a book or magazine or just daydream.</i></p>	<p><b>Be productive</b></p> <p><i>Address that To-do-list. Even achieving one task can alleviate stress and the feeling of being overwhelmed.</i></p>	<p><b>Focus on you</b></p> <p><i>Treat yourself. Take a browse around the shops and stop for a cup of tea, Paint your nails, get a hair cut, play your favourite video game or watch some sport.</i></p>

Next, facilitate discussions to explore the key components of a wellness action plan.

For example:

- identify what supports an individual's mental well-being
- identify early warning signs and triggers for mental distress or decline
- identify potential impact of mental ill health (on self, work, study)
- identify individualised support
- identify what steps an individual should take if they experience mental ill health
- agree time to review support measures and adjust where necessary.

It may enhance learning to provide examples of different wellness action plan templates.

#### Example activity

Provide handouts of the following case studies. Provide time for learners to discuss with peers before sharing ideas with the whole group.

Case study 1 ([www.mind.org.uk](http://www.mind.org.uk))

### Simon

*Simon had a history of panic attacks. He was accessing support for this and making good progress but often found that without regular breaks during the day he would become agitated and sometimes start to experience physical symptoms.*

Learners to discuss:

- what individualised support could be identified on Simon's wellness action plan?
- what is the importance of a wellness action plan for Simon and others?

Points to consider during whole class discussion.

When his manager suggested taking a flexible approach to breaks (dividing his lunch break into three twenty minute slots), Simon was able to spread the time he took out from work more evenly across the day and felt better able to cope.

Case study 2 ([www.mind.org.uk](http://www.mind.org.uk))

### Sophie

*Sophie's anxiety had led her to develop obsessive-compulsive disorder (OCD) and she had started to feel very overwhelmed at work. Her confidence had been affected and she was having trouble trusting her own judgment.*

Learners to discuss:

- what individualised support could be identified on Sophie's wellness action plan?
- what is the importance of a wellness action plan for Sophie and others?

Points to consider during whole class discussion.

Getting regular reassurance from her manager that she was doing a good job, such as saying 'thank you' and acknowledging her hard work, helped Sophie to feel she was on top of things and contributed to her experiencing less anxiety and greater confidence at work.

During this activity learners could be encouraged to think about how to support an individual to create a wellness action plan. Remember individuals must not be influenced.

This knowledge will recap on understanding gained in Unit 2.

Tips for discussion:

- be available, approachable and responsive
- confidentiality
- consider how the individual feels when they are well and thriving
- identify coping strategies already used and reflect on effectiveness
- set realistic targets
- partnership working.

Finally, learners need to gain an appreciation of the importance of a wellness action plan for self and others.

Facilitate learning using a presentation or encouraging discussions and allow time for note taking to support assessment task.

Points for discussion could include:

- opening up dialogue which improves understanding of individual needs

- supporting a culture of care
- providing the opportunity for the individual to express views and share thoughts
- promoting empowerment as a tool to self management
- hope and self advocacy
- recognition of early warning signs and triggers
- understanding how to support appropriately
- understanding workload, impact on others and job responsibilities.

Recap the main key words and themes associated with this unit and ensure there is time for assignment preparation.

### **Resources and further reading – Unit 3**

- [www.mind.org.uk](http://www.mind.org.uk)
- [www.cwmt.org.uk](http://www.cwmt.org.uk)
- [www.mentalhealthatwork.org.uk](http://www.mentalhealthatwork.org.uk)
- <https://www.time-to-change.org.uk/about-us>
- <https://www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-and-employers>
- <https://www.gov.uk/government/publications/wellbeing-in-mental-health-applying-all-our-health>
- <https://www.nice.org.uk/guidance/lifestyle-and-wellbeing/mental-health-and-wellbeing>
- <https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>
- <https://www.england.nhs.uk/five-year-forward-view/>
- <https://www.bbc.co.uk>
- <https://www.cwmt.org.uk/schools-families-resources>



# Section 3

## Assessment and quality assurance information

## **Assessment guidance**

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
O	Assessment method devised by Centre and approved by CACHE	No	Yes

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

## Skills for Care and Development Assessment Principles

### Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Skills for Health Assessment Principles

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Requirements for internal quality assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment, **or**
  - the Level 3 Certificate in Assessing Vocational Achievement, **or**
  - A1 Assess candidate performance using a range of methods, **or**
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, **or**
  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
  - V1 Conduct Internal Quality Assurance of the Assessment Process, **or**
  - D34 Internally Verify the Assessment Process
- show current evidence of continuing professional development in assessment and quality assurance.

## **Assessment Strategy**

### **Knowledge learning outcomes**

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

### **Competence/Skills learning outcomes**

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

# Section 4

## Documents

### **Useful documents**

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance
- Paediatric First Aid Guidance – for the L2 CYPW / L2 CCLD (W/NI) / L3 CCLD (W/NI) and L3 EDCCLD (W/NI) Quals ONLY!!!
- Paediatric First Aid Guidance (Podcast) - for the L2 CYPW / L2 CCLD (W/NI) / L3 CCLD (W/NI) and L3 EDCCLD (W/NI) Quals ONLY!!!
- QCF Glossary (Skills for Health) – this is for Health, All HSC quals, and L2 and L3 CYPW Quals ONLY!!!

### **Mandatory documents**

The completion of an Evidence Record and Record of Assessment Cycle form is mandatory. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

## Contact us

NCFE  
Q6  
Quorum Business Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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