

COURSE REGISTER AND ASSESSMENT RESULTS

Trainer/assessor		
FAA qualification	FAA Award in Supervising/Leading First Aid for Mental Health	
Course date/s		
Venue		
FAA centre name/number	Nuco Training - FAAC001	Course reference number

Learner name 		Qualification result
To be clearly entered by the learner, in block capitals , as they would like it printed on their certificate		Pass or Fail (P/F)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

TRAINER/ASSESSOR DECLARATION – PLEASE READ IN FULL AND SIGN BELOW

I confirm that I have:

- Adhered to all FAA qualification regulations following the [FAA Qualification Standards](#) and completed the full syllabus as detailed in the FAA Session Plan
- Verified the identity of all learners
- Granted any reasonable adjustment and special consideration following the [FAA Reasonable Adjustment and Special Consideration Policy](#) and documented on the FAA Learner Registration Form
- Declared any conflict of interest following the [FAA Conflict of Interest Policy](#)
- Assessed all learners fully adhering to FAA assessment guidance and requirements and completed all FAA course paperwork
- Documented in the trainer/assessor assessment feedback box any additional oral questioning, retraining, reassessment, referral, or other relevant assessment information

Signature	Date
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PRACTICAL ASSESSMENT RECORD

- **FAA AWARD IN FIRST AID FOR MENTAL HEALTH**
- **FAA AWARD IN FIRST AID FOR YOUTH MENTAL HEALTH**
- **FAA AWARD IN SUPERVISING/LEADING FIRST AID FOR MENTAL HEALTH**

Learners must successfully complete each part of the scenario as detailed below. Additional assessment guidance can be found in the FAA Marking Guide.

FAA requirements and guidance on the conduct of the assessment can be found in the [FAA Classroom Course, Paperwork, and Assessment Guidance](#).

Please refer to the FAA Session Plan for the timing of the assessment. The assessment can be completed on a one-to-one basis with the trainer/assessor or as a group exercise, but the trainer/assessor must observe all learners successfully meeting the required criteria to pass them.

The trainer/assessor's name, assessment date, and learner results must be entered on the next page.

SCENARIO – APPLICATION OF THE FIRST AID ACTION PLAN FOR MENTAL HEALTH
Learners should be set a scenario where they have identified a person, such as a colleague or young person, with a suspected mental health condition.
Learners should approach the person, start a supportive conversation, and demonstrate all parts of the first aid action plan for mental health.
The learner must ...
Check for significant risk of suicide or harm
Adopt non-judgemental communication skills
Reassure and provide information
Encourage appropriate professional support and self-help strategies



APPLICATION OF THE FIRST AID ACTION PLAN FOR MENTAL HEALTH

LEARNER PRACTICAL ASSESSMENT RESULTS

Trainer/assessor	
Practical assessment date	

LEARNER NAME	APPLICATION OF THE FIRST AID ACTION PLAN FOR MENTAL HEALTH Please record Pass or Fail (P/F) for each learner
1.	
2.	
3.	
4.	
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11.	
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14.	
15.	
16.	

Please record any additional assessment information, such as additional oral questioning or retraining and reassessment, on the Learner Registration Form



FAA AWARD IN SUPERVISING/LEADING FIRST AID FOR MENTAL HEALTH

Trainer/assessors must also refer to the [FAA Classroom Course, Paperwork, and Assessment Guidance](#).

PRACTICAL SCENARIO - Application of the first aid action plan for mental health

The assessment must be marked following the FAA Practical Assessment Record with additional requirements given below.

- **Check for significant risk of suicide or harm**

Learners should look for signs of significant distress including suicidal thoughts and emotions. They should ask appropriate questions and gauge the risk of suicide or harm based on the responses.

- **Adopt non-judgemental communication skills**

Learners should pay full attention to how the person is saying they are feeling. They should demonstrate acceptance of the person's thoughts and emotions displaying empathy and giving the person as much time as they need to express how they are feeling. 'Open' questions should be used to gather as much information about the situation as possible.

- **Reassure and provide information**

Learners should let the person know that they are there to support them and they are not alone. Learners should explain that it is good for them to share their feelings and, without diagnosing any condition, provide appropriate information such as reassurance about how common mental health conditions are.

- **Encourage appropriate professional support and self-help strategies**

Learners should encourage the person to seek professional support and provide information on self-help strategies. Professional support such as their GP, appropriate charity organisations or certified peer support services should be recommended.

Self-help advice can include being physically active, having enough sleep, eating healthily, socialising and connecting with others, self-help books and websites, relaxation techniques and avoidance of drugs and alcohol. Learners should remind the person that this does not replace professional help and support which should always be their best initial option.

WRITTEN ASSESSMENT – PAPER 1

The maximum time allowed for completion of the assessment is 30 minutes. Learners must achieve 14 out of a possible 20 to pass this assessment.

1. B
2. **Example answers:** Abuse, trauma, neglect, loneliness, discrimination and stigma, poverty, financial worries and debt, bereavement, stress, divorce, domestic violence and bullying, drug and alcohol abuse, unemployment and losing a job, homelessness and poor housing, physical causes such as a head injury or a long-term physical health condition.
3. B
4. C
5. **Example answers:** Anxiety, difficulty concentrating, feeling overwhelmed, restless, struggling to make decisions, sad and tearful, frustrated and irritable, angry, constantly worrying, being forgetful, sleeping and eating too much or too little, avoiding situations or people, excessive drinking or smoking. Headaches, dizziness, tiredness, muscle tension or pain, stomach problems, hyperventilation, chest pain or a faster heartbeat, sexual problems.

6. **Example answers:** Try to address the underlying cause, talk about the areas of stress, resolve conflicts or outstanding issues. Relaxation, socialising with friends, developing hobbies and interests, exercising, getting enough sleep, eating healthily, taking a break or holiday, setting goals or challenges and rewarding themselves, avoiding unhealthy habits such as excessive alcohol consumption, helping others, looking after their wellbeing and for the positives in life.
 7. A
 8. C
 9. **Example answers:** Doctor, General Practitioner, NHS, trained therapist, trained counsellor, community support services, the Samaritans, Crisis Line.
 10. **Example answers:** Could lead to anxiety, depression, schizophrenia and episodes of drug-induced psychosis, paranoia, sudden mood changes, negativity, loss of motivation.
 11. **Example answers:** Addiction, relationship problems, physical health issues, not attending or doing as well at work, school or university, losing their job. Financial problems, borrowing or stealing money from friends and family, being secretive.
 12. **Examples answers:** Publish a mental health policy, implement an action plan for mental health, provide mental health training, publicise the organisation's commitment to mental health, evaluate possible causes of mental ill health and implement an action plan to address. Ensure management communicate openly with all employees, monitor employee performance and provide recognition and reward. Initiate social networks and activities, offer employees flexibility to allow them to meet their commitments outside of work, address workloads and long hours, allow an employee control over their own work/empowerment, include employees in decision making and problem solving, balance efforts and rewards. Improve communication and feedback, provide clear roles and expectations, encourage social support, provide appropriate training. Address bullying, stigmatisation, bad relationships with peers, inadequate pay, lack of reward and dangerous or poor working conditions.
 13. **Example answers:** Educate themselves about mental health, participate in workplace mental health initiatives, talk to colleagues asking how they feel, assist colleagues wherever possible, talk openly about their own feelings. Challenge workplace 'politics' and raise with management if something is not right. Show interest in their colleague's opinions, culture, and beliefs. Build friendships and socialise with colleagues outside of work, encourage colleagues to use their lunch break to eat healthily and move away from their desk.
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WRITTEN ASSESSMENT – PAPER 2

The maximum time allowed for completion of the assessment is 40 minutes. Learners must achieve 16 out of a possible 23 to pass this assessment.

1. **Example answers:** Feeling tense and unable to relax, a sense of dread and feeling constantly 'on edge', irritability and difficulty concentrating, social withdrawal, seeking a lot of reassurance from others, dizziness and tiredness, a noticeably strong, fast or irregular heartbeat, trembling or shaking, excessive sweating and shortness of breath, lack of energy, muscle aches and pains, dry mouth, feeling sick, headaches, panic attacks.
2. **Example answers:** Extreme mood swings, feeling very low and lethargic then feeling very high and overactive. Difficulty in concentrating, loss of interest in activities, feelings of guilt and despair, difficulty sleeping, suicidal thoughts, easily agitated or irritated, doing things with disastrous consequences, saying things out of character, delusions, hallucinations, talking quickly and full of energy during the manic phase.
3. **Example answers:** Continuous low mood, upset, tearful. Low self-esteem, lack of motivation or interest in things, avoiding contact with friends or family, avoiding social events, neglecting hobbies, feeling irritable and intolerant of others, thoughts of suicide or self-harm, changes in appetite or weight loss/gain, lack of energy, muscle aches and pains, disturbed sleep patterns, low sex drive.
4. **Example answers:** Dramatic weight loss/gain, lying about how much and when they've eaten or how much they weigh, eating a lot of food very quickly, going to the bathroom frequently after eating, feelings of anxiety about eating or digesting food, obsessively exercising and sticking to a rigid diet, cutting food into small pieces or eating very slowly, avoiding eating with others or eating in secret, checking body weight and comparing to others, developing physical health problems.
5. **Example answers - *there are numerous characteristics depending on the personality disorder including:*** Disturbed ways of thinking, impulsive, eccentric or antisocial behaviour, problems controlling their emotions, may have intense but unstable relationships, worrying about people abandoning them, easily frustrated, difficulty controlling their anger, blaming other people for their problems, being aggressive and violent, upsetting others with their behaviour, irrationally suspicious, not interacting with others well, self-centred and self-important, dramatic and easily influenced by others, rigid and sensitive to criticism.
6. **Example answers:** Re-experiencing the event in the form of flashbacks, nightmares, images or sensations. Avoiding talking about the event and reminders such as people or places which can lead to isolation. Emotional numbing, blocking out the memories. Hyperarousal which can lead to anxiety, aggressive behaviour, irritability, outbursts of anger, difficulty with sleeping and concentrating. Drug or alcohol misuse, self-harming.
7. **Example answers:** Hallucinations, confused and disturbed thoughts. Hearing, seeing, feeling, smelling, tasting things that aren't real, commonly hearing voices. Delusions, strong beliefs that aren't shared by others. Confusion and confusing speech switching from one subject to another mid-sentence, talking very quickly, sudden loss in their train of thought.

8. **Example answers:** Hallucinations, delusions, confused thoughts, behavioural changes. Social withdrawal and isolation, loss of motivation and concentration, changes in sleeping patterns, not caring about hygiene or appearance.
9. **Example answers:** Unexplained cuts, bruises, burns. Signs of low self-esteem such as thinking they are not good enough, always keeping themselves fully covered. Signs of depression such as low mood, becoming very withdrawn and not speaking to others. Claiming to have frequent accidents or mishaps, self-loathing and expressing a wish to punish themselves, wishing to end it all. Signs of drug or alcohol misuse, pulling their hair out. Changes in eating habits.
10. **Example answers:** Threatening to hurt or kill themselves, talking or writing about dying, death or suicide, making financial preparations such as writing or updating a will. Recent trauma or life crisis such as the death of a loved one. Talking about feeling hopeless or having no purpose and being a burden or nuisance to others. Anxious, agitated or acting recklessly, increasing the use of alcohol and drugs, withdrawing from activities, feeling isolated.
11. **Example answers:** Cognitive behavioural therapy (CBT), medication to treat underlying mental health condition, peer support groups, self-help techniques such as exercise, relaxation, socialising etc. Condition specific treatments such as eye movement desensitisation and reprocessing (EMDR), dialectical behaviour therapy (DBT), therapeutic communities (TCs), mentalisation-based therapy (MBT).



WRITTEN ASSESSMENT – PAPER 1

FAA AWARD IN SUPERVISING/LEADING FIRST AID FOR MENTAL HEALTH

Name	Date
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Trainer to mark

1. Which of the following best describes mental health? A person's ...

- A. Recovery from a serious head injury
- B. Emotional, psychological, and social wellbeing
- C. Current physical fitness and stamina
- D. Intelligence and memory retention

2. State two factors that can affect mental health.

- 1.
- 2.

3. The role of a First Aider for Mental Health is to:

- A. Recommend medication for different mental health conditions
- B. Start a supportive conversation and signpost to professional help
- C. Provide professional therapy for a range of mental health conditions
- D. Officially diagnose a person's mental health condition

4. Stigma, in relation to mental health, is best described as:

- A. The treatment for a person who is suffering from acute anxiety
- B. A form of self-help for someone with a mental health condition
- C. A negative stereotypical view of someone with a mental health condition
- D. The method used to diagnose a mental health condition

5. State two signs/symptoms of stress.

- 1.
- 2.

6. State two ways to manage stress.

- 1.
- 2.

7. Emergency services should be contacted if a person is:

- A. Believed to be suicidal
- B. Depressed and anxious
- C. Unable to work effectively
- D. Being bullied at work

8. The role of a First Aider for Mental Health does NOT include:

- A. Providing advice on available support
- B. Starting a supportive conversation
- C. Recommending medication
- D. Listening non-judgementally

9. State one source of professional help available to a person suffering a suspected mental health condition.

.....

10. State two potential effects of drug and alcohol abuse on a person's MENTAL HEALTH.

- 1.
- 2.

11. State two potential negative consequences of substance abuse on a person's LIFE.

- 1.
- 2.

12. State two ways in which an EMPLOYER can provide a positive mental health culture in the workplace.

- 1.
- 2.

13. As an EMPLOYEE please give two examples of actions you could take to help build a positive mental health culture IN THE WORKPLACE.

- 1.
- 2.

Any additional assessment information, such as oral questioning, to be recorded on the Learner Registration Form.

Score



WRITTEN ASSESSMENT – PAPER 2

FAA AWARD IN SUPERVISING/LEADING FIRST AID FOR MENTAL HEALTH

Name	Date
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Questions 1 – 10: For each of the mental health conditions stated below please enter two common signs/symptoms that a person may display.

Trainer
to mark

1. Anxiety	
1.	
2.	

2. Bipolar disorder	
1.	
2.	

3. Depression	
1.	
2.	

4. Eating disorder	
1.	
2.	

5. Personality disorder	
1.	
2.	

6. Post-traumatic stress disorder (PTSD)	
1.	
2.	

7. **Psychosis**

1.	
2.	

8. **Schizophrenia**

1.	
2.	

9. **Self-harm**

1.	
2.	

10. **Suicide**

1.	
2.	

11. **State three common treatments used by professional healthcare providers when treating patients with mental health conditions.**

1.	
2.	
3.	

Score

Any additional assessment information, such as oral questioning, to be recorded on the Learner Registration Form.




LEARNER REGISTRATION FORM

The qualification you are about to undertake is awarded by First Aid Awards (FAA), an awarding organisation regulated by Ofqual and SQA Accreditation.

Comprehensive information about FAA qualifications can be found in the FAA Qualification Specifications on the [FAA website](#) but if you have any questions please ask your trainer/assessor.

If there is anything that would help you to participate fully and enjoy the course, such as a seating position to enhance hearing or vision, please inform the trainer/assessor.

Please complete the details below indicated by  but the learner declaration should be completed at the end of the course. The grey boxes are for trainer/assessor completion only.



LEARNER REGISTRATION INFORMATION

Name

Date of birth

Email

COURSE INFORMATION

Trainer/assessor name

Course date/s

Course reference number

QUALIFICATION – please enter the FAA qualification you are undertaking below, for example FAA Award in First Aid at Work

REASONABLE ADJUSTMENT AND SPECIAL CONSIDERATION

A reasonable adjustment can be granted to someone who has a disability, medical condition or learning need that may affect them during the assessment. For example, assistance could be given with reading or writing.

For some qualifications, such as first aid, the assessment includes the demonstration of practical competence and it may not be possible to grant a reasonable adjustment. **You must be able to get to the floor unaided and successfully demonstrate all required elements of the practical assessment on your own, with the casualty on the floor, as in a real-life situation.**

If someone has a temporary injury affecting their ability to demonstrate all required practical competence during assessment, a special consideration can be granted by deferring the assessment.

If you have a disability, medical condition, learning need or temporary injury that you feel may affect you please detail below ...



Trainer/assessor completion – please refer to the [FAA Reasonable Adjustment and Special Consideration Policy](#) and record any reasonable adjustment or special consideration granted ...





LEARNER REGISTRATION FORM

LEARNER ASSESSMENT GUIDANCE

To be awarded the regulated qualification you will be required to pass an assessment which may be a **written assessment, a practical assessment, or a combination of both.**

Your trainer/assessor will confirm your assessment during the course introduction with guidance below.

If you think you may have any difficulty with completing the assessment, please speak to your trainer/assessor before starting the assessment.

Written assessment

Your trainer/assessor will prepare you for the written assessment explaining the requirements and giving information such as the maximum time allowed to complete the assessment and the required pass mark.

When completing a written assessment you must:

- **Remove any written notes or resources, such as manuals, from your view**
- **Switch off your mobile phone or any other electronic device**
- **Enter your name and date on the assessment paper**
- **Clearly indicate just one answer for the multiple choice questions and cross through if you want to change your answer, indicating your new selection**
- **If relevant, answer other questions as indicated in the space provided e.g. entering the correct condition to match the given signs/symptoms**
- **Not mark or score either your own or another learner's assessment paper**
- **Not talk to other learners during the assessment and the assessment must be your own answers. Any form of cheating, collusion or plagiarism will instantly disqualify you from taking any further part in the assessment**

Practical assessment

During the course your trainer/assessor will create scenarios to enable you to demonstrate the knowledge and competence you have gained and where required will ask you oral questions relating to the scenario.

The assessment is ongoing throughout the course and your trainer/assessor will advise you when you are being assessed and what you are required to demonstrate. If you realise that you have done something incorrectly, please make the trainer/assessor aware of this and continue with the correct procedure.

WE HOPE YOU ENJOY THE COURSE!

Your trainer/assessor is here to help so if you have any questions or are unsure about anything at any time during the course, please speak to them



LEARNER REGISTRATION FORM

TRAINER/ASSESSOR ASSESSMENT FEEDBACK

Please record any additional oral questioning, retraining, reassessment, referral, or other relevant assessment information.

LEARNER DECLARATION (on completion of the course)

I confirm that I have completed the assessment requirements as requested by the trainer/assessor and all work/answers were my own.



Signature

Date

Privacy notice

First Aid Awards (Data Controller) and the approved FAA centre (Data Processor), will only process and store your personal data (or special category data if collected for a reasonable adjustment), for the purposes of the delivery, assessment, and award of this FAA qualification. FAA and the approved centre will not use your data for any other purpose or disclose your data to any other person or organisation outside of this purpose. For detailed information on how your data will be stored and processed please visit www.firstaidawards.com/policies and view FAA's Data Protection Policy or email: enquiries@firstaidawards.com if you have any questions.

Complaints and appeals

If you are unhappy with any aspect of the course you should, in the first instance, take up the matter with the trainer/assessor or the FAA centre. If this is not possible, or if you would prefer not to, you can refer the matter to First Aid Awards, Endeavour House, Central Treviscoe, St. Austell PL26 7QP. Telephone: 03458 333999 or email: enquiries@firstaidawards.com. The FAA complaints and appeals policies can be found on the FAA website: www.firstaidawards.com/policies. If you feel that your complaint or appeal has not been dealt with satisfactorily by the FAA centre and FAA, you can refer the matter to the appropriate regulatory body. Learners undertaking qualifications accredited by SQA Accreditation and delivered by further education colleges, local authorities, or any other public service body in Scotland, may escalate a complaint to the Scottish Public Service Ombudsman (SPSO).



LEARNER REGISTRATION FORM

COURSE EVALUATION

We hope you have enjoyed this course and that the knowledge and competence gained will be beneficial to you.

Our courses are continually evolving and to enable us to improve we need your feedback. Please answer the following questions and don't be afraid to be honest, it is how we learn from you.

Your opinion matters to us ...



	Poor	Good	Outstanding
COURSE CONTENT			
EFFECTIVENESS AND CLARITY OF THE TRAINING			
SUPPORT MATERIALS - MANUALS AND HANDOUTS SUPPLIED			
PACE AND FLOW OF THE COURSE			
TRAINING FACILITIES AND TRAINING AIDS			
TRAINER/ASSESSOR'S KNOWLEDGE AND EXPERTISE			
THE WAY THE TRAINER/ASSESSOR TOOK YOUR NEEDS INTO CONSIDERATION			
GUIDANCE OFFERED BY THE TRAINER/ASSESSOR			
PREPARATION AND GUIDANCE FOR THE ASSESSMENT/S COMPLETED			
YOUR OVERALL RATING FOR THIS COURSE			

WHICH PART OF THE COURSE DID YOU ENJOY THE MOST?

WHICH PART OF THE COURSE DID YOU ENJOY THE LEAST?

HOW COULD WE IMPROVE THIS COURSE?

DID THIS COURSE MEET YOUR EXPECTATIONS?

YES

NO (If no, please detail below)

DO YOU HAVE ANY OTHER COMMENTS REGARDING ANY ASPECT OF YOUR EXPERIENCE WITH US?

TRAINER/ASSESSOR FEEDBACK (following learner evaluation above, if required)