Ascentis Level 2 Award in

Mental Health and Well-being

Specification

Ofqual Number:	**603/4686/3**
Ofqual Start Date:	1st July 2019
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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 2 AWARD IN MENTAL HEALTH AND WELL-BEING

Introduction

The Ascentis Level 2 Award in Mental Health and Well-Being qualification is designed to give learners the knowledge and understanding of the different types of conditions and impacts of mental health. This qualification introduces the learner to key issues in mental health, raising awareness of sensitive topics and guidance to support themselves and others.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- It can be delivered either as a classroom-based course or as a blended learning programme
- There are online resources that can be used alongside the teaching

Aims

The aims of the qualification are to enable learners:

1 To understand the term and different types of mental health

2 To understand the impacts of drugs, alcohol and social media on mental health

3 To know how to look after physical and mental health

4 To know how to find help and support for mental health

Target Group

The qualification is aimed at a range of learners, including:

- Young people wishing to pick up an award as part of another learning programme
- Young people aged 16–19 who are in various learning environments
- Adult learners
- CPD for tutors

Regulation Codes

Ofqual Qualification Number (Ofqual): 603/4686/3

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Rules of Combination

Learners must complete one unit for the Ascentis Level 2 Award in Mental Health and Well-being.

Ascentis Level 2 Award in Mental Health and Well-Being				
Title	**Level**	**Credit Value**	**TQT**	**Unit Reference**
Mental Health and Well-being	2	3	30	F/617/6432

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 30.

Total Qualification Time (TQT)

The total qualification time is 30.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is suitable for young people aged 16–19 and adult learners.

Opportunities for Progression

The qualification gives the learner an understanding of mental health and well-being which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as an element of their continuing professional development.

Resources to Support the Delivery of the Qualification

There are interactive online resources and a Tutor Guidance document available to support this qualification. The Tutor Guidance document includes indicative content for tutors and a glossary of terms to give learners that will support them with technical vocabulary, this can be found in the login area of the Ascentis website at www.ascentis.co.uk.
The resources are available to download from the Ascentis electronic portal.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

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Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee; please refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website (www.ascentis.co.uk) or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*[1]. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website (www.ascentis.co.uk) or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

[1] In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

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ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The unit is internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria. Centres can use the assessment booklet developed by Ascentis, which is available to download from the Ascentis electronic portal and covers all the assessment criteria. The evidence will be internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for the Award the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards should any appeal be made.

Internal Assessment

Evidence is through building up a portfolio of evidence which can be done by using the assessment booklet developed by Ascentis to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website: www.ascentis.co.uk.

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External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Quality Assurers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners; and reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

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Unit Title - Mental Health and Well-Being
Unit Code - F/617/6432

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 2**

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the meaning of the term 'mental health'	1.1 Define the meaning of the terms 'mental health' and 'well-being'
	1.2 Outline common misconceptions about mental health in society
	1.3 Outline the impact of mental health in society
	1.4 Define the meaning of the term 'self-esteem'
	1.5 Outline factors which can affect a person's self-esteem
	1.6 Identify ways to develop self-esteem
2. Understand the different types of mental health conditions	2.1 Describe the meanings of 3 mental health conditions
	2.2 Describe the meaning of the term 'mental health crisis'
	2.3 Outline how a mental health crisis may affect an individual with a mental health condition
3. Understand the impact of drugs and alcohol on a person's own mental health	3.1 Identify the common illegal drugs in society
	3.2 Describe how illegal drugs may affect an individual's physical and mental health
	3.3 Describe why illegal drugs are strictly regulated by the Government
4. Understand the impact of social media on a person's own mental health	4.1 Identify the positive and negative effects of social media in society
	4.2 Outline ways to reduce the impact of social media on a person's mental health
	4.3 Outline the meaning of 3 of the following terms: ▪ Heterosexual ▪ Homosexual ▪ Bisexual ▪ Asexual ▪ Pansexual ▪ Gender identity ▪ Gender dysphoria
5. Know how to look after own and others physical and mental health	5.1 Outline the benefits of exercise
	5.2 Outline the benefits of sleep
	5.3 State the factors which can impact a person's physical and mental health
	5.4 State the types of medical conditions which can be prevented by living healthy
	5.5 Outline ways to eat a healthy balanced diet

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.6 Outline the meanings of red, amber and green labels on food packaging
	5.7 Identify the different types of mood someone can experience
	5.8 Define the meaning of the terms ‘toxic friendship’, ‘peer pressure’ and ‘bullying’
6. Know how to seek help and support with own and others mental health	6.1 Identify ways a person can self-help when they initially experience a change in their mental health
	6.2 Outline the different ways mental health conditions are treated
	6.3 Outline the types of support available in the event of a mental health crisis

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Summary Record of Achievement
Level 2 Award in Mental Health and Well-Being

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Mental Health and Well-Being	Level 2	3			

Learner Name _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet

Mental Health and Well-Being

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the meaning of the terms 'mental health' and 'well-being'				
1.2 Outline common misconceptions about mental health in society				
1.3 Outline the impact of mental health in society				
1.4 Define the meaning of the term 'self-esteem'				
1.5 Outline factors which can affect a person's self-esteem				
1.6 Identify ways to develop self-esteem				
2.1 Describe the meanings of 3 mental health conditions				
2.2 Describe the meaning of the term 'mental health crisis'				
2.3 Outline how a mental health crisis may affect an individual with a mental health condition				
3.1 Identify the common illegal drugs in society				
3.2 Describe how illegal drugs may affect an individual's physical and mental health				
3.3 Describe why illegal drugs are strictly regulated by the Government				
4.1 Identify the positive and negative effects of social media in society				
4.2 Outline ways to reduce the impact of social media on a person's mental health				
4.3 Outline the meaning of 3 of the following terms: ▪ Heterosexual ▪ Homosexual ▪ Bisexual ▪ Asexual ▪ Pansexual ▪ Gender identity ▪ Gender dysphoria				
5.1 Outline the benefits of exercise				
5.2 Outline the benefits of sleep				

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5.3 State the factors which can impact a person's physical and mental health				
5.4 State the types of medical conditions which can be prevented by living healthy				
5.5 Outline ways to eat a healthy balanced diet				
5.6 Outline the meanings of red, amber and green labels on food packaging				
5.7 Identify the different types of mood someone can experience				
5.8 Define the meaning of the terms 'toxic friendship', 'peer pressure' and 'bullying'				
6.1 Identify ways a person can self-help when they initially experience a change in their mental health				
6.2 Outline the different ways mental health conditions are treated				
6.3 Outline the types of support available in the event of a mental health crisis				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

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