

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Leading Mental Health and Wellbeing of Others

**Unit Reference Number:** F/652/0862

**Level:** Five (5)

**Credit Value:** Eight (8)

**Minimum Guided Learning Hours:** 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand workplace mental health and wellbeing	1.1 Analyse factors affecting mental health and wellbeing in adult care
	1.2 Analyse the impact of poor mental health and wellbeing of the workforce on: <ul style="list-style-type: none"> <li>a) The individual</li> <li>b) Colleagues/ team members</li> <li>c) The organisation</li> <li>d) Client/ customers</li> </ul>
2. Be able to lead supportive cultures	2.1 Analyse the effectiveness of wellbeing strategies and reasonable adjustments implemented in the workplace
	2.2 Describe how to assess the mental health and wellbeing of the workforce
	2.3 Describe how to access and coordinate appropriate support and referrals
	2.4 Analyse effective strategies for promoting early identification and support
	2.5 Reflect on own performance in implementing a supportive culture

Indicative Content	
LO1	AC1.1 <ul style="list-style-type: none"> <li>• Common stressors within adult social care roles, including emotional labour and exposure to distress</li> </ul>

	<ul style="list-style-type: none"> <li>• Trauma-informed leadership approaches, including post-incident support, reflective debriefing and recovery</li> <li>• Compassion fatigue, secondary trauma and burnout</li> <li>• Workload pressures, staffing levels, shift patterns and role demands</li> <li>• Impact of organisational culture and leadership behaviours on wellbeing</li> <li>• Effects of change, inspection and regulatory pressures on workforce mental health</li> <li>• Leadership responsibility for recognising and mitigating wellbeing risks</li> </ul> <p>AC1.2</p> <ul style="list-style-type: none"> <li>• Impact on individuals, including health, attendance, resilience and confidence</li> <li>• Effects on colleagues and team morale, collaboration and psychological safety</li> <li>• Organisational impact, including retention, performance, error rates and risk</li> <li>• Impact on quality of care, safety and outcomes for individuals</li> <li>• Wider implications for service sustainability, reputation and regulatory confidence</li> <li>• Leadership accountability for addressing systemic wellbeing issues</li> </ul>
LO2	<p>AC2.1</p> <ul style="list-style-type: none"> <li>• Wellbeing strategies, policies and initiatives within adult social care services</li> <li>• Reasonable adjustments and flexible working arrangements</li> <li>• Balancing wellbeing support with performance management, safeguarding and regulatory requirements</li> <li>• Monitoring uptake, accessibility and effectiveness of wellbeing initiatives</li> <li>• Using workforce data and feedback to evaluate impact</li> <li>• Continuous improvement of wellbeing strategies through leadership review</li> </ul> <p>AC2.2</p> <ul style="list-style-type: none"> <li>• Role of supervision, appraisal and informal check-ins in assessing wellbeing</li> <li>• Recognising early signs of stress, burnout and declining mental health</li> <li>• Use of wellbeing assessments, surveys and workforce indicators</li> <li>• Maintaining confidentiality, trust and professional boundaries</li> <li>• Leadership responsibility for proportionate, supportive assessment approaches</li> </ul> <p>AC2.3</p> <ul style="list-style-type: none"> <li>• Internal support pathways and escalation processes</li> <li>• Occupational health services and employee assistance programmes</li> <li>• External services and specialist mental health support</li> <li>• Coordinating multi-agency or specialist support while respecting confidentiality</li> <li>• Recording, reviewing and evaluating support arrangements</li> <li>• Leadership accountability for ensuring timely access to support</li> </ul> <p>AC2.4</p> <ul style="list-style-type: none"> <li>• Early warning indicators, including sickness absence, supervision themes, turnover and feedback</li> <li>• Promoting open conversations about mental health and wellbeing</li> </ul>

- Reducing stigma and encouraging help-seeking behaviours
- Creating psychologically safe environments for disclosure and support
- Embedding wellbeing into everyday leadership practice and organisational culture

#### AC2.5

- Reflective evaluation of leadership behaviours and decision-making
- Role modelling positive wellbeing practices and boundaries
- Learning from feedback, outcomes and workforce data
- Assessing impact of leadership actions on organisational culture and practice
- Identifying strengths and areas for improvement
- Continuous development of compassionate and inclusive leadership approaches

### Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care & Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for each unit.

AC2.5 - Reflective evidence must demonstrate the impact of leadership actions on organisational culture and practice, not personal insight alone.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations.

Assessment evidence may include a range of methods, selected to ensure validity and reliability, including but not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (e.g. policies, procedures, plans, audits, reports)
- Witness testimony from managers, colleagues or relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate.

Where learning outcomes require demonstration of competence, direct observation of practice should form the primary source of evidence. Observation should normally take place in person in the learner's work setting.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence is fit for purpose, reflects the learner's role and level of responsibility, and demonstrates both knowledge and effective practice, where required.

Evidence must be clearly attributable to the learner and reflect their role, responsibilities and level of autonomy within the adult social care setting.

Confidential, sensitive or personal information must not be included in learner portfolios. Such evidence may be referenced, anonymised or summarised in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.