Qualification Specification

Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF)

Qualification Number: 603/5166/4

Version 2.0   April 2020

Contents

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	603/5166/4
Learning aim reference:	60351664
Credit value:	2
Assessment method:	2 x multiple-choice examinations
Guided learning hours (GLH):	10
Total qualification time (TQT):	15

Qualification overview and objective

The objective of this qualification is to support a role in the workplace and/or to give learners personal growth and engagement in learning, specifically in relation to understanding mental health in the workplace, how mental ill health may affect employees and how managers can support employees.

The manager's role is to lead, mentor and support an employee to proactively engage in their employment, contributing to the growth of an organisation and working in a way that supports the individual's own growth as well as the organisation's objectives and values. The management role involves supporting employees who may present with mental ill health in the workplace and this qualification provides an understanding of the basic principles relating to supporting mental health in the workplace and promoting a positive, 'wellness at work' culture. This qualification can be taken by learners preparing to enter employment or by those who are already in employment.

This is a knowledge-only qualification that provides underpinning knowledge and understanding in relation to the principles of mental health, recognising mental ill health in self and others, supporting mental wellbeing in the workplace, understanding how to engage in mental health conversations in the workplace, how to support employees in relation to their mental health and ways to manage own wellbeing.

Entry requirements

This qualification is approved for delivery to learners aged 16 and above.

It is advised that learners have a minimum of level 1 in literacy and/or numeracy or equivalent.

Guidance on delivery

The total qualification time for this qualification is 15 hours and of this, 10 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by 2 multiple-choice examinations, which are externally set and marked by Highfield Qualifications. The examinations are available both on the Highfield Works e-assessment system and paper-based formats.

Unit 1: Introduction to mental health, mental ill health and wellbeing

Learners must complete 15 questions within 30 minutes. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a pass mark of 60% (9/15).

Unit 2: Mental health in the workplace for managers

Learners must complete 20 questions within 30 minutes. Successful learners will have to demonstrate knowledge and understanding across the qualification syllabus and achieve a pass mark of 60% (12/20).

Learners must pass both examinations in order to be awarded the qualification. This qualification is graded pass/fail.

Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

Centres must take all reasonable steps to avoid any part of the assessment of a learner being undertaken by any person who has a personal interest in the result of the assessment.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield Qualifications **requires** nominated tutors for this qualification meet the following:

- be occupationally knowledgeable in the area of management and mental health. Their knowledge should be at least to the same level as the qualification. This may be through relevant subject area qualifications and/or demonstratable relevant experience (1-2 years) and knowledge in a work context. Relevant qualifications may include for example:
    - o Level 3 in Mental Health Awareness for Managers or similar
    - o Level 3 Diploma in Care or Healthcare, units achieved must include:

- Understand mental well-being and mental health promotion (F/616/6208)
- Understand mental health problems (L/616/6213)
  o Level 3 or above in psychology or similar related discipline
  o Level 3 or above in team leading/management

- hold or be working towards a recognised teaching/assessing qualification **or** experience, which could include any of the following:
  o Level 3 or 4 Award in Education and Training
  o Diploma or Certificate in Education
  o bachelor or master's degree in education
  o Level 3 or 4 NVQ in Training and/or Development
  o Professional Trainers Certificate
  o proof of at least 28 hours of training in any subject
  o bespoke instructor training that meets the occupational knowledge requirements of this qualification

Highfield Qualifications also **recommends** nominated tutors for this qualification maintain appropriate continued professional development for the subject area.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' reasonable adjustments policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Diploma in Healthcare Support (RQF)
- Highfield Level 2 Diploma in Team Leading (RQF)
- Highfield Level 3 Diploma in Management (RQF)

Useful websites

www.mind.org.uk

www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/

Appendix 1: Qualification structure

To complete the Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF), learners must complete the following:

- **all units** contained within the mandatory group

Mandatory group
Learners must achieve**:**

Unit reference	Unit title	Level	GLH	Credit
K/617/8367	Introduction to mental health, mental ill health and wellbeing	2	4	1
M/617/8368	Mental health in the workplace for managers	3	6	1

Appendix 2: Qualification content

Unit 1:   **Introduction to mental health, mental ill health and wellbeing**
Unit number: K/617/8367
Credit: 1
GLH: 4
Level: 2

Unit Introduction

The unit introduces learners to the concepts of mental health, mental ill health and wellbeing, other related terminology and subjects. It aims to provide a learner with an understanding that all individuals have mental health and that an individual's experience of mental health can fluctuate on a spectrum. The unit also provides learners with an understanding of how to self-manage their own mental health and wellbeing.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand mental health and wellbeing	1.1 Define **mental health** and mental ill health
	1.2 Outline **life events** that can adversely affect an individual's mental health
	1.3 Describe **risk factors** that may cause vulnerability to mental ill health
	1.4 Outline **prevalence** data relating to mental ill health
2. Understand how mental ill health affects the experience of individuals	2.1 Outline stigma associated with mental ill health
	2.2 Describe how stigma may impact on an individual's experience of mental ill health
3. Understand the mental health continuum	3.1 Explain why mental health is on a **continuum**
	3.2 Explain why mental health can fluctuate throughout an individual's life
	3.3 Outline the **main types** of mental ill health and mental illnesses
	3.4 Identify the signs and symptoms associated with the main types of mental ill health and mental illness
	3.5 Outline the role of stress and **eustress** on mental health
	3.6 State why a **diagnosis** of mental ill health may not always be an appropriate way to respond to symptoms of mental ill health
	3.7 Outline **benefits and limitations** of a mental ill health diagnosis

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand ways to self-manage own wellbeing	4.1 Identify key protective factors for good mental health
	4.2 Outline **strategies** to manage own mental health
	4.3 Identify sources of guidance and support for own mental health

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies.

1.1 Mental health
Farmer, P., Stevenson, D., (2017): 'The correct way to view mental health is that we all have it and we fluctuate between thriving, struggling and being ill and possibly off work'.
World Health Organisation, 2014: 'A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community'.

1.2: Life events top ten include death of spouse, jail sentence, death of immediate family member, loss of an immediate family member by suicide, getting into debt beyond means of repayment, period of homelessness, immediate family member seriously ill, unemployment (of head of household), divorce, break up of family (Anne Spurgeon, 2001) see Holmes and Rahe, 1967 for original research)

1.3 Risk factors are intrinsic and extrinsic to the individual and may be related to an individual's psychology and characteristics including gender, sexuality and identity, personality type, genetic predisposition etc. or due to upbringing, acute events in childhood, poverty etc.

1.4 Prevalence includes suicide rates, levels of common mental illnesses in the population, WHO predictions for depression etc.

3.1 Continuum means that an individual's experience of mental health, ill health and/or distress is dynamic and not fixed. It can change dependent on circumstances, character, experiences, genetics etc.

3.3 Main types including stress, PTSD, anxiety (OCD, GAD, panic disorders, phobias), depression, bipolar, psychosis, eating disorders, substance misuse etc. **(at least 5 should be covered)**.

3.5 Eustress means 'good stress' (Hans Seyle, 1936), a positive/beneficial form of stress.

3.6 Diagnosis: The GP should always be the first contact for an individual who may have mental ill health due to the link between mental and physical health. For example, symptoms of mental ill health may be evidence of undiagnosed physical ill health. Primary care is one way to be referred to specialist care.

3.7 Benefits and limitations: All individuals struggle with mental health from time to time and are not continually thriving. We may experience a major or traumatic life event which can affect mental health in the short or long term. This does not necessarily mean we are mentally ill, just that we are human.

4.2 Strategies may include self-care e.g. sleep, healthy eating, exercise, therapies, socialising, exploring alternative viewpoints etc. **Tutor should encourage discussion of strategies that are safe.**

4.1 and 4.2: Learners should be encouraged to look at Abraham Maslow's Hierarchy of Needs (1943 and 1987) to explore factors that motivate individuals to achieve their potential and Carl Rogers (1961) Person Centred Therapy.

Unit 2:   **Mental health in the workplace for managers**
Unit number: M/617/8368
Credit: 1
GLH: 6
Level: 3

Unit Introduction

The unit introduces learners to the principles of understanding how to support mental health in the workplace. Providing learners with an understanding of the basic concepts and tools needed to start a mental health conversation with an employee, support the employee in the workplace and signpost them to possible next steps, understanding how employees' mental health may be affected by the work environment.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the moral, financial and legal rationale for supporting wellbeing in the workplace	1.1 Describe **legislation and guidance** that place a duty on supporting mental health in the workplace
	1.2 Explain the relationship between wellbeing and productivity in the workplace
	1.3 Describe **moral reasons** for promoting wellbeing in the workplace
2. Understand the relationship between mental wellbeing and the workplace	2.1 Describe ways the workplace can impact employees' mental health
	2.2 Describe how stigma may impact employees' experience of mental health in the workplace
	2.3 Outline key stress factors for own profession and workplace
	2.4 Describe the role and responsibilities of the manager in relation to supporting mental health and promoting a positive mental health culture in the workplace
	2.5 Explain the difference between a first aid for mental health conversation and a management conversation
3. Understand ways to engage in a mental health conversation with employees	3.1 Outline **factors** to consider prior to starting a mental health conversation with an employee
	3.2 Describe empathetic communication tools to use during a conversation regarding an employee's mental health
	3.3 Describe **barriers** to effective listening during a mental health conversation
	3.4 Outline ways to overcome barriers to effective listening
4. Understand ways to support employees in relation to their mental health and wellbeing	4.1 Describe possible **outcomes** from a mental health conversation with an employee
	4.2 Outline mental health **support** internal and external to the organisation

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
5. Understand the absence management and return to work process in relation to mental health and wellbeing	5.1 Outline organisational absence management processes
	5.2 Explain the importance of return to work interviews and **support plans** for promoting wellness at work
6. Understand ways to manage manager's own wellbeing in the workplace	6.1 Describe **boundaries and expectations** of a manager in relation to the mental health conversation
	6.2 Explain ways own management style may impact on others
	6.3 Explain the importance of **own self-care** for the manager in relation to supporting employees' mental health
	6.4 Outline ways to manage own self-care as a manager
	6.5 Identify **support** for own mental health and wellbeing
	6.6 Outline how and when to seek support for own mental health and wellbeing

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies.

1.1 Legislation and guidance includes The Equality Act 2010 and the Health and Safety at Work etc. Act 1974 plus any legislation specific to own nation. First Aid Guidance and the HSE Management Standards

1.3. Moral reasons may include the importance of supporting the work/life balance, contributing to employee's happiness and fulfilment, suicide prevention, gendered division of labour/other gender-related differences and their impact on mental health. Disabilities and hidden disabilities including the impact on mental health of workplace pressures.

3.1 Factors could include whether the employee is subject to performance management or absence management, how well they are performing in their role, whether the conversation is part of a 1-2-1, whether the employee is willing to disclose mental ill health, personality/behaviour changes of the employee etc.

3.3 Barriers may be physical or environmental e.g. noise, lack of suitable space/available room, interruptions; language, personality differences, attitudinal/emotional or psychological of both manager and/or employee e.g. the manager may be anxious about saying the wrong thing or fear of getting things wrong etc. or the employee may not be willing to disclose or open up; The level of trust in the working relationship

4.1 Outcomes may include providing guidance and further support e.g. meetings or further conversations, attending training and/or sourcing resources, referral to Employee Assistance Programme (EAP), making an appointment with GP, occupational health referral, adopting flexible working, phased return to work etc.

4.2 Support (internal) means tools, processes, guidance etc. available within own organisation to support first aid for mental health e.g. HR, occupational health, EAP, buddying, reasonable adjustments etc.

4.2 Support (external) e.g. GP or other NHS services; Counselling/therapeutic services; charities e.g. MIND, Samaritans, Rethink Mental Illness; Wellness Recovery Action Plan (WRAP) (Mary Ellen Copeland, 1997); ACAS etc.

5.2 Support Plans may include Wellness Recovery Action Plan (WRAP) (Mary Ellen Copeland, 1997); MIND's Wellness Action Plan; phased return to work.

6.1 Boundaries and expectations means being transparent about your role and responsibilities within the management conversation, knowing your own and the organisation's limits and not working beyond those limits for your own and others' safety.

6.3 Own self-care may include accessing own supervision/debriefing with HR, maintaining professional boundaries, sleeping, healthy eating, exercise, mindfulness, socialising (connecting with others, learning, hobbies) gratitude exercises and other positive psychology initiatives etc.

Learners may choose to use a model of reflection such as Gibbs (1988) or Kolb (1984).

6.5 Support: See 4.2: Support.