



Qualsafe Level 2 Award in  
**Youth Mental  
Health First Aid**  
(RQF)

Qualification Specification

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## Key Qualification Information

Qualification number:	610/6503/1
Operational start date:	12/11/2025
Total Qualification Time (TQT):	7
Guided Learning Hours (GLH):	7
Number of units:	1
Credit value:	1
Assessment methods:	Theory assessment/multiple choice question paper: 1 x 15 question paper (minimum score 10)

## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Licensing; Food Safety; Fire Safety; Education and Training; Manual Handling; Health and Social Care and Sport and Leisure.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors such as mental health, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Mental Health suite of qualifications. The qualification and learning outcomes are based on the recommendations of QA training providers, subject matter experts and in-depth research in the area of mental health.

This QA qualification is for people who wish to:

- Be able to actively listen and feel confident to have a conversation with a young person experiencing potential mental ill-health
- Raise their awareness of the main characteristics and features of common mental health conditions in young people
- Guide individuals experiencing potential mental health challenges toward reliable sources of support

This qualification specification provides information for Centres and Learners about the delivery of the Qualsafe Level 2 Award in Youth Mental Health First Aid (RQF) and includes qualification approval requirements, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit the Learner by informing them of the common mental health challenges associated with young people, such as stress, depression, anxiety, eating disorders and suicide. The qualification also includes how to actively listen and have supportive conversations, as well as understanding where to signpost young people to appropriate sources of further support and guidance.

### Intended audience

This qualification is for those over the age of 16, who have an interest in youth mental health first aid and would like to raise their awareness of mental health in young people and be able to actively listen and guide/support. This qualification is ideal for those who have contact with young people such as parents, teachers and youth workers.

## Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 7 hours. Full details of the unit are available in the *Appendix*.

Learners must complete the assessment in the unit, successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 7 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 0 hours

## Other units

No other units can be combined to count towards the Qualsafe Level 2 Award in Youth Mental Health First Aid (RQF) qualification.

## Relationship with other related qualifications

The units may appear in other mental health first aid qualifications that contain multiple units.

## Recognition of Prior Learning (RPL)

RPL is not permitted for this qualification.

## Entry requirements

Learners must be at least 16 years old on the first day of the training. Learners should have an interest in the area of mental health due to the content of the course and the nature of the role of the Youth Mental Health First Aider.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy.

## Progression

Learners may progress to the other qualifications including:

- Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF)
- Qualsafe Level 3 Award in Teaching and Assessing Mental Health Qualifications (RQF)
- Qualsafe Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF)
- Qualsafe Level 2 Award in CitizenAid (RQF)
- Qualsafe Level 3 Award in Emergency First Aid at Work (RQF)
- Qualsafe Level 3 Award in Paediatric First Aid (RQF)

## Requalification requirements

This qualification is valid for a period of 3 years. The Learner needs to retake the qualification before the certificate expiry date to remain qualified.

## Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery and assessment of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

### Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of holding:

1. A formal teaching/training qualification (see *Teaching qualifications* table) or provide evidence of comparable teaching experience **and**
  - A recognised Mental Health First Aid qualification at Level 3 or above with verifiable experience in youth mental health first aid **and/or**
  - A Level 2 or above Youth Mental Health First Aid qualification (see *Vocational qualifications* table)

Once approved there are no requirements to renew teaching/training certificates. However, Trainers must either:

- Requalify for the Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF) every 3 years (with verifiable youth mental health first aid knowledge/experience) **or**
- A Level 2 or above Youth Mental Health First Aid qualification
- Demonstrate they have successfully delivered a minimum of two Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF) courses with current evidence of youth mental health CPD or two Qualsafe Level 2 Award in Youth Mental Health First Aid (RQF) courses in the past 12 months

Mental Health First Aid Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Teaching qualifications+	
<b>B.Ed, M.Ed</b>	<b>City and Guilds Teacher Certificate or equivalent</b>
<b>PGCE, PCET, Cert Ed</b>	<b>Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training.</b>
<b>NVQ Level 3 in Learning and Development</b>	<b>PTTLS, CTTLS, DTTLs</b>
<b>NVQ Level 4 in Learning and Development</b>	<b>Further Education Teacher's Certificate</b>
<b>Qualified Teacher Status - QTS</b>	<b>Comparable experience of delivering training</b>

Vocational Qualification	
Level 3 Award in Mental Health First Aid Qualification (with verifiable youth mental health first aid experience/knowledge)	MHFA England Youth Mental Health First Aid
ProQual Level 2 Award in Youth Mental Health First Aid Awareness	FAA Level 2 Award in First Aid for Youth Mental Health
SafeCert Level 2 Award in Understanding First Aid for Youth Mental Health (RQF)	SafeCert Level 3 Award in First Aid for Youth Mental Health (RQF)

## Assessors

Once Trainers are approved to deliver the qualification, they can also assess Learners.

It is best practice for Trainer/Assessors to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement. Centres must be able to prove this.

## Internal Quality Assurers

Each Internal Quality Assurer (IQA) must be approved by Qualsafe Awards and is required to have both occupational knowledge in this subject and hold an IQA qualification. This can be evidenced by:

- A Mental Health First Aid qualification with a minimum course duration of 2 days - e.g. Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF) (with verifiable youth mental health first aid knowledge/experience) **or**
  - A Level 2 or above Youth Mental Health First Aid qualification (see Vocational qualifications table) **and**
1. An Internal Quality Assurance qualification (see IQA qualifications table below).

Temporary approval can be granted to Internal Quality Assurers who can demonstrate they are ‘working towards’ gaining either of the requirements listed above.

Note: Once approved, IQAs must either:

- Requalify for the Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF) every 3 years (with verifiable youth mental health first aid knowledge/experience) **or** a Level 2 or above Youth Mental Health First Aid qualification **and or**
- Demonstrate they have successfully delivered a minimum of two Qualsafe Level 3 Award in Mental Health First Aid in the Workplace (RQF) or two Qualsafe Level 2 Award in Youth Mental Health First Aid (RQF) courses in the past 12 months

IQA qualifications+
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
V1 Conduct Internal Quality Assurance of the Assessment Process
D34 Internally Verify the Assessment Process

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8

Other Regulated Qualifications based on Learning and Development NOS 11

IQA and Assessor Training Day (Qualsafe Awards Accredited CPD)

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

**Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.**

+If relevant qualifications, training or experience do not appear on any of these lists, please provide us with details as these alternatives could be acceptable.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.  The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

## Course/Centre administration

### Registering Learners

Centres must ensure Learners are registered in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at:

[www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

QA has developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

<https://www.qualsafe.org/certificate-verification>

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer for face-to-face courses. The assessment space should allow Learners to sit at least 1 metre apart during the multiple choice question paper assessment.

This qualification may be delivered and/or assessed digitally through Qualsafe at Home. To maintain the quality of training and assessment for remote/online courses, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment session must be invigilated in accordance with the *Qualsafe at Home e-Assessment Centre Requirements*, 'live' via an appropriate video conferencing facility. Learners must meet all the technical, equipment and invigilation requirements to sit the theory/multiple choice assessment via the QA e-Assessment platform.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments. Centres **must** use the lesson plans and PowerPoint slides provided and not amend or add to the materials provided.

### Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining remote training and an invigilated e-Assessment or Learners can complete the remote training and then attend a face-to-face assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training and/or e-Assessment by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.

### Learning materials

Centres may provide each Learner with suitable reference material that covers the lesson plans and learning outcomes for this qualification, but these **must be approved** by Qualsafe Awards prior to use. **Note:** Charges may apply. Please refer to the *QA Fees and Charges List*.

### Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the *Appendix*
- Give Learners feedback on their progress and how they might be able to improve

# Assessment

## Methods

Qualsafe Awards has devised externally set, internally marked assessment tools for face-to-face assessments, to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix*. Centres should download all assessment papers from the QA Customer Portal in advance of the course.

For this qualification there is a theory assessment/multiple choice question paper – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:

- o Maximum time allowed is 25 minutes
- o Minimum mark is 10 out of 15 to be considered for an overall ‘Pass’

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.

Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment.

## Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for qualifications. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to:

- Make a Reasonable Adjustment or
- Request Special Consideration for the Learner

When using the QA e-Assessment platform, Centres can apply additional time to a multiple-choice assessment for specific Learners who require a reasonable adjustment. When a reasonable adjustment needs to be made, Centres should check the *QA Access to Assessment Policy* to see if the adjustment required needs prior approval or if the *Reasonable Adjustment Form* can be submitted retrospectively. If the adjustment requires prior approval, then Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence at least five working days in advance of course delivery for review and approval. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if their performance through the assessment process has been affected by some temporary illness, injury or adverse set of circumstances. A *Special Consideration Request Form* should be completed and sent to QA within five working days of Learner assessment taking place, along with any supporting evidence (where available), for consideration and approval. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre’s and QA’s appeals and complaints procedures and how they can access these. Information about these procedures can be found in the *QA Training Commitment* which should be presented to Learners during their course.

## Quality assurance

### Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

### Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0330 660 0899

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED <https://www.qualsafe.org>
- Office of Qualifications and Examinations Regulation (Ofqual): [www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: [www.qualificationswales.org](http://www.qualificationswales.org)
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)
- Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- Mind: <https://www.mind.org.uk/>
- Mental Health Foundation: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
- NICE: <https://www.nice.org.uk/search?q=mental+health>
- Samaritans: <https://www.samaritans.org/>
- Rethink mental illness: <https://www.rethink.org>

- Anxiety UK: [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)
- Citizen advice: <https://www.citizensadvice.org.uk/>
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- Mental Health UK: <https://www.mentalhealth-uk.org/>
- Bipolar UK: [www.bipolaruk.org.uk](http://www.bipolaruk.org.uk)
- Calm: [www.thecalmzone.net](http://www.thecalmzone.net)
- MindEd: <https://www.minded.org.uk/>
- No Panic: [www.nopanic.org.uk](http://www.nopanic.org.uk)
- OCD Action: [www.ocdaction.org.uk](http://www.ocdaction.org.uk)
- OCD UK: [www.ocduk.org](http://www.ocduk.org)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- SANE: [www.sane.org.uk/support](http://www.sane.org.uk/support)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Alcoholics Anonymous: [www.alcoholics-anonymous.org.uk](http://www.alcoholics-anonymous.org.uk)
- Gamblers Anonymous: [www.gamblersanonymous.org.uk](http://www.gamblersanonymous.org.uk)
- Narcotics Anonymous: [www.ukna.org](http://www.ukna.org)
- Alzheimer's Society: [www.alzheimers.org.uk](http://www.alzheimers.org.uk)
- Cruse Bereavement Care: <https://www.cruse.org.uk>
- Rape Crisis: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Victim Support: <https://www.victimsupport.org.uk>
- Beat: [www.b-eat.co.uk](http://www.b-eat.co.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Relate: [www.relate.org.uk](http://www.relate.org.uk)
- Childline: <https://www.childline.org.uk>
- The Mix: <https://www.themix.org.uk>

## Appendix – Qualification unit

The Qualsafe Level 2 Award in Youth Mental Health First Aid (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Understanding the Principles of Mental Health First Aid for Young People	
<b>GLH:</b>	7	
<b>Level:</b>	2	
<b>Credit:</b>	1	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content:</b>
<b>1. Understand mental health in young people</b>	1.1 Identify what is meant by the term's mental health, mental illness and youth mental health first aid	<p>Mental Health - a person's condition with regard to their psychological and emotional well-being.</p> <p>The difference between poor mental health and mental illness.</p> <p>Amplification of normal behaviour.</p> <p>Youth Mental Health First Aid - how to identify, understand and support a young 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>
	1.2 Identify risks and protective factors for poor mental health and mental illness in young people	<p>Risks include:</p> <ul style="list-style-type: none"> <li>• Stigma and discrimination</li> <li>• Physical illness and physical disability</li> <li>• Neurodiversity</li> <li>• Responsibilities, e.g. caring for others</li> <li>• Family and home life</li> <li>• Traumatic events, Adverse Childhood Experiences (ACEs)</li> <li>• Use of social media</li> <li>• Substance misuse</li> <li>• Children in care</li> <li>• Violence and abuse</li> <li>• Bullying</li> <li>• Sex &amp; gender</li> <li>• Race &amp; ethnicity including refugee/asylum status</li> <li>• Adolescence – including understanding brain development in young people</li> </ul> <p>Protective factors include:</p> <ul style="list-style-type: none"> <li>• Strong family support</li> <li>• Clear, consistent rules</li> <li>• Healthy attachments</li> <li>• Positive social connections</li> <li>• Experience of success</li> <li>• Good problem-solving skills</li> </ul>



Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content:
		<ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Faith &amp; spirituality</li> <li>• Access to education/good living standards/positive opportunities</li> <li>• Community engagement</li> <li>• Ability to manage emotions</li> </ul>
<p><b>2. Understand the responsibilities of a Youth Mental Health First Aider</b></p>	<p>2.1 Identify the responsibilities of a Youth Mental Health First Aider</p>	<p>Responsibilities may include:</p> <ul style="list-style-type: none"> <li>• Spotting signs and symptoms of poor mental health and mental illness</li> <li>• Know limitations and boundaries (it is not the role of a Youth Mental Health First Aider to diagnose mental health conditions)</li> <li>• Listen – active listening and without judgement using SOLER technique and SHUSH technique</li> <li>• Supporting the young person and signposting to a professional (if required) e.g. GP, Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Assess for imminent risk and crisis situations</li> <li>• Encourage self-help</li> <li>• Promote mental health awareness</li> </ul>
	<p>2.2 Recognise the importance of self-care for a Youth Mental Health First Aider</p>	<p>Know own limitations to maintain own state of mental health before engaging with young people experiencing mental health challenges, it's important to understand and respect your own boundaries, e.g.:</p> <ul style="list-style-type: none"> <li>• Prioritise your own safety and wellbeing before starting communication</li> <li>• Do not attempt to diagnose illnesses</li> <li>• Focus on support and guidance, signpost to appropriate professionals or services</li> <li>• Never make promises you may not be able to keep</li> <li>• Check your own mindset to ensure you are in the right mental and emotional state before speaking to young people experiencing mental health issues</li> <li>• Have another individual to speak/share with after difficult conversations to protect your own mental health</li> </ul>
<p><b>3. Understand a range of common mental health conditions in young people</b></p>	<p>3.1 Identify main characteristics and features of common mental health conditions in young people</p>	<p><b>Suicide</b></p> <p>Suicide warning signs in young people include:</p> <ul style="list-style-type: none"> <li>• Lack of interest in appearance</li> <li>• Disturbed sleep/loss of appetite/change in weight</li> <li>• Uncharacteristic change in emotional state</li> <li>• Communicating thoughts of dying/suicide, e.g. writing or saying things like all my problems will be gone soon...</li> <li>• Withdrawal from friends and family</li> <li>• Giving away possessions</li> <li>• Increased use of chat rooms/internet sites</li> <li>• Talking about ways of dying</li> <li>• Increase in risky behaviours e.g. alcohol/drugs/reckless activities</li> <li>• A sudden unexplained 'recovery'</li> </ul>



Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content:
		<p><b>Self-harm</b> Self-harm is a behaviour not a disorder. It is when someone intentionally injures their body. Usually, to express or cope with overwhelming distress. Why young people self-harm could include:</p> <ul style="list-style-type: none"> <li>• expressing or coping with emotional distress</li> <li>• trying to feel in control</li> <li>• a way of punishing themselves</li> <li>• relieving unbearable emotional distress</li> <li>• a cry for help...notice me, I need help</li> <li>• a response to intrusive thoughts</li> </ul> <p>Source: NHS</p> <p>Physical signs could include:</p> <ul style="list-style-type: none"> <li>• Cuts, bruises or cigarette burns in usually hidden areas</li> <li>• Wearing clothing to hide injuries</li> <li>• Hair damage (due to hair pulling)</li> </ul> <p>Emotional signs could include:</p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Tearfulness or low motivation</li> <li>• Becoming withdrawn and isolated</li> <li>• Sudden weight loss or weight gain</li> <li>• Low self-esteem or self-blame</li> <li>• Suicidal</li> </ul> <p><b>Depression</b> There is no single cause of depression in young people and may include: physical, psychological and social factors. Sometimes the causes are clear, such as bereavement, bullying, discrimination or other traumatic events. Other times it is not so clear. A judgmental attitude towards the young person can increase the severity of depression.</p> <p><b>Anxiety</b> 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>Physical symptoms associated with anxiety disorders, e.g. faster breathing, pins and needles, nausea</p> <p>Psychological symptoms associated with anxiety disorders, e.g. having a sense of dread, feeling like the world is speeding up or slowing down, feeling tense, nervous or unable to relax</p>



Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content:
		<p>There are several types of anxiety disorders, including:</p> <ul style="list-style-type: none"> <li>• Generalised anxiety disorder</li> <li>• Specific phobia</li> <li>• Social anxiety disorder</li> <li>• Separation anxiety disorder</li> <li>• Agoraphobia</li> <li>• Panic disorder</li> <li>• Selective mutism</li> </ul> <p><b>Eating disorders</b> Common eating disorders in young people include:</p> <ul style="list-style-type: none"> <li>• Anorexia nervosa– limiting energy intake</li> <li>• Bulimia nervosa– bingeing (eating large quantities of food) then purging (expelling the food by vomiting or by use of laxatives)</li> <li>• Binge eating – loss of control overeating large quantities of food</li> </ul>
<p><b>4. Understand stress and depression in young people</b></p>	<p>4.1 Recognise signs of stress in young people</p>	<p>Causes of stress. Recognising stress in young people to include the stress container. Physical symptoms of stress in young people, e.g. panic attack, headache, chest pain, fatigue. Psychological symptoms of stress in young people, e.g. irritable, depressed, restless, mood swings.</p>
	<p>4.2 Recognise signs of depression in young people</p>	<p>Signs and symptoms can include: Physical, e.g. excessive sleep, chronic tiredness, weight loss/gain, irregular menstrual cycles, unusual aches and pains. Psychological, e.g. unusual change in mood states, self-blame/criticism, pessimistic view of the world and people, impaired memory, thoughts of self-destructive behaviours and suicide. Behavioural, e.g. crying spells, withdrawal, self-neglect, increase in risky behaviours – reckless driving, use of alcohol/drugs, risky sexual behaviours.</p>
<p><b>5. Know how to use a mental health first aid action plan for young people</b></p>	<p>5.1 Identify key features within a mental health first aid action plan for young people</p>	<p>An action plan to include:</p> <ul style="list-style-type: none"> <li>• L istening <b>STOPS</b> Distress</li> <li>• S pot the signs of distress</li> <li>• T alk, say what you have noticed, <u>invite</u> them to talk</li> <li>• O ffer care, hope, comfort</li> <li>• P rofessional/organisational support</li> <li>• S elf-help and other strategies</li> </ul> <p>'If you spot distress, start listening'</p>



<b>Learning outcomes</b> <i>The Learner will:</i>	<b>Assessment criteria</b> <i>The Learner can:</i>	<b>Indicative content:</b>
	5.2 Identify healthy coping mechanisms to support the mental health of young people	Healthy coping mechanisms may include: <ul style="list-style-type: none"><li>• Emotional, e.g. name the emotion, feelings charts, talking it out</li><li>• Social, e.g. peer interaction, group activities, role models</li><li>• Cognitive, e.g. positive self-talk, problem solving skills, mindfulness</li><li>• Physical, e.g. deep breathing, exercise, progressive muscle relaxation</li><li>• Creative, e.g. art, music and play</li></ul>

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.