

Unit Title:	Understand mental well-being and mental health promotion
Unit sector reference:	CMH 301
Level:	3
Credit value:	3
Guided learning hours:	14
Unit expiry date:	30/06/2015
Unit accreditation number:	F/602/0097

Unit purpose and aim

This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span</p>	<p>The learner can:</p> <p>1.1 Evaluate two different views on the nature of mental well-being and mental health</p> <p>1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including:</p> <ul style="list-style-type: none"> • biological factors • social factors • psychological factors <p>1.3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health</p> <ul style="list-style-type: none"> • risk factors including inequalities, poor quality social 	<p>Learning outcome 1, assessment criteria 1.2 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems <i>across the life span</i>'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.</p>

Learning Outcomes	Assessment Criteria	Exemplification
	relationships <ul style="list-style-type: none"> • protective factors including socially valued roles, social support and contact 	
2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health 2.2 Explain how to support an individual in promoting their mental well-being and mental health 2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health 2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community 2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates.

Centres should consider the candidates' complete learning experience when designing learning programmes.

Guidance on delivery

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It is anticipated that there will be some formal teaching and input to develop fully the knowledge and understanding identified in the specification.

National occupational standards (NOS) mapping/signposting

This unit has links to the following national occupational standards:

HSC 3112, HSC 3119 and MH 25

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.