

## Appendix 1 – Qualification Unit

The QA Level 2 Award in Understanding Mental Health in the Workplace (RQF) has 1 unit that learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Awareness of Mental Health within the Workplace	
<b>Level:</b>	2	
<b>GLH:</b>	7	
<b>Total Qualification Time:</b>	7	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
<b>1. Understand Mental Health and its importance</b>	1.1 Identify what is meant by the term Mental Health	<p>Mental Health – a person's condition with regard to their psychological and emotional well-being.</p> <p>Mental ill health could be:</p> <ul style="list-style-type: none"> <li>• Temporary</li> <li>• Fluctuating</li> <li>• Ongoing</li> </ul> <p>Amplification of normal behaviour</p> <p>Mental Health First Aid – how to identify, understand and support a person who may be developing a Mental Health issue, experiencing a worsening of an existing Mental Health problem or in a Mental Health crisis.</p> <p>In the same way as we learn physical first aid, Mental Health first aid teaches you how to recognise those crucial warning signs of Mental ill Health or emotional distress.</p>
<b>2. Understand roles and legislation associated with Mental Health in the workplace</b>	2.1 Identify the roles of those associated with Mental Health in the workplace.	<p>Including Mental Health First Aider, employers and employees:</p> <ul style="list-style-type: none"> <li>• Know limitations (it is not the role of anyone within the workplace to diagnose mental health conditions)</li> <li>• Listening should include active listening skills and without judgement applying SOLER technique</li> <li>• Support</li> <li>• Everyone should work together to promote good Mental Health practices and reduce stigma/prejudice associated with Mental Health.</li> </ul>
	2.2 State legislation associated with Mental Health in the workplace	<p>Main areas of legislation that relate to Mental Health and well-being in the workplace:</p> <ul style="list-style-type: none"> <li>• Health and safety at work Act 1974 (HASWA)</li> <li>• Human Rights Act 1998 (HRA)</li> <li>• Management of Health and Safety at Work Regulations (1999)</li> <li>• Equality Act 2010</li> <li>• Duty of Care 2014</li> </ul>
	2.3 Give examples of how employers can promote a culture of positive Mental Health within the workplace	<p>Employers can promote a positive culture through:</p> <ul style="list-style-type: none"> <li>• Developing an approach to Mental Health that protects and improves Mental Health for all</li> <li>• Providing an environment whereby employees can talk to someone at work about their mental health</li> <li>• Improve awareness of mental health throughout the organisation and at all levels</li> <li>• Have designated mental health champions, senior leaders, etc. who are trained in mental health</li> <li>• Provide tools to promote mindfulness as well as tips for maintaining a healthy lifestyle</li> <li>• Conduct staff surveys on a regular basis and collection of other staff data to assist with improving work policies</li> </ul>

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Indicative content
		<ul style="list-style-type: none"> <li>• Provide a workplace culture that treats everyone with respect and dignity</li> <li>• Doesn't tolerate bullying or harassment in the workplace</li> <li>• Has a whistleblowing policy whereby acts of discrimination can be reported</li> <li>• Provide training and educational opportunities which support understanding of Mental Health issues</li> <li>• Provide access to HR</li> <li>• Join national and local anti-stigma campaigns</li> <li>• Provide peer or mentor groups or programmes with people with experience/training in Mental Health</li> <li>• Allowing employees to have a voice</li> <li>• Promoting equality and diversity</li> <li>• Understanding the importance of a good work/life balance</li> </ul> <p>Promoting self-care including developing own self-care plan</p> <p>It is essential that we take time to look after our own mental health</p> <p>Implementing HSE Management standards</p> <ul style="list-style-type: none"> <li>• Embedding Mental Health information into induction for new starters</li> <li>• Bring in professionals to discuss and raise awareness</li> <li>• Use internal organisational communication</li> <li>• Have team champions (dependent on size of organisation)</li> </ul> <p>Thriving at Work (2017) suggest larger organisations with over 500 employees should look at having enhanced standards to include:</p> <ul style="list-style-type: none"> <li>- Increase transparency and accountability through internal and external reporting</li> <li>- Demonstrate accountability</li> <li>- Improve disclosure process</li> <li>- Ensure provision of tailored in house Mental Health support and signposting</li> </ul>
	2.4 Identify how core standards for Mental Health can be introduced into the workplace	<ul style="list-style-type: none"> <li>• Production, implementation and communication of Mental Health at work plan</li> <li>• Developing Mental Health awareness among employees</li> <li>• Encourage open conversation and the support available</li> <li>• Provide good working conditions</li> <li>• Promote effective people management</li> <li>• Monitor employee Mental Health and wellbeing</li> </ul> <p><b>Recovery</b>  <b>Wellness Recovery Action Plan</b></p>

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Indicative content
<b>3. Understand a range of common Mental Health conditions</b>	3.1 Identify characteristics and features of common Mental Health conditions	<p><b>Suicide</b> Including the following:</p> <ul style="list-style-type: none"> <li>• What is suicide?</li> <li>• Is suicide a choice?</li> <li>• Is suicide a selfish act?</li> <li>• Do people who are suicidal feel guilt?</li> <li>• Is suicide a crime?</li> </ul> <p><b>CPR model for suicide</b></p> <p><b>Self-harm</b> This is a behaviour not a disorder Is when someone intentionally injures their body. Usually to express or cope with overwhelming distress.</p> <ul style="list-style-type: none"> <li>• Turning emotional pain into physical pain</li> <li>• Expressing what is difficult to put into words</li> <li>• Having a sense of control</li> <li>• Punishing self</li> <li>• Expressing suicidal feelings</li> <li>• Types of self-harm can include; cutting, burning, punching, poisoning, risky behaviour, picking fights.....</li> </ul> <p><b>Psychosis</b> The key symptoms of a psychotic disorder are;</p> <p><b>Inability to reality test – therefore having a distorted view of what is real or not</b></p> <p>Positive Symptoms (thoughts and feelings that are ‘added’ to a person’s experiences e.g. hearing voices) Persistent hallucinations – seeing, hearing, feeling, smelling or tasting something that others don’t. Persistent delusions – firm held false belief not consistent with the person’s culture Disorganised thinking – confused and distorted, often manifests as distorted speech. Disorganised behaviours – any behaviour that doesn’t fit in with the situation e.g. inappropriate clothing or emotional response. Negative symptoms (things ‘taken away’ from a person’s experiences e.g. reduced motivation) Blunted or flat effect – inexpression or lack of expression Avolition – lack of motivation to complete purposeful tasks Psychomotor disturbances – anxious restlessness, making movements without meaning to.</p> <p><b>Contributing factors to consider</b></p>
	3.2 Recognise signs of work-related stress	<p><b>Understanding stress and adverse childhood experience</b></p> <p><b>Stress (Work-related and other)</b> Signs of stress in teams:</p> <ul style="list-style-type: none"> <li>• Conflicts/arguments</li> <li>• Higher staff turnover</li> <li>• Low morale</li> <li>• Poor performance</li> </ul>

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Indicative content
		<ul style="list-style-type: none"> <li>• More reports of stress</li> <li>• Higher instances of sickness</li> <li>• Poor performance</li> <li>• More complaints and grievances</li> </ul> <p>Signs of stress in an employee</p> <p>A change in the way someone acts can be a sign of stress, for example they may:</p> <ul style="list-style-type: none"> <li>• Take more time off</li> <li>• Be consistently late for work</li> <li>• Be twitchy or nervous</li> <li>• Be short tempered</li> </ul> <p>A change in the way someone thinks or feels can also be a sign of stress, for example:</p> <ul style="list-style-type: none"> <li>• Loss of motivation, commitment and confidence</li> <li>• Being withdrawn</li> <li>• Mood swings</li> <li>• Increased emotional reactions e.g. be more tearful, sensitive or aggressive</li> </ul> <p><b>Triggers</b></p> <p><b>Alcohol</b></p> <ul style="list-style-type: none"> <li>• Self-medication</li> <li>• Maximum 14 units per week for Men and Women</li> </ul> <p><b>Coping strategies</b></p>
	3.3 Identify symptoms of anxiety disorder	<p><b>Anxiety</b></p> <p>The symptoms associated with Anxiety Disorders can be split into 2 categories:</p> <ul style="list-style-type: none"> <li>• Physical symptoms</li> <li>• Psychological symptoms</li> </ul> <p>Caffeine and anxiety</p>
	3.4 State different types of eating disorders	<p><b>Eating disorders</b></p> <p>Anorexia – limiting energy intake</p> <p>Bulimia – bingeing (eating large quantities of food) the purging (expelling the food by vomiting or by use of laxatives)</p> <p>Binge eating – loss of control over eating large quantities of food</p> <p>Emotional overeating – eating large amounts of food during low moods in order to feel comforted</p> <p>OSFED – other specified eating or feeding disorder, where symptoms do not fit in with any one ED.</p> <p>ARFID – avoidant/restrictive food intake disorder, avoiding or restricting the intake of certain types of food (of a certain texture)</p> <p>Pica – eating things that are not food and have no nutritional value (wood, paper, soap....)</p>

Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
	3.5 Recognise symptoms of depression	<p><b>Depression (Mild, moderate and severe)</b></p> <p><b>Symptoms can be broken down into 3 areas; Behaviour, Physiological and Psychological</b></p> <p>Signs could include:</p> <ul style="list-style-type: none"> <li>• Appearance – May look unkempt and lack personal hygiene</li> <li>• Quiet slow monotone voice</li> <li>• Movement is slow</li> <li>• Sad or anxious expression</li> <li>• May self-harm</li> <li>• Eating slowly</li> <li>• Ritual behaviour regarding food</li> <li>• Wearing baggy clothes to hide their body</li> <li>• Using medication (slimming pills, suppressants, laxatives and diuretics)</li> </ul>
<b>4. Understand the application of a Mental Health First Aid at Work Action Plan</b>	4.1 Identify key features within Mental Health First Aid at Work Action Plan	<p>Action plan to include:</p> <ul style="list-style-type: none"> <li>• Listening STOPS Distress</li> <li>• Spot signs of distress</li> <li>• Talk</li> <li>• Offer hope, care, comfort</li> <li>• Professional support</li> <li>• Self help strategies</li> <li>• <i>'If you spot distress, start listening'</i></li> </ul> <p>Listen without judgement –acceptance, genuineness and empathy</p> <p>SOLER Technique</p>