 

Senior mental health lead training

Quality assurance guidance and application pack for training providers

June 2021

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**Summary**

## Purpose of this document

This document is intended for training providers wishing to deliver senior mental health lead training for schools and colleges from September 2021.

It comprises two parts:

**Part 1** includes information and guidance to help training providers prepare for course delivery from September 2021.

**Part 2** includes the application form that training providers need to submit to have their course quality assured.

## Background and key points

On 10 May 2021, DfE announced £9.5m in funding so that, between September 2021 and March 2022, around a third of schools and colleges in England will be able to access a grant to pay for senior mental health lead training - helping develop the knowledge and skills in settings to implement an effective whole school or college approach to mental health and wellbeing.

The government has committed to offer senior mental lead training to all state schools and colleges by 2025.

Further information about the DfE offer to schools and colleges can be found [here](https://www.gov.uk/guidance/senior-mental-health-lead-training).

**Key points:**

* From September 2021, all senior mental health lead training delivered for schools and colleges that is paid for through a DfE grant will first need to be assessed against DfE quality criteria.
* **Training providers are now invited to submit an application to have their senior mental health lead training course(s) quality assured**, using the application form below.
* In order for quality assurance of courses to be completed ahead of autumn term 2021, all applications should be submitted to Carnegie Centre of Excellence for Mental Health in Schools by 23 July 2021 by emailing completed documents to [mentalhealthQA@leedsbeckett.ac.uk](mailto:mentalhealthQA@leedsbeckett.ac.uk)
* Feedback will be provided to applicants by 31 August 2021. A list of approved training providers will be published on gov.uk in September 2021.
* There will be opportunities for further courses to be added to the approved list later in the year.

# **Part 1: Guidance**

## Learning outcomes for senior mental health leads

The senior mental health lead is intended to be a strategic leadership role, with oversight of the whole school or college approach to mental health and wellbeing in their setting. Who in a school or college occupies the role is likely to vary. The lead might be a head teacher or principal or deputy, another member of the Senior Leadership Team (SLT), or appropriate member of staff who has the support of SLT to fulfil the role.

Training provided must develop senior leads not only by increasing knowledge, but crucially also by giving them the practical skills and tools to be able to plan for and effect positive whole school or college change potentially during, and certainly after the completion of any course.

The DfE [learning outcomes](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf) for senior mental health leads in schools and colleges, that any training must achieve in full or part, are closely aligned to the principles of [Public Health England's (PHE) promoting children and young people's emotional health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing).

## A diverse range of courses for senior mental health leads is needed

Every senior mental health lead’s learning needs are unique, influenced by a range of factors, for example: their prior level of knowledge and skills (beginner to expert), phase of education & type of setting, as well as personal learning preferences (mode of delivery, locations etc) and professional development aims e.g. to receive CPD to implement change, or perhaps go further to also get a qualification.

So, to support all schools and colleges in England to implement effective whole school or college approaches to mental health and wellbeing, a diverse market, offering a range of courses, will be required.

It is intended that any grant-funded senior lead training meets the specific needs of each individual as closely as possible, covering either i) all of the [learning outcomes](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf), or ii) focussing on specific aspects / priority learning needs. In either event, the overall outcome of the training must be that a senior lead has the knowledge and skills to plan for and implement a whole school or college approach in their setting.

The value of the grant to schools and colleges is expected to be about £1200, of which approximately £800 is intended for training and the remainder to pay for backfill costs for senior leads on training. Applications are welcomed for quality assurance of courses at around £800 and also at higher and lower price points, as schools and colleges may, for instance, use the grant as a contribution towards a longer or high level course e.g. leading to a qualification. Alternatively, if they don’t spend the entire grant on a course, they may use it as a contribution towards other whole school or college resources.

## Quality principles for senior mental health lead training courses

The application form (below) will ask questions in order to assess courses against the following quality principles:

|  |  |
| --- | --- |
| A. | That the proposed course content covers some or all of the knowledge and skills published in the DfE [learning outcomes](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf). |
| **B** | That the provider can demonstrate good knowledge and understanding of the needs of senior mental health leads in schools and colleges. |
| **C** | That the proposed course content and learning processes are informed by a considered understanding of relevant evidence and theory. |
| **D** | That the proposed course will provide appropriate strategies that senior leads are able to use to help overcome the challenges faced in leading a whole school or college approach. |
| **E** | That the core trainers have the ability to deliver the proposed course to senior leaders in education. |
| **F** | That the proposed course meets the accessibility needs of learners, including satisfying statutory requirements for equalities. |
| **G** | That the provider demonstrates a good understanding of the main research and statutory requirements relevant to schools and colleges, and shows senior leads how to use resources that will support them to make strategic change. |
| **H** | That the provider has appropriate policies and processes in place for collecting and analysing data regarding learner outcomes to:   * inform the continuous improvement of their course * share with the DfE and their quality assurance body |
| **I** | That the proposed course will include effective methods that enable senior mental health leads to plan for, implement and sustain strategic change. |

## Quality assurance process

All grant funded training for senior mental health leads will need to be quality assured by the DfE-commissioned quality assurance body - The Carnegie Centre of Excellence for Mental Health in Schools.

The application process comprises of two parts:

* **Information to help senior leads select the right course** – information collected solely to help senior mental health leads to navigate the courses available on the market, and understand whether your course is right for them.
* **Evidence to enable quality assurance of your course** – information necessary to assess whether your course meets the required quality criteria.

We will publish a list of all courses meeting the required quality standards, with a tool for schools and colleges to support course selection, in September 2021.

## Feedback on your application

Every applicant will receive feedback on the outcome of their application for quality assurance, including areas for potential development of their course.

Information will also be provided at that time on how to appeal or re-submit if the QA body deems the evidence in your application to be insufficient in demonstrating your course meets the required quality criteria.

## Feedback on the delivery of your course

For courses on the approved list, there will also be targeted assurance reviews of their delivery to schools and colleges between October 2021 and March 2022, and feedback will be provided to support continuous improvement.

Training providers and also asked to collect, and may be asked to share with DfE in summary form, data on how well training has met the needs of learners, learner satisfaction with delivery approach, the impact of training, and the effectiveness of supporting tools and resources.

Details of how we will select course for further assurance, and any further data requirements, will be provided alongside the outcome of your application.

## The DfE list of quality assured courses

DfE will publish a list of quality assured courses in September 2021, and update this on a monthly basis. A tool will also be provided to schools and colleges for senior leads to select the right course for them, using the information you provide in your application. The DfE list and tool will signpost your training, and if your course is selected by senior leads, training will be booked directly with you by the school or college.

DfE reserves the right to remove a course(s) from its list of quality-assured courses at any time, where it is reasonable to do so, to ensure schools and colleges receive high quality training. We may do this, for instance, should it become apparent that information provided in the application for quality assurance was misleading or incorrect, or where it is reasonable to conclude through experience of course delivery (e.g. feedback from course attendees, or from our quality assurance body sampling courses) that a course is failing to achieve the intended [learning outcomes](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf), and the provider is failing to take timely improvement action in response to feedback.

## Timeline

| Deadline Date | **Stages of Application Process** |
| --- | --- |
| **28.06.21** | Applications for quality assurance of senior mental health lead courses are invited. |
| **23.07.21** | Closing date for applications for your course to be quality assured ahead of the start of autumn term 2021.  Please complete and submit all applications to [mentalhealthQA@leedsbeckett.ac.uk](mailto:mentalhealthQA@leedsbeckett.ac.uk) |
| **31.08.21** | Feedback provided on the outcome of your application for quality assurance, including areas for potential development of your course(s) and how to appeal or resubmit if your course(s) has failed to meet the quality criteria. |
| **September 2021** | DfE publishes a list of quality assured courses, and opens applications by schools and colleges for funding, with support for schools and colleges to select the right course for them. |
| **From October, monthly.** | Further applications accepted for quality assurance, including any re-submission of applications where providers previously failed to demonstrate their course meets the required standards.  Ongoing feedback and quality assurance of courses delivered, to support continuous improvement and removal from the DfE list of any courses failing to achieve the intended outcomes. |

Any questions / queries during the application window can be emailed to [mentalhealthQA@leedsbeckett.ac.uk](mailto:mentalhealthQA@leedsbeckett.ac.uk) and will be responded to within two working days.

## Privacy policy

The Department for Education (DfE) is committed to protecting the privacy and security of your personal information, in accordance with the General Data Protection Regulation (GDPR). Further details on how the information you provide in this application to the Carnegie Centre of Excellence for Mental Health in Schools will be processed and protected can be found in the following privacy notice:

<https://www.leedsbeckett.ac.uk/our-university/public-information/information-compliance/privacy-your-rights-and-freedoms/>

<https://www.leedsbeckett.ac.uk/our-university/public-information/information-compliance/>

# **Part 2: Application form**

## 2a. Information to help senior leads select the right course

The information collected in this section will not be scored. It is collected for informational purposes, and your responses may be shared to help senior mental health leads to navigate the courses available on the market, and understand whether your course is right for them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Name of proposed course:** |  | | | |
| **2. Course code:** |  | | | |
| **3. Course URL:** |  | | | |
| **4. Name of organisation (name of lead organisation if delivering training in collaboration):** |  | | | |
| **5. For delivery partnerships, the names of all contributing partners:** |  | | | |
| **6. Name, role, email and phone number of person submitting this application:**  Nb: this information will not be shared with schools and colleges. |  | | | |
| **7. What level of experience is your course designed for?**  Please indicate **one (X)** option only by clicking the check box. | **Beginner**  Senior mental health lead is new to the role and / or has not previously completed senior mental health leadership training. | **Intermediate**  Senior mental health leads familiar with the role and / or who has completed limited senior mental health leadership training. | **Advanced**  Senior mental health leads established in their role and / or who has completed comprehensive senior mental health leadership training. | **Expert and system leadership**  Senior mental health leads established in their role, provides leadership beyond their own setting, and is now seeking a recognised qualification. |
|  |  |  |  |
| **hi8. Which phases of education and types of setting is your proposed course intended for?**  Please indicate **(X)** for all that apply | **Primary Schools** | |  | |
| **Secondary Schools** | |  | |
| **Colleges (Sixth Form and Further Education Colleges)** | |  | |
| **Middle deemed primary** | |  | |
| **Middle deemed secondary** | |  | |
| **Special schools (including those specialising in; communication and interaction, cognition and learning; social, emotional and mental health; sensory and physical needs)** | |  | |
| **Alternative Provision (AP)** | |  | |
| **9. What is your proposed mode of delivery .**  Please indicate **(X)** for all that apply | **Online self-paced (includes pre-recorded training)** | |  | |
| **Online real time (includes video meetings, webinars, telephone calls etc)** | |  | |
| **Face to Face (in person)** | |  | |
| **10. In what geographical area(s)[[1]](#footnote-2) do you deliver your courses?** Please indicate **(X)** for all that apply.  This applies to both face to face delivery and localised online courses | **East Midlands** | |  | |
| **East of England** | |  | |
| **London** | |  | |
| **North East** | |  | |
| **North West** | |  | |
| **South East** | |  | |
| **South West** | |  | |
| **West Midlands** | |  | |
| **Yorkshire and Humber** | |  | |
| **11. Outline the peer networking, collaboration and interactive learning that will take place on your course.**  (max 100 words) |  | | | |
| **12. Select the type of trainer-led coaching, mentoring or supervision included on your course? And provide an indication of the number of hours to be delivered.**  It is a requirement that quality- assured courses include trainer led coaching/mentoring or supervision.  Please indicate **(X)** for all that apply | **One to One coaching, mentoring or supervision between the trainer and the senior leads** | | Number of hours: | |
| **Group coaching, mentoring or supervision**  **between the trainer and multiple senior leads** | | Number of hours: | |
| **13. Outline the personalised support and guidance provided by your trainers, throughout your course:**  (max 100 words) |  | | | |
| **14. Do you provide an ongoing network for senior mental health leads to belong to, beyond the duration of the course (i.e. after the senior mental health lead has completed their course)?** | **Yes** | |  | |
| **No** | |  | |
| **Would signpost to other existing peer support networks** | |  | |
| **14a. If yes, or if signposting, outline what this is:**  (max 100 words) |  | | | |
| **15. Does your course lead to professional accreditation or qualifications?** | **Yes**  (N.b this is required if your course is aimed at expert levels) | |  | |
| **No** | |  | |
| **15a. If yes, please give the name of the accreditation / qualification and the awarding body.** |  | | | |
| **16.How long will it take for a senior lead to complete your training, start to finish (including trainer led activity, self-directed learning, creating a plan, coaching etc.)?** |  | | | |
| **17. What is the total number of learning contact hours with a trainer?**  Please indicate **one (X)** option only. | **2-5 hours** | |  | |
| **5-10 hours** | |  | |
| **10+ hours** | |  | |
| **20+ hours** | |  | |
| **18. What is the price per individual for your course?**  Please indicate **one (X)** option only | **Less than £400** | |  | |
| **£401-600** | |  | |
| **£601-£800** | |  | |
| **£801-£1000** | |  | |
| **£1001-£1500** | |  | |
| **£1501-£2000** | |  | |
| **£2000+** | |  | |
| **19. Principles of the whole school or college approach to mental health covered by your course**  By saying yes to a principle of the whole school or college approach to mental health, you are confirming that your course will:   * Cover all of the ‘lead will learn about’ aspects;   and   * Enable the senior lead to develop and implement a plan for change in their setting that covers all of the ‘lead will be able to’ aspects   These are listed in the [Learning outcomes for senior mental health leads in schools and colleges (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/995681/Learning_outcomes_for_senior_mental_health_leads_in_schools_and_colleges.pdf).  It is neither required nor expected that all training courses cover all of the eight principles of the whole school or college approach.  Please indicate **(X)** for all that apply | **Leadership and management** | |  | |
| **Identifying need and monitoring impact of interventions** | |  | |
| **Targeted support and appropriate referrals** | |  | |
| **Staff development** | |  | |
| **Creating an ethos and environment** | |  | |
| **Enabling the student voice** | |  | |
| **Working with parents, families and carers** | |  | |
| **Curriculum, teaching and learning** | |  | |

## 2b. Evidence to enable quality assurance of your course

The answers you provide in this section will be used to assess whether your course meets the required quality criteria.

**Exclusionary Questions**

The following questions require a Yes answer for the application to proceed.

|  |  |
| --- | --- |
| **1. Please confirm that the course meets the accessibility needs of learners, including satisfying statutory requirements for equalities, including additional needs such as:**   * **Website content easily navigated by using a keyboard** * **PDF forms accessible to screen readers** * **Resources able to be accessed by visually impaired people (strong colour contrast)** * **Recorded resources available with text transcript** | **Yes**  **No** |
| **2. Are there tried and tested policies and processes in place for collecting and analysing data regarding learner feedback and outcomes to:**   * **support the continuous improvement of your course** * **share with the DfE and Quality Assurance Body**   Further information on expectations in this area will be provided when you receive the outcome of your application. | **Yes**  **No** |

**Scored Questions**

The following questions will be scored on a 6 point scale, provided in Annex 2.

|  |  |
| --- | --- |
| **1. Transformation statement:**  Write a transformation statement that directly communicates with school and college leaders who are suitable for your course.  Transformation statements should set out the change that you wish to see and the value you are creating for leaders and their settings  Your transformation statement should articulate what problems will be solved, how leaders will be better able to solve these and what impact will arise following the course.  (max 200 words)  *Nb:*  *The answer to question 1 will be scored against the criteria and may also be shared with schools and colleges to help them understand whether your course is right for them.* |  |
| **2. Challenges**  Detail the main challenges that school and college senior mental health leads may face in devising and implementing the strategic change intended as part of your course. Explain the approaches you would take to support leads for mental health to overcome these.  (max 500 words). |  |
| **3. Team experience, knowledge and ability:**  **Team experience and ability:**  3a. Does your current team have all of the required skills and experience to successfully deliver your intended course?  Please select Yes or No  If Y – go to 3b  If N – go to 3c  *Nb:*  *We are keen to develop a market and ensure a diversity of providers are on the framework. We recognise that not all providers will have the required skills and experiences from the outset. Therefore, training providers are able to state that they do not currently have all of the required skills and experiences in their team to successfully deliver the course. In this case, they can be provisionally approved, pending CVs being submitted at a later date.*  *Provisional approval means all other criteria have been met, pending the submission of appropriate CVs. The training provider will be able to submit CVs for their team at any point. If they are deemed to meet the criteria, the course will receive approval and be published on an updated framework.* |  |
| 3b. If you do currently have the required skills and experiences on your team: provide pen portraits for each individual member of your team, detailing their experience of:   * Understanding of the diversity of educational settings * Engaging with senior education staff with different backgrounds, skills and experience and who have differing views of mental health * Supporting senior education leaders to foster cultural and organisational change   (max 500 words per portrait)  Please add the pen portrait detail in the right hand box. |  |
| 3c. If your current team does not have all of the required skills and experiences outline how you will secure these prior to starting your course:  (max 200 words) |  |
| **4. Key resources**  Detail the key policy frameworks, research and resources that you intend to share with delegates on your course and explain how these will support the leadership development of senior mental health leads.  (max 500 words) |  |
| **5. Implementation of strategic change**  Specific to the principle(s) of the whole school or college approach that your course will cover, explain how the proposed course will support senior leads to:   * learn from and share with their peers * evaluate their current whole school or college approach to the principle(s) covered in your course. * create an effective plan to improve their setting’s approach to mental health covered by the principles in your course. * receive individual feedback on that plan from a trainer * embed and sustain improvements beyond the course   (max 1000 words)  *Nb:*  *It is an essential requirement that all approved courses support senior leads to learn from their fellow senior leaders, evaluate their current whole school approach and create a plan for the development of a whole school or college approach in their setting. Senior leads should receive individual feedback and guidance on that plan from a trainer and courses should demonstrate an ability to result in sustained changes beyond completion.* |  |
| **6. Theory of Change**  Submit a 1 page theory of change model for your course using the proforma provided at the end of this document.  This will include:   * The issues being addressed * The inputs required to run the course and all associated learning inputs * The outputs that will occur on the course * The short term and long term outcomes that will result * The impact these will have on the school/college   Each step of the model should be backed up by sources of appropriate evidence. This can include your own evidence as well as published research from a range of sources such as academic research, DfE research and research from the sector.  (Limit 1 page)  *Nb:*  *As part of the application process training providers are required to submit a ‘Theory of Change’ (ToC).*  *A theory of change explains the logic of an intervention, detailing the inputs, outputs, outcomes and impacts. It is underpinned by an assumption that each step leads to another and highlights the evidence supporting the approach.*  *Notes to aid completion of your theory of change can be found at Annex 1 below. This is a limited example; training providers are expected to submit a more detailed model for their course.*  *Evidence Box: Where evidence can be accessed externally, please insert a direct hyperlink to it in the evidence text box, or list on an additional page of references. The reference list does not count towards the 1-page limit. If you are using your own evidence / research that is not published externally there is no need to link to these documents.*  *A template is provided (below) which you are required to use.* | |

**Template: Theory of change**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Issue:** | | | | |
| **Inputs** | **Outputs** | **Short-term outcomes** | **Long-term outcomes** | **Impact** |
|  |  |  |  |  |
| **Evidence:** | **Evidence:** | **Evidence:** | **Evidence:** | **Evidence:** |

**Annexes**

## Annexe 1: Notes to aid completion of your theory of change

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Issue:** the overall challenge that is being addressed.    E.g. Schools and colleges are implementing various strategies and approaches towards mental health, but they are not pulled into a strategic plan, resulting in disjointed activities, gaps and lack of evaluation. | | | | |
| **Inputs** | **Outputs** | **Short-term outcomes** | **Long-term outcomes** | **Impact** |
| Please outline the resources and activities required to deliver your training. | Please outline the activities, processes and interventions that occur on your training course. | Please describe the changes in knowledge, skills or behaviour that take place during and shortly after the course, and how they lead to development of an effective whole school or college approach. | Please describe the changes in knowledge, skills or behaviour that take placeafter the course has completed, and how they lead to the setting sustaining an effective whole school or college approach. | Please outline the impacts of running the course. |
| E.g.  DfE Grant.  Solid understanding of mental health in education.  Experienced educational coaches. | E.g.  Webinar sessions looking at strategic planning.  Group discussions exploring barriers to change.  Senior leadership individual coaching sessions. | E.g.  Senior leaders more able to create strategic plans for mental health.  Each senior lead has a strategic plan for mental health, which is reviewed by a coach. | E.g.  Mental health becomes an integrated part of their school’s strategic planning.  Mental health strategies are evaluated by middle, senior leaders and governors.  The whole school or college approach addresses all 8 principles. | E.g.  Improved pupil social and emotional outcomes.  Improved attendance.  Fewer disruptive incidents. |
| **Evidence:**  E.g.  Evidence showing you’re your inputs can lead to strategic change. | **Evidence:**  E.g.  Evidence showing that your resources and approach are effective at achieving impact. | **Evidence:**  E.g.  Evidence showing that mental health should link to key policies and priorities of the school. | **Evidence:**  E.g.  Evidence showing that sustained change works best when aligned to overall improvement plans. | **Evidence:**  E.g.  Evidence showing that the outputs of your course are linked to better mental health, readiness to learn, improvements in attendance etc. |

## Annexe 2: Scoring scale

Evaluators will use this 6 point scale to assign a score to each response to a scored question. Although all courses that achieve the pass mark will be included on the DfE list of assured courses, where evidence is provided that indicates added value to senior mental health leads, this will be signposted to schools and colleges.

|  |  |
| --- | --- |
| **Score** | **Guidance** |
| **0** | No quotation/response provided in response to the question |
| **1** | The response meets fewer than half the required quality criteria. |
| **2** | The response meets more than half of the required quality criteria, but is missing some important aspects. |
| **3** | The response meets the required quality criteria. |
| **4** | The response meets the required quality criteria, and provides evidence of some added value to the learners either during or after the completion of the course. |
| **5** | The response meets the required quality criteria, and provides evidence of added value which would bring significant benefits to the learners either during or following the training. |

Written feedback will also be provided to all applicants, including areas for potential development of your course(s).

1. [Office for National Statistics regions](https://geoportal.statistics.gov.uk/search?collection=Dataset&sort=name&tags=all(BDY_RGN%2CDEC_2020))  [↑](#footnote-ref-2)