



FAQ LEVEL 3 AWARD IN

MENTAL HEALTH FIRST AID (RQF)

OVERVIEW SPECIFICATION

Qualification Number: **610/5133/0**

Qualification Reference: **L3AMHFA**

St John
Ambulance



FutureQuals



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Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Award in Mental Health First Aid (RQF) Overview Qualification Specification
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Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Award in Mental Health First Aid (RQF)** Overview Qualification Specification.

The aim of this specification is to confirm requirements and provide guidance to our Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. Centres will be notified when changes are made. It is the responsibility of the approved Centre to ensure the most up-to-date version of the specification is in use.

Please note that the requirements of this qualification are subject to change in line with any legislative updates.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 3 Award in Mental Health First Aid (RQF)
Qualification Level:	3
Qualification Product Code:	L3AMHFA
Qualification Number:	610/5133/0
Qualification Type:	RQF
Regulated by:	Ofqual

Purpose and Aims

The purpose of the **FAQ Level 3 Award in Mental Health First Aid (RQF)** is to provide Learners with the knowledge and understanding of the role and responsibilities of a mental health first aider, including supporting individuals in the workplace experiencing difficulties with mental health.

The qualification is aimed at individuals who intend to undertake the role of mental health first aider, but is also relevant to other employees, managers and employers in developing their knowledge of mental health.

This qualification forms part of the FutureQuals Mental Health Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **2**

Guided Learning (GL) for this qualification: **12 hours**

Total Qualification Time for this qualification (TQT): **16 hours**

Information regarding what constitutes GL and TQT can be found in *Appendix 1 - Glossary of Terms*.

Registration Length: **3 months**

Qualification Fees

Please visit our website for information on registration fees and applicable assessment resit fees, or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Award in Mental Health First Aid (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Award in Mental Health First Aid (RQF)**, Learners must meet the Rules of Combination.

Group M - Mandatory Component					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	M/651/4322	Principles of Mental Health First Aid	2	12	3

Rules of Combination - Learners must achieve Component 1 in *Group M - Mandatory Component*.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all of the learning outcomes and assessment criteria.

Method of Assessment

Detailed information relating to the assessment for the **FAQ Level 3 Award in Mental Health First Aid (RQF)** can be found within full qualification specification.

All evidence produced by the Learner must be their own.

Assessment Principles

The **FAQ Level 3 Award in Mental Health First Aid (RQF)** must be assessed according to the *FutureQuals Assessment Principles for the FAQ Level 3 Award in Mental Health First Aid (RQF)*.

FutureQuals will always publish assessment principles, whether they have been developed by a sector skills council (SSC) or by FutureQuals. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles.

Any assessment principles specific to a qualification will be reproduced in the specification they relate to.

The FutureQuals Assessment Principles can be viewed here:

<https://www.futurequals.com/about-futurequals/policies-and-procedures/>

Grading

The overall qualification is graded as Pass or Fail.

Resits

For information about resits, please see the full qualification specification.

Qualification Resources

Source Reference Tools, Required Reading and Further Reading

In support of delivering the **FAQ Level 3 Award in Mental Health First Aid (RQF)**, FutureQuals recognises the use of the:

- *St John Ambulance Adult Mental Health Activity Book*

This workbook has been developed in conjunction with, and underpins, the learning outcomes and assessment criteria of this qualification. It has been designed to support Learners to further develop their knowledge and prepare for assessment.

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 3 Award in Mental Health First Aid (RQF)**, FutureQuals has created the following resources:

- *FAQ Level 3 Award in Mental Health First Aid (RQF) Overview Qualification Specification (including FutureQuals Assessment Principles for the FAQ Level 3 Award in Mental Health First Aid (RQF))*
- *FAQ Level 3 Award in Mental Health First Aid (RQF) Full Qualification Specification (including the FutureQuals Assessment Principles for the FAQ Level 3 Award in Mental Health First Aid (RQF))*
- *MCQ Sample Assessment - Principles of Mental Health First Aid (XAMS and PDF)*
- All externally set assessments, as detailed in *Methods of Assessment*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and sample assessment.

Please note that a mark and grade will not be produced for the sample assessment, and the assessment result has no impact on the Learner's final grade.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 16 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is the Centre's responsibility to confirm the identity of a Learner as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- A valid passport (any nationality)
- A national identity card issued by an EU country
- A Gibraltar identity card
- A signed UK photocard driving licence
- A valid warrant card issued by HM Forces or the Police
- Other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

Requalification

The **FAQ Level 3 Award in Mental Health First Aid (RQF)** does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information. The following text is included on all certificates:

Teaching was delivered in accordance with currently accepted practice. Topics covered in this qualification are detailed in the qualification specification.

Progression Opportunities

Learners who achieve the **FAQ Level 3 Award in Mental Health First Aid (RQF)**, can progress onto other first aid or paediatric first aid qualifications, or qualifications in the health and social care sector.

Centre Requirements and Information

Qualification Delivery Requirements

Assessment must be carried out as outlined in the Qualification Assessment section of this specification.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Award in Mental Health First Aid (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators, and Internal Quality Assurers (IQAs). All workforce requirements can be found in the *FutureQuals Assessment Principles for the FAQ Level 3 Award in Mental Health First Aid (RQF)*.

Component Specification

Component 1: Principles of Mental Health First Aid

Component Reference Number: M/651/4322

Level: 3

Credits: 2

GL: 12 Hours

Component Summary

The purpose of this Component is to assess the Learner's knowledge and understanding of mental health first aid. It covers the role of a mental health first aider; key legislation; confidentiality and safeguarding; active listening, empathy and non-judgemental communication; mental health conditions and factors that can impact mental health; and how to respond to individuals experiencing difficulties with mental health.

Required Reading

Please see *Source Reference Tools, Required Reading and Further Reading* for further information.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role and responsibilities of a mental health first aider	Mental health, well-being, and the mental health continuum
	Mental health first aider role and responsibilities
	Role boundaries and limitations
	Reflective practice and CPD benefits
	Well-being methods and sources of support
2. Understand key legislation relating to mental health and well-being in the workplace	Employer mental health and well-being responsibilities
	Health and safety, welfare and well-being legislation elements
3. Understand the principles of confidentiality and safeguarding	Confidentiality and safeguarding
	Confidentiality and information-sharing principles
	Breaking confidentiality
	Safeguarding role and responsibilities
4. Understand the importance of active listening, empathy and non-judgemental communication	Active listening and empathy
	Active listening key components
	Active listening and empathy importance
	Stigma, discrimination, unconscious bias, and communication skills

	Discrimination on mental health impact
	Identifying and monitoring unconscious bias
	Non-judgmental communication
	Judgmental language effects
	Mental health and communication cultural differences
5. Understand a range of mental health conditions and factors that can impact mental health	Mental health conditions and symptoms
	Mental health difficulties, conditions, and signs and symptoms
	Factors impacting mental health
	Impact of mental health on others
6. Understand how to respond to individuals experiencing difficulties with mental health, and key sources of further support	Mental health crises and emergencies examples
	CARES approach steps
	Responding to a mental health crisis, and emergency
	Well-being plan key features
	Mental health therapies and interventions
	Mental health support resources

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.

Appendix 1 - Glossary of Terms

v5.2 - March 2022

Term	Definition
Agreed Ways of Working	As defined in The Care Certificate Standards: 'This refers to company policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies such as the Dignity Code, Essence of Care and Compassion in Practice.'
Apprenticeship Standards	Apprenticeship standards state the skills, knowledge and behaviours required of an apprentice, depending on the job role.
Assessment Criterion/Criteria (AC)	* The criteria against which Learners' levels of attainment will be measured.
Assessor	* A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment. <i>FAQ N.B. Depending on the qualification requirements, Assessors also plan and conduct assessments to make a judgement as to the level of Learner attainment.</i>
Centre	* An organisation undertaking the delivery of an assessment (and potentially other activities) to Learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers, or employers. <i>FAQ N.B. Centres must receive approval from FutureQuals for each qualification they wish to deliver.</i>
Command Verb	Verbs found in all assessment criteria clarifying the nature of the AC (competency-based or knowledge-based) and the level of learning and assessment required. A list of command verbs is included at the end of this glossary.
Component (Unit)	* A discrete part of a qualification which: (a) focuses on specific areas of the knowledge, skills and understanding assessed for the qualification, and (b) has a specific set of criteria against which Learners' performance will be differentiated
Conditions of Recognition	* All conditions to which an awarding organisation's recognition is subject.
Credit(s)	A Learner can gain credits via achievement of a qualification or qualification Component. Components are assigned a credit value which is based on the TQT assigned to the qualification.
End-point Assessment (EPA)	End-point assessment (EPA), an impartial assessment, is the final stage of an apprenticeship used to confirm if the apprentice has developed the skills, knowledge and behaviours required of the apprenticeship standard.

End-point Assessment Organisation (EPAO)	A regulated, independent body that designs and delivers end-point assessments. All EPAOs are separate from employers and training providers.
Evidence Log	A paper or digital document used to collect evidence and record assessment decisions and achievements.
Expert Witness	Expert witnesses are occupationally competent individuals appointed by the Assessor to provide valid and reliable support to the assessment of competency-based assessment criteria by use of witness testimony. Expert Witnesses do not, however, make assessment decisions.
External Quality Assurer (EQA)	Employed by the AO, an EQA ensures that assessment and internal quality assurance undertaken within approved Centres is valid, reliable, comparable, manageable and minimises bias.
Guided Learning (GL)	* The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training. For these purposes, the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training.
Guided Learning (GL) - examples of activities	* Some examples of activities that can contribute to Guided Learning include: <ul style="list-style-type: none"> • Classroom-based learning, supervised by a Teacher • Work-based learning, supervised by a Teacher • Live webinar or telephone tutorial with a Teacher in real time • E-learning supervised by a Teacher in real time • All forms of assessment which take place under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training, including where the assessment is competency-based and may be turned into a learning opportunity
GLH (Guided Learning Hours)	The number of guided learning hours (see ‘Guided Learning (GL)’ above).
Immediate Guidance or Supervision	* The guidance or supervision provided to a Learner by a lecturer, supervisor, Tutor or other appropriate provider of education or training: <p>(a) with the simultaneous physical presence of the Learner and that person, or</p> <p>(b) remotely by means of simultaneous electronic communication.</p> For these purposes, the activity of Invigilation is to be regarded as a form of guidance or supervision.

Internal Quality Assurer (IQA)	Working for a Centre, an IQA manages the process of monitoring the quality of teaching, learning, and assessment practice within their Centre. Their role is to ensure that assessment decisions made by a Centre's Assessors are correct and meet the requirements of the qualification. This may include the sampling of activities a Learner undertakes during the completion of their qualification.
Invigilation	* The supervision by an appropriate person of Learners who are participating in the activity of being assessed for a qualification, where such supervision involves neither any teaching nor the giving of any guidance or direction beyond that which is necessary to convey instructions for the carrying out of the assessment or otherwise for the effective management of the assessment activity.
Invigilator	An invigilator supervises Learners participating in assessments taken under controlled conditions.
Knowledge, Skills and Understanding	All qualifications must have a clear objective, purpose and attainment level. The knowledge, skills and understanding required to achieve the specified level of attainment are set out in the learning outcomes.
Learner	* A person who is registered to take a qualification and to be assessed as part of that qualification.
Learning Outcome (LO)	A statement that describes the knowledge, skills or understanding a Learner should acquire to achieve the specified level of attainment.
Manageability	* Manageability relates to the feasibility of carrying out particular assessment processes. A Manageable assessment process is one that places reasonable demands on Centres and Learners.
MCQ(s)	'Multiple-choice' or 'multi-choice' question format, composed of a 'stem' that identifies the question, along with a set of options containing a 'key' (correct answer) and a number of plausible, but incorrect options, known as 'distractors'.
Minimising Bias	* Minimising Bias is about ensuring that an assessment does not produce unreasonably adverse outcomes for Learners who share a common attribute. The Minimisation of Bias is related to fairness to all Learners and is also closely related to statutory equality duties.
Moderation	* A particular form of Centre Assessment Standards Scrutiny through which the marking of assessments by Centres is monitored to make sure it meets required standards and through which adjustments to a Centre's marking are made, where required, to ensure that results are based on the required standard. Moderation takes place before final results are issued under Condition H6.1. <i>FAQ N.B. Marking also includes assessment decisions.</i>
Ofqual Register	* The register published and maintained by Ofqual in accordance with section 148 of the act. The register includes GCSE, A level, AS level and vocational qualifications in England and Northern Ireland.
QMIS	A fully web-based awarding organisation 'Qualifications Management Information System', supporting registration of Learners, including the tracking of Learner progress through to certification.

Qualifications in Wales (QiW)	The QiW database provides details of all qualifications that are approved or designated for teaching in Wales for Learners aged under 19 (excluding higher education).
Qualification Level	Based on the standards of skills, knowledge and understanding that might typically be expected of someone with a qualification at that level. RQF levels range from entry 1 up to level 8 and are determined by reference to level descriptors.
Qualification Size	Total qualification time (TQT) determines the overall size of a qualification. An 'award' indicates a small-sized qualification, a 'certificate' indicates a medium-sized qualification, and a 'diploma' a large-sized qualification.
Qualification Specification	The qualification specification must set out the qualification objective, any entry and exit requirements, the knowledge skills and understanding to be assessed (including assessment criteria), assessment methods and any associated requirements, any specimen assessment materials, any specified levels of attainment, the required GL and TQT, any credit values, and the level assigned to the qualification and its components.
Quality Assurance (QA) Team	The FutureQuals QA Team manage Centre performance, ensuring all Learners are supported in an inclusive way. They are responsible for ensuring that all certificates awarded to Learners have been through a quality assurance process and that the assessment and IQA decisions made by the Centre meet all qualification-specific requirements.
Reasonable Adjustment	* An adjustment made to an assessment for a qualification to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.
Recognition of Prior Learning (RPL)	* The: (a) identification by an awarding organisation of any learning undertaken, and/or attainment, by a Learner – (i) prior to that Learner taking a qualification which the awarding organisation makes available or proposes to make available, and (ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and (b) recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.
Regulated Awarding Organisation	Regulated awarding organisations design, deliver and award qualifications, including apprenticeship end-point assessments, recognised by one or more of the public regulators in England, Northern Ireland, Wales and Scotland.
Regulated Qualifications Framework (RQF)	The Regulated Qualifications Framework is the framework of regulated general and vocational qualifications in England and vocational qualifications in Northern Ireland.

Scope of Practice	As defined by the Health and Care Professions Council (HCPC): ‘Your scope of practice is the limit of your knowledge, skills and experience and is made up of the activities you carry out within your professional role.’
SCQF Database	The database containing qualifications and learning programmes across Scotland that are on the Scottish Credit and Qualifications Framework.
Short Answer Question (SAQ) and Essay Questions	Open-ended questions that are designed to assess a Learner’s knowledge and understanding via written response, allowing a Learner to demonstrate their ability to describe, explain, reason, create, analyse and evaluate information. SAQ responses are often limited to a shorter word count, whereas essay questions usually have a longer word count and may require referencing.
Special Consideration	<p>* Consideration to be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of his or her control, which has, or is reasonably likely to have, materially affected the Learner’s ability to:</p> <p>(a) take an assessment, or</p> <p>(b) demonstrate his or her level of attainment in an assessment</p>
Teacher (Tutor)	<p>* A person who prepares any Learner, or any person likely to become a Learner, for assessment for a qualification and who does so:</p> <p>(a) as a lecturer, supervisor, Tutor or other appropriate provider of education or training, or</p> <p>(b) in circumstances in which that preparation takes place primarily at home</p>
Total Qualification Time (TQT)	<p>* The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements:</p> <p>(a) the number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and</p> <p>(b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.</p>

Total Qualification Time (TQT) – examples of activities	<p>* Some examples of activities that can contribute to Total Qualification Time include:</p> <ul style="list-style-type: none"> • Independent and unsupervised research/learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning • All Guided Learning
Users of Qualifications	<p>* Persons who have a legitimate interest in the qualification or type of qualification made available by the awarding organisation, which may include:</p> <p>(a) Learners and Learners’ representatives, (b) Centres, (c) Teachers, (d) employers and employers’ representatives, (e) further and higher education establishments, (f) schools, (g) government departments and agencies, and (h) professional bodies.</p>
VARCS	Principles that are applied to assessment decisions: Valid, Authentic, Reliable, Current and Sufficient.
XAMS	A compatible, browser-based e-assessment platform, XAMS allows authorised Centres to schedule and deliver externally set Learner assessments and controlled tasks.

All definitions marked * are from the Ofqual Handbook: General Conditions of Recognition.

Verb	Definition
Acquire	Come into possession or ownership of.
Adapt	Change to make suitable for a new use or purpose.
Analyse	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Assess	Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts.
Calculate	Generate a numerical answer, with workings shown.
Carry out	Undertake an activity of a practical nature.
Choose	Select from a range of alternatives.
Collect	Gather.

Comment	Identify and write about the main issues, expressing an opinion, giving reaction to what has been read/observed.
Communicate	Impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures etc.
Compare	Identify similarities and differences.
Complete	Conduct all required elements.
Conduct	Do or carry out.
Consider	Review and respond to given information.
Contrast	Identify differences.
Create	Originate, e.g., to produce a solution to a problem.
Define	State or describe the nature, scope or meaning.
Demonstrate	Show in an explicit way.
Describe	Give an account, including all the relevant characteristics, qualities, or events.
Design	A plan and presentation of ideas showing the layout/function/workings/object/system/process.
Determine	Find out, decide, e.g., what is relevant.
Develop	Progress/expand/initialise from a starting point.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Establish	Discover, prove, or show something to be true or valid by determining the facts.
Estimate	Assign an approximate value.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. Then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement.
Examine	Inspect (something) thoroughly to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Follow	Go in the direction of or to be guided by instructions.
Give	Supply.
Identify	Recognise, list, name or otherwise characterise.
Implement	Put into action/use/effect.
Insert	Put in place.
Interpret	Translate information into recognisable form.
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc.) so as to establish the truth.
Justify	Present a reasoned case for actions or decisions made.
Label	Add names, indicating their correct position to an image or diagram.
List	Give a selection of answers.
Log in	Access electronically.
Manage	Take charge or care of .
Measure	Establish a value using a suitable measuring instrument or technique.
Name	Provide appropriate or a recognised word(s) or term(s).
Obtain	Acquire/get.
Operate	Work or use a machine, apparatus, or the like.

Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Participate	Take part in.
Perform	Present/enact/demonstrate practically.
Plan	Consider, set out and communicate what is to be done.
Power up	Switch on the power.
Practice	Perform or do.
Predict	Say that an event or action will happen in the future, because of knowledge, experience, or evidence.
Prepare	Make or develop something ready which will happen in the future.
Present	Produce in front of an audience.
Produce	Make, create, or form something. Put together, assemble. Leads to an outcome/result.
Promote	Help encourage to exist or flourish; further.
Propose	Put forward an idea, plan, suggestion for consideration by others.
Recognise	Identify something or someone previously seen.
Recommend	Suggest/put forward as being appropriate, with reasons why
Refer	Direct for information or action.
Reflect	Consciously contemplate, appraise, or give balanced consideration to an action or issue.
Remove	Move from a place or position.
Report	Prepare a detailed account or statement about an event or topic.
Research	Investigation into and study of materials and sources to establish facts and reach conclusions.
Review	Examine, survey, reconsider a subject, theory, or item.
Secure	Make firm or fast, as by attaching.
Select	Carefully choose as being the most suitable for a task or purpose.
Set up	Prepare a system or set of equipment for operation.
Share	Give specific users access to.
Show	Provide structured evidence to reach a conclusion.
Size	Make a certain size; select an appropriate.
State	Express in clear, brief terms.
Store	Accumulate or put away, for future use.
Suggest	Give possible alternatives, produce an idea, put forward, e.g., an idea or plan, for consideration.
Summarise	Sum up or give a brief account of relevant information in own words.
Support	Maintain by supplying with things necessary to exist.
Undertake	Take part in or carry out an activity.
Use	Apply the information provided or apply prior learning. To put into service or action. Employ for a given purpose.
Work	Act or operate effectively.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

Appendix 2 - FutureQuals Assessment Principles for the FAQ Level 3 Award in Mental Health First Aid (RQF)

v1.0 - February 2025

These Assessment Principles have been designed to ensure a consistent approach to the elements of assessment requiring further interpretation or definition.

These assessment principles relate to the following qualification:

- **FAQ Level 3 Award in Mental Health First Aid (RQF)**

1. These assessment principles must be applied in addition to the generic criteria and regulations outlined in the *FutureQuals Assessment Principles*.
2. The assessment method required for all criteria is detailed in Component 1.
3. The assessment is externally set by FutureQuals and must be used.
4. The formal assessment of Learner performance contributing to the achievement of this qualification must comply with the conditions set out in the *FutureQuals Proctored Examination Policy*.
5. It is a requirement for the Learner to be aware that assessment is taking place.
6. FutureQuals maintains a register of all approved Tutors, Assessors, IQAs and other key workforce personnel involved in the delivery or quality assurance of our qualifications. We reserve the right to suspend or remove Tutors, Assessors, IQAs, or other approved workforce personnel from our Approved Workforce Register should their status change or information be brought to our attention that confirms they no longer meet the conditions below. This means they may be temporarily or permanently unable to be involved in the delivery or quality assurance of this, and other FutureQuals qualifications.

Tutor/Trainer Requirements

1. Those involved in the training of this qualification must have knowledge and competency in mental health first aid, as well as knowledge and competency to train, based on qualifications and experience.

An acceptable portfolio must show:

i. Occupational knowledge and competence in mental health first aid, evidenced by holding the:

- FAQ Level 3 Award in Mental Health First Aid (RQF)
OR
- FAQ Level 3 Award in Mental Health: Workplace First Aider (RQF)

ii. Knowledge and competency in teaching/training first aid for mental health, evidenced by holding the:

- St John Ambulance Mental Health Trainer Certificate of Competence

iv. Ongoing Continuous Professional Development

- Tutors/Trainers are required to maintain a CPD record to show how they are maintaining their knowledge and competence in mental health first aid. This should be made available to FutureQuals upon request.

2. Tutors/Trainers must not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.

Invigilation Requirements

1. The externally set, marked and quality-assured assessment must be taken under controlled conditions in the line with the *FutureQuals Proctored Examination Policy*.

IQA and EQA Requirements

1. This qualification is assessed using an externally set, marked and quality-assured assessment. As Centres are not required to create the assessment materials, make any assessment decisions, nor facilitate or invigilate the assessment, IQAs and EQAs are not required for this qualification.



FAQ LEVEL 3 AWARD IN
MENTAL HEALTH FIRST AID (RQF)



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