

Component Credit Value:	<b>2</b>
Component Level:	<b>One</b>
Component Guided Learning Hours:	<b>18</b>
Ofqual Component Reference No:	<b>K/617/1872</b>
Component Review Date:	<b>31/07/2023</b>
Component Sector:	<b>1.3 Health and Social Care</b>

### Component Summary

The purpose of this component is to provide learners with an awareness of mental health and well-being such that they can recognise signs and impact of mental health issues. Learners will consider the concept of mental well-being, current mental health guidance and organisations which support individuals with mental health issues.

The aim of this component is, therefore, to give learners an introductory awareness of how mental well-being affects people and how those who are affected by mental health issues can be supported.

### Standards

This component has **4** standards

<b>1</b>	Know about mental well-being
<b>2</b>	Know how mental health issues impact on others
<b>3</b>	Know about current mental health guidance
<b>4</b>	Know about organisations which support those affected by mental well-being

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

## Summary of Assessment

This component may be assessed through:

**1) an internally set, internally marked and externally verified portfolio of evidence.** The information on the following pages details what the learner must successfully complete to achieve the component. Knowledge that must be demonstrated by the learner is highlighted in purple and any associated assessment requirements have been provided. Assessment verbs are displayed in *italics* and expectations for these at each level, along with information on different assessment methods, are available in 'A Guide to Assessing AIM Awards Qualifications' on the AIM Awards website ([www.aimawards.org.uk](http://www.aimawards.org.uk)).

This document has been designed to be used as a Record of Learner Achievement Form; Assessors must make it clear to Internal and External Verifiers where achievement of each standard has been evidenced. Once the work has been marked and signed off as meeting the standards by the Assessor, final feedback should be provided to the learner.

Or

**2) an externally set, externally marked online Multiple Choice Question (MCQ) exam.** The online multiple choice exam must be invigilated by an AIM approved invigilator. Further information on our requirements is detailed in the qualification handbook.

**Where a component may be assessed through either portfolio of evidence, or an externally set, externally marked MCQ exam, the centre must choose one of these assessment methods for the assessment of the component.**

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**1** The learner will **know about mental well-being**

The learner must know:		Assessment Requirements		Evidence Location
<b>1.a</b>	What is meant by the term 'mental well-being'	Learners must <i>outline</i> what is meant by the term 'mental well-being'.	The following assessment methods may be used to support the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Written or pictorial information</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>1.b</b>	Positive statements related to mental well-being	Learners must <i>give</i> a minimum of two examples of positive statements related to mental well-being.		
<b>1.c</b>	Negative statements related to mental well-being	Learners must <i>give</i> a minimum of two examples of negative statements related to mental well-being.		
<b>1.d</b>	Neutral statements related to mental well-being	Learners must <i>give</i> a minimum of two examples of neutral statements related to mental well-being.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**2** The learner will know how mental health issues impact on others

The learner must know:		Assessment Requirements		Evidence Location
<b>2.a</b>	Signs which may indicate a mental health issue	Learners must <i>give</i> a minimum of four examples of signs which may indicate someone has a mental health issue.	The following assessment methods may be used to support the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Written or pictorial information</li> <li>• Case study or scenario</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>2.b</b>	How one person's mental health issues impact on others in a family situation	Learners must <i>outline</i> a minimum of two ways in which one person's mental health issues impact on others in a family situation.		
<b>2.c</b>	How one person's mental health issues impact on others in a work situation	Learners must <i>outline</i> a minimum of two ways in which one person's mental health issues impact on others in a work situation.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

<b>2.d</b>	How one person's mental health issues impact on others in a social situation	Learners must <i>outline</i> a minimum of two ways in which one person's mental health issues impact on others in a social situation.		
------------	--	---	--	--

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**3** The learner will know about current mental health guidance

The learner must know:		Assessment Requirements		Evidence Location
<b>3.a</b>	Key government documents which provide guidance on mental well-being	Learners must <i>summarise</i> the key aspects of a minimum of two key government documents which provide guidance on mental well-being.	The following assessment methods may be used to support the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Written or pictorial information</li> </ul>	
<b>3.b</b>	How to implement guidance on mental well-being	Learners must <i>outline</i> how to implement the guidance on mental well-being from a minimum of two government documents.	This list is not exhaustive and other appropriate assessment methods may be used.	

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**4** The learner will know about organisations which support those affected by mental well-being

The learner must know:		Assessment Requirements		Evidence Location
<b>4.a</b>	National organisations which support those affected by mental well-being	Learners must <i>outline</i> how a minimum of two <i>national</i> organisations support those affected by mental well-being.	The following assessment methods may be used to support the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Written or pictorial information</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>4.b</b>	Local organisations which support those affected by mental well-being	Learners must <i>outline</i> how a minimum of two <i>local</i> organisations support those affected by mental well-being.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**Final Tutor Feedback (Strengths and Areas for Improvement):**

**Learner Submission Declaration**

I declare that this is an original piece of work and that all of the work is my own unless referenced.

**Assessor Declaration**

I confirm that this learner's work fully meets all the assessment requirements listed above at the correct level and that any specified evidence requirements have been addressed.

**Assessor:** \_\_\_\_\_ **Learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.



**Document Version History**

<i>Version Number</i>	<i>Date</i>	<i>Description</i>
2	June 2021	MCQ assessment option available for this component (details on page 2)

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.