

## Highfield Level 1 Award in an Introduction to Mental Health and Wellbeing (RQF)

### **Qualification Specification**

Qualification Number: 603/6330/7

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## **Highfield Level 1 Award in an Introduction to Mental Health and Wellbeing (RQF)**

### **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.

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### **Qualification regulation and support**

The Highfield Level 1 Award in an Introduction to Mental Health and Wellbeing (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.

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### **Key facts**

<b>Qualification number:</b>	603/6330/7
<b>Learning aim reference:</b>	60363307
<b>Credit value:</b>	1
<b>Assessment method:</b>	Multiple-choice examination
<b>Guided learning hours (GLH):</b>	7
<b>Total qualification time (TQT):</b>	7

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### **Qualification overview and objective**

The objective of this qualification is to prepare learners to progress to a qualification in another subject area and/or to give learners personal growth and engagement in learning, specifically in relation to understanding the basic principles of mental health.

This qualification is intended to assist learners with their personal growth and to help provide an understanding of their own mental health and how to manage this effectively.

This qualification can be taken by learners preparing to enter employment or by those who are already in employment and wish to develop their knowledge of mental health.

This is a knowledge-only qualification that provides underpinning knowledge and understanding in relation to mental health, mental ill health and wellbeing.

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### **Entry requirements**

This qualification is approved for delivery to learners aged 14 and above

It is advised that learners have a minimum of entry level 3 in literacy and/or numeracy or equivalent.

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### **Guidance on delivery**

The total qualification time for this qualification is 7 hours and of this, 7 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

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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.

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### **Guidance on assessment**

This qualification is assessed by a multiple-choice examination, externally set and marked by Highfield Qualifications. This examination is available both on the Highfield Works e-assessment system and paper-based formats.

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).

The examination is available as both on-screen and as a paper examination.

Completed paper examinations should be returned to Highfield for marking and results will then be supplied to the centre afterwards. This qualification is graded pass/fail.

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.

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### **Recognition of prior learning (RPL)**

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent 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.

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### **Tutor requirements**

Highfield requires all tutors for this qualification to be registered and approved. The approval process requires centres to provide Highfield with tutor names, email addresses and dates of birth prior to delivering the qualification. Centres are responsible for ensuring that tutors have suitable subject knowledge and training skills to effectively deliver this qualification. For guidance only, this may be evidenced through having both:

- a teaching qualification or experience
  - knowledge of the subject, which may include either:
    - a qualification in the subject at the same level or above
    - 12 months of experience working in the sector
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### **CPD**

It is **recommended** that Highfield centres support their personnel in maintaining current knowledge and skills in the sector area to include best practices in delivery, monitoring, assessment and verification, incorporating any relevant national or legislative updates. It is **recommended** that centres hold records of this.

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### **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.

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## **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, for example, an employee ID card, student ID card or travel card

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.**

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## **Progression opportunities**

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

- Highfield Level 2 Award in Introduction to Mental Health Awareness (RQF)
- Highfield Level 2 Award in Introduction to First Aid for Mental Health (RQF)
- Highfield Level 3 Award in Understanding Mental Health in the Workplace for Managers (RQF)

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## **Useful websites**

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

[www.nhs.uk/mental-health](http://www.nhs.uk/mental-health)

[www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/](http://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/)

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## Appendix 1: Qualification structure

To complete the Highfield **Level 1 Award in an Introduction to Mental Health and Wellbeing**, learners must complete the following:

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

### Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
L/618/3545	Introduction to mental health, mental ill health and wellbeing	1	7	1

## Appendix 2: Qualification content

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

Unit number: L/618/3545

Credit: 1

GLH: 7

Level: 1

#### Unit introduction

The unit introduces learners to the concepts of mental health, mental ill health and wellbeing. It aims to provide a learner with an understanding that all individuals have mental health and how they may be able to support others. The unit also provides learners with an understanding of how to self-manage their own mental health and wellbeing.

Learning outcomes	Assessment criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Know what is meant by mental health and mental ill health</b>	1.1 Define what is meant by <b>mental health</b>
	1.2 Define what is meant by <b>mental ill health</b>
	1.3 Identify the difference between mental illness and regular responses to <b>difficult situations</b>
	1.4 Identify signs that mental health and wellbeing is <b>deteriorating</b>
	1.5 Identify <b>lifestyle choices</b> that can affect mental health and wellbeing
<b>2. Know how to take care of own mental health and wellbeing</b>	2.1 Identify <b>methods</b> to take care of own mental health and wellbeing
	2.2 Identify <b>strategies or techniques</b> that can be used to manage common difficult situations
	2.3 Outline the importance of <b>emotional resilience</b> in maintaining good mental health and wellbeing
<b>3. Know how to provide support to family and friends for their mental health and wellbeing</b>	3.1 Identify the <b>signs and symptoms</b> associated with the main types of mental ill health

Learning outcomes	Assessment criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Identify <b>situations</b> when it is appropriate to provide support and when professional or emergency assistance should be used
	3.3 Outline <b>ways</b> that an individual can offer support to family and friends with their mental health and wellbeing
	3.4 Identify how to <b>maintain own mental wellbeing</b> while providing support to someone with mental ill health
<b>4. Know sources of support for mental health and wellbeing</b>	4.1 Identify different <b>sources of support</b> available relating to mental health and wellbeing
	4.2 Outline the <b>types of support</b> available from different sources

Amplification
<p><b>1.1 Mental health</b></p> <p>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.’</p> <p>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.’</p> <p>Mental health refers to a person’s cognitive, behavioural, psychological, social and emotional wellbeing.</p> <p><b>1.2 Mental ill health</b></p> <p>The term ‘mental ill health’ is often used as an umbrella term that includes both mental illness and mental health problems.</p> <p>A mental illness is a disorder that is diagnosed by a medical professional that interferes significantly with an individual’s cognitive (thought processes), emotional or social capabilities. There are various types of mental illness and they occur with varying degrees of severity. Examples include mood disorders (such as depression, anxiety and bipolar disorder), psychotic disorders (such as schizophrenia), eating disorders and personality disorders.</p> <p>A mental health problem interferes with a person’s cognitive (thought processes), emotional or social abilities, but may not meet the criteria for a diagnosed mental illness. Mental health problems can often occur as a result of life stressors and are usually less severe and of shorter duration than mental</p>

illnesses. These often resolve with time or when the individual's situation changes. However, if mental health problems persist or increase in severity, they may develop into a mental illness.

**1.3 Difficult situations** could include:

- uncomfortable feelings
- a dilemma
- a situation that someone cannot deal with because it is too difficult for them
- stressful situations, e.g. workplace stress, family issues

**1.4 Deteriorating**

Signs that the person's symptoms are becoming worse. These could include:

- isolation and avoiding social activities
- difficulties sleeping and tiredness
- anger and mood swings, arguing
- drastic changes in weight or eating patterns
- anxiety and fear

**1.5 Lifestyle choices**

Positive lifestyle choices include a good diet, regular exercise and socialising with others.

Negative lifestyle choices include substance misuse, smoking, regularly drinking excessive alcohol, a poor diet and isolation.

**2.1 Methods** may include:

- self-care
- sleep
- healthy eating
- exercise
- therapies
- socialising
- exploring alternative viewpoints

**The tutor should encourage discussion of safe methods.**

**2.2 Strategies or techniques** could include:

- if the difficult situations cannot be avoided – try to change what is occurring or how it occurs
- try to look at the bigger picture, take a different perspective
- take a break from what is causing the difficult situations, e.g. if they occur at work – take some annual leave
- discuss with line managers
- talk to friends and family about the difficult situations, socialise frequently
- exercise regularly, get a good amount of sleep, eat a healthy diet
- avoid unhelpful methods of dealing with difficult situations, such as alcohol, drugs and unhealthy foods

**2.3 Emotional resilience**

Emotional resilience is someone's ability to respond to stressful or unexpected situations and crisis in their lives. Everyone has a certain amount of emotional resilience, but how much they have can change over time, and some people handle stress and hardship better than others.

The amount of emotional resilience someone can have can be determined by several different things, including their age, their gender and what they have experienced in their life.

**3.1 Signs and symptoms** may include:

- long-lasting sadness or irritability
- extremely high and low moods – mood swings
- excessive fear or worry
- loss of confidence
- struggling to perform familiar tasks
- social withdrawal/isolation
- dramatic changes in eating or sleeping habits
- looking unkempt – not caring about personal hygiene
- uncharacteristic or peculiar behaviour
- excessive use of drugs or alcohol
- suicidal thoughts

**3.2 Situations** could include:

Someone may just need someone to talk to – someone that will listen to them and offer reassurance.

If the person is displaying suicidal behaviour or behaviour that themselves or others could be at risk of harm, then urgent help should be sought.

**3.3 Ways** could include:

- some may need help with everyday activities for example: banking, making phone calls and transportation
- supporting them when they have medical appointments
- being there as someone to talk to
- building their confidence
- not being judgemental

Show that you care and demonstrate active listening through facial expression and body language. Give plenty of personal space. When people feel ignored or not cared for, people often act out.

Remain calm and professional – be mindful of your own reaction. What you say or do in response to an individual's behaviour may affect whether the behaviour escalates or stops.

**3.4 Maintain own mental wellbeing** could include:

- taking short breaks – have a moment to yourself
- joining a support group for carers – either face to face or online
- talking to someone trusted in confidence
- looking after own physical health – for example: diet, exercise and sleep
- asking for help if needed

Being aware of own limitations - being a professional does not mean that you are able to handle everything. Knowing that you have support - and where to access - is key to staying in control of your own behaviour and responding appropriately. Accept your limits and keep in mind that sometimes the best decision is to let someone else take over.

Debrief after any incident - talking about it can help relieve the stress. It is also important to reflect on what was done well and how to respond better the next time a situation occurs.

**4.1 Sources of support** could include:

- community mental health teams
- social care teams
- GP
- crisis intervention
- hospital treatment
- friends and family

**4.2 Types of support** could include:

- talking
- online community forums
- peer support
- medication support
- The Care Programme Approach for mental health
- helping with day to day tasks

### Appendix 3: Sample assessment material

Sample multiple-choice questions have been provided below:

1. Which of the following is **not** effective when undertaking a mental health conversation with a person?
  - a) Active listening
  - b) Asking questions
  - c) Explaining your own experiences of mental health
  - d) Summarising the main points of the conversation
  
2. The ability for people to respond to stressful or unexpected situations and crisis in their lives is known as:
  - a) emotional resilience
  - b) emotional support
  - c) mental ill-health
  - d) mental wellbeing
  
3. Of the following, which is the **most** effective way to help your mental health?
  - a) ensuring sufficient sleep
  - b) drinking alcohol regularly to relax
  - c) taking time off sick when feeling stressed at work
  - d) posting your feelings on a social media website
  
4. Which of the following is **not** an effective method of managing your own mental health?
  - a) Regular exercise
  - b) Getting at least 8-hours sleep per night
  - c) Eating a lot of unhealthy food
  - d) Socialising with friends and family frequently