City & Guilds Level 2 Award in supporting wellbeing and mental health of self and others (1049-02)

Version 1.1 (November 2025)

Qualification Handbook

Qualification at a glance

Subject area	Hair and Beauty
City & Guilds number	1049
Age group approved	14-16 and above
Entry requirements	n/a
Assessment	Online multiple-choice knowledge test
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Sample assessment
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Award in supporting wellbeing and mental health of self and others	1049-02	610/5951/1	8	10

Version and date	Change detail	Section
1.0 August, 2025	Initial version	All
1.1 November 2025	Age range amended to 14-16 and above	Qualification at a glance pg. 2 Introduction pg. 5 Age restrictions pg. 10

Contents

1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those individuals who are aged 14-16 and over who are either preparing for employment or already in the workplace. It is particularly suited to learners in the hair and beauty sector but is also applicable across a wide range of customer-facing roles, including hospitality, retail, and customer service. It is ideal for delivery during induction periods or as part of a broader personal development or CPD programme.
What does the qualification cover?	This qualification covers the fundamental principles of mental health and wellbeing, equipping learners with the knowledge to understand key concepts, characteristics and influencing factors. It explores how individuals can support their own wellbeing and that of others through effective communication, positive relationships, and the creation of supportive environments. Additionally, it introduces practical strategies for building personal resilience, helping learners to manage stress, adapt to change, and maintain emotional balance. The content is designed to raise awareness and promote positive mental health practices in everyday life and across a variety of workplace settings.
What opportunities for progression are there?	This qualification is designed primarily as an awareness-raising course, providing a valuable foundation for anyone interested in understanding and supporting mental health and wellbeing. While it is not intended to lead directly into a specific job role, it can support personal development and enhance employability across a wide range of sectors.
Is it part of an apprenticeship framework or initiative?	No

Structure

To achieve the City & Guilds Level 2 Award in supporting wellbeing and mental health of self and others, learners must achieve:

City & Guilds unit number	Unit title	GLH
Mandatory units:		
Learners must achieve this mandatory unit.		
201	Wellbeing and mental health in self and others	8

Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 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, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

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2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 14-16 and above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessment	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete one online multiple-choice test

Assessment strategy

City & Guilds has written the following assessment to use with this qualification

- Online multiple-choice test – externally set and marked

Test specifications

The way the knowledge is covered is laid out in the table below:

Permitted materials: Pen and plain paper

Graded: Pass/Fail

Pass mark: The pass mark for this examination is set at approximately 60%

Test: 1049-201	**Duration: 30 minutes**		
Unit	**Outcome**	**Number of questions**	**Percentage %**
201	LO1 Know the concept, characteristics, and influencing factors of wellbeing and mental health	5	25%
	LO2 Know how to support wellbeing and mental health	12	60%
	LO3 Know how to develop personal resilience as part of better wellbeing and mental health	3	15%
	Total	20	100%

Retakes/resits

Candidates who have failed the online multiple-choice test assessment are permitted up to **two** resits of the assessments before reregistration is required to retake the qualification. It is recommended that learner undergo additional period of study before resitting the online multiple-choice test assessment.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- unit aim
- assessment method
- learning outcomes (LOs), which are comprised of a number of topics and content elements)

Guidance for delivery of the units

This qualification is made up of a single unit. A unit describes what is expected of a competent person in particular aspects of their job.

Each unit is divided into learning outcomes which describe in further detail the skills and knowledge that a candidate should possess.

Each learning outcome has a set of assessment criteria (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 201 Wellbeing and mental health in self and others

Level:	2
GLH:	8
Aim:	This unit aims to provide learners with a foundational understanding of wellbeing and mental health, including key characteristics and influencing factors, the importance of supporting themselves and others, and developing personal resilience. The unit is designed to raise awareness and promote positive mental health practices in learners' everyday lives and within their own organisations.
Assessment type:	Online multiple-choice knowledge test

Learning outcomes

1. Know the concept, characteristics, and influencing factors of wellbeing and mental health
2. Know how to support wellbeing and mental health
3. Know how to develop personal resilience as part of better wellbeing and mental health

Learning outcome 1

Know the concept, characteristics, and influencing factors of wellbeing and mental health

Topics	Content elements
1.1 Overview of wellbeing and mental health	1.1.1 Definitions of wellbeing and mental health a) A dynamic state of overall psychological and emotional wellness in which individuals are able to: i. behave in ways that enable them to function effectively in daily life ii. manage their emotions iii. experience personal fulfilment iv. demonstrate resilience v. thrive in various aspects of life vi. think clearly and make sound decisions 1.1.2 Characteristics of wellbeing and mental health a) characterised by a positive state in which individuals can: i. cope with the normal stresses of life

	ii. contribute meaningfully to society iii. engage positively with others and their community iv. feel a sense of purpose and belonging v. feel good about themselves vi. maintain fulfilling relationships vii. manage life's challenges viii. realise their own potential ix. work and learn productively
1.2 Factors affecting wellbeing and mental health	1.2.1 Impacts on wellbeing and mental health a) addiction i. to substances (alcohol, drugs, medication) or behaviours (gambling, gaming, compulsive shopping) can harm health and relationships ii. can affect work, finances and emotional stability iii. can lead to or worsen mental health problems b) activity levels i. regular exercise especially outdoors, improves mood and self-esteem ii. inactivity can worsen anxiety, depression, and suicidal thoughts c) bereavement i. losing a loved one can deeply affect mental health ii. grief responses vary and may include emotional or physical symptoms iii. the impact of grief can last for years and is unique to each person d) coping mechanisms i. support networks and meaningful connections protect mental health ii. mindfulness, grounding and spirituality promote balance iii. purpose and giving back build resilience and self-worth e) genetics i. can raise the risk of mental health issues ii. inherited traits affect how people respond to stress and trauma iii. trauma can be passed down through generations f) medical conditions i. chronic illness or pain can limit activity and affect mental health ii. this may lead to isolation and emotional distress g) nutrition i. diets high in sugar, salt, caffeine, alcohol and processed foods can harm mental health

	ii. healthy foods like fruits, vegetables and fats support wellbeing h) sleep i. good sleep supports emotional and physical health ii. poor sleep increases the risk of anxiety and depression iii. sleep quality is key to mental wellbeing i) stress i. from work, school, bullying or discrimination can harm mental health ii. financial and relationship problems are common stressors iii. chronic stress can lead to anxiety, depression or panic j) trauma i. can be one-off or long-term, including childhood experiences ii. it affects people differently and may cause lasting mental health issues iii. iii. persistent symptoms may lead to a Post-Traumatic Stress Disorder (PTSD) diagnosis

Learning outcome 2

Know how to support wellbeing and mental health

Topics	Content elements
2.1 Effective communication and positive relationships	2.1.1 Methods of effective communication and how to use them a) active listening (shows speaker they are heard and valued) b) appropriate body language (non-verbal cues reinforce verbal messages; signals attentiveness, builds rapport) c) clear and open communication (reduces confusion, encourages honesty and transparency) d) empathy and emotional awareness (help build emotional connections, creates a safe space for others to express themselves) e) non-judgemental support (encourages openness without fear of criticism, builds a safe supportive environment) 2.1.2 Supportive conversation techniques a) asking relevant questions (shows interest, encourages deeper sharing, focused conversation) b) being aware of tone (shows empathy and respect, avoids misunderstanding)

	c) being clear and concise (ensures clarity, avoids confusion) d) being engaged (active listening, shows presence and values the speaker) e) feeding back *(*confirms understanding, shows attentive listening*)* f) knowing when to end a conversation (respects emotional boundaries, prevents overwhelm) g) maintaining boundaries (protects emotional well-being, ensures professionalism) h) mindfulness (stays present, reduces distraction, builds connection) i) paraphrasing (reflect meaning, confirm understanding) j) showing genuine interest (builds trust, encourages openness) k) summarising (reinforces key points, ensures mutual understanding) 2.1.3 Characteristics of positive relationships a) appreciation (gratitude, recognition, valuing effort) b) conflict resolution (calm discussion, compromise, problem-solving) c) empathy (understanding feelings, shared perspective) d) forgiveness (letting go, emotional healing, moving forward) e) healthy boundaries (respecting limits, personal space, self-care) f) mutual understanding (shared views, active listening, empathy) g) openness (honesty, transparency, emotional sharing) h) reliability (dependability, consistency, follow-through) i) respect (valuing opinions, equality, dignity) j) self-disclosure (sharing feelings, building closeness, trust) k) supportive (encouragement, reassurance, emotional help) l) trust (safety, confidence, emotional security)
2.2 Supportive environment	2.2.1 Support strategies to promote wellbeing and mental health a) access to mental health support services (provides professional help for managing emotional and psychological challenges) b) encouraging goal setting (helps individuals stay motivated, focused, and build a sense of achievement) c) feedback (promotes growth, self-awareness, and a sense of value and direction)

d) mental health training (builds awareness, reduces stigma, and equips people to support themselves and others)
e) open communication (fosters trust, reduces isolation and encourages help-seeking behaviour)
f) practising mindfulness (reduces stress, improves focus and enhances emotional regulation)
g) purposeful activity (engages individuals in meaningful tasks that support identity and self-worth)
h) raising awareness (normalises conversations about mental health and encourages early intervention)
i) realistic schedules (prevents burnout and supports a healthy work-life balance)
j) reducing stigma (encourages openness and reduces fear or shame around mental health issues)
k) relaxation techniques (help manage stress and promote calmness and emotional balance)
l) supportive policies (ensure fair treatment and access to mental health resources in the workplace or community)
m) wellness programmes (promote proactive self-care and provide tools for maintaining mental wellbeing)

2.2.2 Sources of information and support for wellbeing and mental health
a) books (provide insights, coping strategies and personal stories to support understanding and self-help)
b) educational support services (offer guidance, counselling and academic accommodations for students)
c) employee assistance programme (provides confidential counselling, advice and support for work-related or personal issues)
d) faith and community groups (offer emotional support, a sense of belonging and spiritual guidance)
e) family and friends (provide emotional support, companionship and practical help)
f) human resources (hr) (can assist with workplace wellbeing, adjustments and access to support services)
g) local libraries (offer free access to books, resources, quiet spaces and community programmes)
h) mental health charities and organisations (provide information, helplines, peer support and advocacy)
i) mental health training (helps build awareness, coping skills and confidence in supporting others)

j) public mental health services (offer clinically led assessment, treatment and crisis support)
k) occupational health services (support employees with health-related work issues and recommend adjustments)
l) online resources and helplines (provide immediate advice, information and emotional support)
m) peer support groups (offer shared experiences, mutual support and a sense of community)
n) private counselling (provides personalised, confidential therapy with trained professionals)
o) self-help apps (offer tools for managing stress, mood tracking, mindfulness and guided exercises)

2.2.3 Signposting any concerns

a) chain of escalation within an organisation (used when concerns arise in the workplace or educational setting and need structured internal support)

i. colleague (for informal support or to share initial concerns)
ii. supervisor / manager / teaching professional (for escalating concerns that affect performance, wellbeing or safety)
iii. mental health first aider / mental health champion (for immediate peer-level mental health support and signposting)
iv. safeguarding officer (trained to manage and report concerns involving safety, abuse or vulnerability)
v. human resources (hr) (for formal processes, workplace adjustments or policy-related concerns)
vi. occupational health / support worker (for ongoing support with health-related work or study issues)

b) public services and external support (used when concerns are urgent, complex, or beyond the scope of internal support)

i. friend / family member (for emotional support and encouragement to seek help)
ii. General Medical Practitioner (GP) (for medical advice, referrals or mental health assessments)
iii. wellbeing and mental health professional (for therapeutic support or clinical intervention)
iv. mental health charities and organisations (for information, advocacy and community-based support)
v. wellbeing and mental health helplines (for immediate, confidential support, especially out of hours)

	vi. Public health services crisis team (for urgent mental health crises requiring immediate intervention) vii. emergency services (for life-threatening situations or immediate danger) viii. police wellbeing check (for welfare concerns when someone may be at risk and uncontactable)
2.3 Importance of promoting a mentally balanced environment	2.3.1 Impact on self a) enhanced quality of life (better mental health supports enjoyment, fulfilment and life satisfaction) b) enhanced wellbeing (mental wellbeing improves emotional balance, resilience and daily functioning) c) improved physical health (mental health is closely linked to physical health through stress reduction, sleep and lifestyle choices) d) increased productivity (good mental health boosts focus, motivation and task completion) e) reduced absenteeism (mental wellbeing reduces stress-related or mental health-related time off) 2.3.2 Impact on others a) improved customer service (wellbeing supports patience, empathy and effective communication with clients or service users) b) positive relationships (good mental health fosters trust, cooperation and emotional availability in relationships) 2.3.3 Benefits to an organisation a) enhanced reputation (organisations that prioritise wellbeing are seen as responsible and supportive) b) ethical compliance (promoting mental health aligns with legal and moral responsibilities) c) improved performance (mentally healthy teams are more engaged, creative and effective) d) reduced cost (lower absenteeism, turnover and healthcare costs reduce financial strain) e) reduced staff turnover (supportive environments improve retention and job satisfaction) f) reduced stigma (open conversations and support reduce shame and encourage help-seeking) g) risk management (addressing mental health proactively helps prevent crises and liability) h) team morale (positive mental health culture boosts motivation, trust and collaboration)

Learning outcome 3

Know how to develop personal resilience as part of better wellbeing and mental health

Topics	Content elements
3.1 Building personal resilience	3.1.1 Resilience and its importance a) ability to cope with stress b) ability to adapt to change c) encourages personal growth d) enhances mental wellbeing e) fosters long-term coping skills f) improves performance and productivity g) promotes recovery from adversity h) recover from setbacks i) supports healthy relationships j) ability to accept things we cannot change 3.1.2 Techniques for developing personal resilience a) emotional regulation and coping strategies i. emotional awareness (recognising and managing own emotions) ii. learning from experience (using past challenges to build resilience) iii. mindfulness (staying present to reduce stress and improve focus) iv. positive thinking (focusing on strengths and possibilities) v. recognising triggers (identifying what causes stress or distress) vi. stress-reduction techniques (using tools like breathing, hobbies or meditation) vii. wellness action plan (creating a personal strategy to support mental health) b) personal development and self-management i. adaptability (being flexible in response to change or setbacks) ii. goal setting (creating realistic, motivating targets to stay focused) iii. physical wellbeing (maintaining health through sleep, nutrition and exercise) iv. problem-solving (approaching challenges calmly and logically) v. time management (organising tasks to reduce stress and increase control)

	c) Social and professional support i. accessing mental health support (seeking professional help) ii. build strong support networks (maintaining supportive relationships)

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to **www.cityandguilds.com** or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: when and how applications need to be made to City & Guilds
This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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