 

**Senior mental health lead training**

**Quality assurance application pack and guidance for providers of training courses**

**Last updated: October 2022**

**Contents**

[Section A: Introduction 3](#_Toc117697105)

[Background 3](#_Toc117697106)

[The DfE list of quality assured courses 3](#_Toc117697107)

[Section B: Getting ready to deliver senior mental health lead training 5](#_Toc117697108)

[Senior mental health lead training courses must enable senior leads to meet specific learning outcomes 5](#_Toc117697109)

[Your course should be designed to support a personalised learner experience 5](#_Toc117697110)

[You should have clear processes in place to capture learner feedback on your course and use this to support its continuous improvement 6](#_Toc117697111)

[Marketing information 6](#_Toc117697112)

[Cost of courses 7](#_Toc117697113)

[Privacy policy 7](#_Toc117697114)

[Section C: Summary of the quality assurance process 8](#_Toc117697115)

[Application process overview 8](#_Toc117697116)

[Feedback on your application 9](#_Toc117697117)

[Quality principles for senior mental health lead training courses 10](#_Toc117697118)

[Visual summary of the quality assurance and continuous improvement process 11](#_Toc117697119)

[Section D: Complete your application – Stage 1 12](#_Toc117697120)

[1a. Information to help senior mental health leads select the right course 13](#_Toc117697121)

[1b. Evidence to confirm that your course meets the required criteria 20](#_Toc117697122)

[Template: Theory of change 29](#_Toc117697123)

[Section E: Next steps for your application – Stage 2 (Course Content Review) 30](#_Toc117697124)

[Annexes 37](#_Toc117697125)

[Annex 1: Notes to aid completion of your theory of change 37](#_Toc117697126)

[Annex 2: Scoring scale for stage 1 39](#_Toc117697127)

[Annex 3: Continuous improvement scale 40](#_Toc117697128)

[Annex 4: Application timeline 41](#_Toc117697129)

# Section A: Introduction

This is an application pack intended for training providers wishing to apply to deliver Department for Education (DfE) grant-funded senior mental health lead training to schools and colleges in the remainder of the 2022-2023 financial year.

To be included on the DfE list of quality assured training courses, you will need to successfully complete stage 1 and 2 of the application process outlined below, demonstrating that you understand the requirements to deliver grant-funded senior mental health lead training courses, and that your course meets the required quality standards. Only those applications that are successful at stage 1 will be invited to proceed to stage 2.

Applications to have new courses quality assured will be accepted on a quarterly basis. You can find further detail on upcoming submission dates in Annex 4.

**Once you have read the accompanying information, you will need to complete the stage 1 application form (Section D, pages 12-29) and return it to** **MentalHealthQA@leedsbeckett.ac.uk****.**

## Background

The Department for Education (DfE) is offering eligible state-funded schools and colleges in England the opportunity to receive a grant to undertake senior mental health lead training. Senior leads must commence their training in the same financial year that they apply for their training grant. Eligible schools and colleges are able to access one grant of £1,200 to pay for senior mental health lead training that will equip them with the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing.

Government has committed to offer senior mental health lead training to all eligible 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).

## The DfE list of quality assured courses

DfE publish a [list](https://www.gov.uk/guidance/senior-mental-health-lead-training#providers-of-training) of quality assured courses that will be updated on a quarterly basis as new courses are approved. A [tool](https://smhl.leedsbeckett.ac.uk/SelectCourse) is also provided to schools and colleges for senior mental health leads to select the right course for them, using the information you provide in stage 1 of your application. The DfE list and tool will signpost your training, and senior mental health leads who select your course will book onto, and pay for, the training directly with you.

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 continue to receive high quality training. We may do this, for instance, should it become apparent that information provided in the application form was misleading or incorrect, or where it is reasonable to conclude through our continuous improvement activity that a course is not achieving 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), or where a provider fails to take timely action in response to feedback.

The frequency of course delivery by training providers on the list of assured courses will be surveyed and reviewed quarterly, and DfE reserves the right to unpublish unresponsive and inactive courses.

# Section B: Getting ready to deliver senior mental health lead training

Whether you’re developing a new training course or considering if one of your existing training courses can be tailored to meet the needs of senior mental health leads, the following information will help you understand whether you are ready to submit your course to be quality assured.

All courses must be ready to deliver as soon as they are added to the DfE list of assured courses, and DfE reserves the right to remove any courses that have not been delivered to learners within 6 months.

## Senior mental health lead training courses must enable senior leads to meet specific learning outcomes

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 delivers this role in schools and colleges is likely to vary – the lead might be a head teacher, principal or deputy; a member of the Senior Leadership Team (SLT); or another member of staff who has the support of SLT to fulfil the role.

Training courses must be tailored specifically for senior mental health leads to increase their knowledge and, crucially, give them the practical skills and tools to plan for and effect positive whole school or college change during and 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 DfE and Public Health England’s (PHE) [principles for 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).

It is likely that existing mental health courses, for example general mental health awareness courses or Mental Health First Aid, will need further tailoring to be successfully quality assured. To meet the requirements, courses will need to evidence that they are aimed at helping senior mental health leads to implement a strategic whole school or college approach to mental health and wellbeing.

## Your course should be designed to support a personalised learner experience

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; personal learning preferences (mode of delivery, locations etc); and professional development aims, for example, to receive CPD to implement change, or to achieve a qualification.

It is intended that any grant-funded senior mental health 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) a selection from the full range to focus on specific aspects/priority learning needs. For each whole school or college approach pillar that your course covers, it must address all of the knowledge and skills objectives – the ‘what leads will learn about’ and ‘what lead will be able to do’ statements – set out in 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) for each pillar. For all courses, the overall outcome achieved must be that senior mental health leads have the knowledge and skills to produce a plan for and implement a strategic, whole school or college approach in their setting.

All courses will require directed teaching and learning, be that via live face-to-face or virtual sessions, or online self-directed courses. Whilst we welcome courses that include action research projects, there must still be an element of directed teaching and learning. Courses that do not contain at least some directed teaching and learning would **not** be suitable for senior mental health leads, as they would **not** fulfil the quality principles outlined on page 10.

To support all schools and colleges in England to implement effective whole school or college approaches to mental health and wellbeing, we welcome applications for courses designed to meet the needs of leads in more specialised settings. Ahead of future application windows, it will be signalled within this guidance if there are particular gaps or priorities in the market that will be prioritised during the application process.

## You should have clear processes in place to capture learner feedback on your course and use this to support its continuous improvement

Courses on the quality assured list will also be required to participate in a cycle of ‘deep dive’ quality assurance reviews of course delivery. Details of how we will select courses for further assurance, and any further data collection requirements, will be provided alongside the outcome of your application.

## Marketing information

We understand that you will want to market your training course(s) to schools and colleges, and ask that you review any marketing materials to ensure:

* the description of your course(s) is consistent with the description provided in your application form;
* schools and colleges can clearly identify the course(s) for which you have been quality assured, and distinguish it from any other courses you offer that have not been quality assured;
* schools and colleges can clearly identify the type of setting your course is tailored to support (e.g., primary, secondary);
* it is clear to schools and colleges that, while your course has met DfE requirements and quality criteria to deliver grant funded senior mental health lead training, you are not sponsored or contracted by DfE;
* the DfE logo is not included in your marketing material, and there is no reference to DfE in the name of your course. Use of the DfE logo without prior approval is a breach of Crown copyright.

## Cost of courses

Training providers are able to set their own pricing of courses, however it should be noted that the value of DfE grant funding for eligible schools and colleges is £1,200 per setting. Schools and colleges must use their grant funding to pay for, or contribute to the cost of, their chosen training course in the first instance, but they may then use any remaining funds to pay for associated backfill costs, or to fund further training, activity or resources to support their senior mental health lead.

## 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/>

# Section C: Summary of the quality assurance process

## Application process overview

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

Applications for the quality assurance of new courses will be accepted on a quarterly basis. Further information can be found in Annex 4.

The application process comprises two stages. Training providers will only be invited to submit the second stage once it has been confirmed that their submission of the first stage was successful.

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **Summary** | **How it will be assessed** | **Where to find it** |
| Stage 1: Initial application form | Training providers must submit the stage 1 application form to provide an outline of the course | Using the scoring criteria provided in Annex 2 | Section D – pages 12-29 of this document |
| Stage 2: Course Content Review (which you will be invited to complete by The Carnegie Centre of Excellence for Mental Health in Schools if your submission of stage 1 is successful) | Training providers must then submit stage 2, the ‘Course Content Review’, in which a sample of course content and materials will be assessed against the quality principles | Using the scoring criteria provided in Annex 3 | Section E – pages 30-36 of this document |

All courses that meet the required quality standards following stage 2 of their application will be added to the [DfE list of assured courses on gov.uk](https://www.gov.uk/guidance/senior-mental-health-lead-training#providers-of-training), and the [‘Select A Course’ tool](https://smhl.leedsbeckett.ac.uk/SelectCourse) that supports schools and colleges with choosing an appropriate course.

## Feedback on your application

Every applicant will receive feedback on the outcome at both stages of the application process, including areas of potential development for 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. Courses that do not meet the required standards at either stage of the application process will be able to resubmit in the next available quarterly application window. Training providers that are unsuccessful at the second stage will not be required to submit the initial application pack again, as long as they resubmit within 12 months.

## Quality principles for senior mental health lead training courses

The application process will assess courses against the following quality principles. Once courses have been added to DfE’s list of quality assured courses, they will continue to be assessed against these principles though a continuous cycle of deep dive reviews.

|  |  |
| --- | --- |
| **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, learning processes and delivery models are informed by a considered understanding of relevant research evidence and theory. |
| **D** | That the proposed course will provide appropriate strategies that senior mental health 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 statutory requirements relevant to schools and colleges and shows an understanding of the intersection of the role of the senior mental health lead with statutory roles in schools and colleges. |
| **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 and models that will support and enable senior mental health leads to plan for, implement and sustain strategic change. |

## Visual summary of the quality assurance and continuous improvement process

The following diagram summarises the application stages outlined above and the ongoing continuous improvement that quality assured courses will be subjected to:



# Section D: Complete your application – Stage 1

The application process is comprised of two stages, and both must be passed before your course will be added to DfE’s list of quality assured courses. You will not be asked to submit the second stage (Course Content Review) until you receive confirmation that you were successful following stage 1.

This section includes a blank version of the stage 1 application form that training providers must submit to have their course quality assured. Once you have completed this application form (**both sections 1a. and 1b.**), please send it to MentalHealthQA@leedsbeckett.ac.uk by the deadline provided in Annex 4.

## 1a. Information to help senior mental health leads select the right course

The information collected in section 1a will **not** be scored, however your responses to some questions (indicated below using asterisks) will be shared with senior mental health leads to help them navigate the courses available and understand whether your course is right for them.

|  |  |
| --- | --- |
| **1. Name of proposed course\*:**  |  |
| **2. Course URL\*:**(It is not expected that you have a URL in this part, but it will be necessary when the review of sample course materials takes place during the second stage of the application process)  |  |
| **3. Name of organisation (name of lead organisation if delivering training in collaboration)\*:** |  |
| **4. For delivery partnerships, the names of all contributing partners:** |  |
| **5. Name, role, email and phone number of person submitting this application:***NB: this information will not be shared with schools and colleges.* |  |
| **6. An email address and/or phone number for learners to contact you with questions\*:** |  |
| **7. What level of experience is your course designed for\*?****Please choose one option from the drop-down box.** If you intend to run courses for multiple levels of experience, you will need to submit a separate application form for each individual level.  | **Beginner**Senior Mental Health Leads new to the role and/or 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. |
|  | **Choose an item.** |
| **8a. Which phases of education and types of setting is your proposed course intended for\*?**Please indicate all that apply by checking the boxes **(X)** | **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)** |[ ]
| **8b. Colleges (Sixth Form and Further Education Colleges), special schools and alternative provision (AP) are often very different to mainstream primary/middle/secondary schools or colleges. If you intend your course to be aimed at these settings, please check the box to confirm you agree the statement** | **I/we confirm that I/we understand Colleges (Sixth Form and Further Education Colleges), special schools and/or alternative provision (AP) may require differentiated, specialist resources and the course will provide these.** | Yes [ ] N/A [ ]  |
| **9a. What is your proposed mode of delivery\*?**Please indicate all that apply by checking the boxes **(X)****If you select multiple options, you must answer question 9b.**  | **Online self-paced (includes pre-recorded training)** |[ ]
|  | **Online real time (includes video meetings, webinars, telephone calls etc)**  |[ ]
|  | **Face to Face (in person)** |[ ]
| **9b. If you selected multiple options for question 9a, please clarify your mode of course delivery by select one of the options from the drop-down box\*.** | Choose an item. |
| **10. In what geographical area(s)[[1]](#footnote-1) do you deliver your courses\*?** Please indicate all that apply by checking the boxes **(X)**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 all that apply by checking the boxes **(X) and** stating the number of hours | **One-to-one coaching, mentoring or supervision between the trainer and senior mental health leads**  | [ ] Number of hours: |
|  | **Group coaching, mentoring or supervision****between the trainer and multiple senior mental health leads** | [ ] Number of hours:  |
| **13. Outline the personalised support and guidance provided by your trainers, throughout your course:** (max 100 words) |  |
| **14a. 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** |[ ]
| **14b. If yes, or if you intend to signpost to other networks, please outline what this entails:**(max 100 words) |  |
| **14c. If no, please outline how senior mental health leads will be supported in making sustained strategic whole school/college change beyond the end of the course.** (max 100 words) |  |
| **15a. Does your course lead to professional accreditation or qualifications?** | **Yes** *(NB, this is required if your course is aimed at expert levels)* |[ ]
|  | **No**  |[ ]
| **15b. If yes, please give the name of the accreditation / qualification and the awarding body.** |  |
| **16. How long will it take for a senior mental health 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 learning outcome 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’ statements, and
* Enable the senior mental health lead to develop and implement a plan for change in their setting by covering **all** of the ‘lead will be able to’ statements.

These learning outcomes and statements 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).**Tick this box to confirm you understand your course will need to cover all of the of the ‘lead will learn about’ statements, and all of the ‘lead will be able to’ statements for each learning outcome your course will cover** [ ] NB It is neither required nor expected that all training courses cover all of the eight [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) of the whole school or college approach.Please indicate all that apply by checking the boxes **(X)** | **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** |[ ]

## 1b. Evidence to confirm that your course meets the required criteria

The answers you provide in this section will be used to assess whether your course meets the required quality principles and criteria. You must answer both the exclusionary and scored questions.

**Exclusionary Questions**

The following questions require a ‘Yes’ answer for your application to proceed.

|  |  |
| --- | --- |
| **1. Please confirm that you have a plan in place to recruit learners and deliver this course within 6 months of being added to the DfE quality assured list.** | [ ]  Yes – I/we confirm that plans are in place to recruit learners and deliver this course within 6 months[ ]  No – I/we **cannot** confirm that plans are in place to recruit learners and deliver this course within 6 months |
| **2. Please confirm that your 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**

If your first-stage application is successful, you will be required to provide an accessibility policy or statement to demonstrate this as part of the next stage (Course Content Review).  | [ ]  Yes – I/we have a learner accessibility policy/statement document or website URL where this can be found[ ]  No – I/we do **not** have a learner accessibility statement/policy document or website URL where this can be found |
| **3. Please confirm that 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**

If your first-stage application is successful, you will be required to provide a Quality Assurance or CQI policy/statement to demonstrate this as part of the next stage (Course Content Review).  | [ ]  Yes – I/we have a Quality Assurance or CQI policy document or website URL where this can be found[ ]  No – I/we do **not** have a Quality Assurance or CQI policy document or website URL where this can be found |

**Scored Questions**

The following questions will be scored on a 6-point scale, provided in **Annex 2**. You must achieve a minimum score of 3 for each question for your course to be added to DfE’s list of quality assured courses.

|  |  |
| --- | --- |
| **4. Transformation statement:**Write a transformation statement in a style that directly communicates with senior mental health leads 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 senior mental health leads and their settingsYour transformation statement should articulate what problems senior mental health leads will face and be able to solve, how they will be better able to solve these and what impact/s will arise on the whole school or college following the course. **(Max 200 words)***NB: Your answer to this question 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.* |  |
| **5. Challenges**Detail the main challenges that senior mental health leads may face in devising and implementing the whole school or college strategic change intended as part of your course.Explain the approaches or strategies (at least three) you would take to support leads for mental health to overcome these challenges.Outline how your course will allow learners to consider succession planning, for example, if a senior mental health lead was to leave the school or college. This could be considered by introducing audit or action planning early in the course.You must include the basis for the identified challenges, approaches and strategies, be that published research or direct relevant experience of working in similar situations.**(Max 500 words)** |  |
| **6. Team experience, knowledge and ability:****6a**. Does your current team have all of the required skills and experience to successfully deliver your intended course? Please select Yes or No by checking the appropriate box **(X)***NB, we are keen to develop a market and ensure a diversity of providers are on DfE’s list of quality assured courses. 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 DfE’s list of quality assured courses.*  | [ ]  Yes – go to question **6b**[ ]  No – go to question **6c** |
| **6b.** 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 through direct experience of working in or with all the phases of education and types of setting is your proposed course intended for.

**NB, having only primary and secondary mainstream experience would not be sufficient to cover Colleges (Sixth Form and Further Education Colleges), Special Schools and Alternance Provision (AP).** * Engaging with senior education staff with different backgrounds, skills and experience and who have differing views of mental health.
* Foreseeing and responding to challenge.
* Supporting senior leads in education to identify strategic priorities, implement whole school or college strategic change and develop their leadership.

**NB, if listing multiple team members, you must be explicit with regards to clearly stating who is devising the course and/or who is delivering/facilitating the course. For example, outlining how the learner experience will be optimised by having experts in mental health, leadership and strategic change deliver certain aspects of the course.** **If the course delivery is dependent on one person, you must outline the capacity they have to deliver all aspects of the course, and what support network is in place should that person be not able to deliver any part of the course.** **(Max 500 words per portrait)**Please add the pen portrait detail in the right-hand box. |  |
| **6c.** 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)** |  |
| **7. Key resources**Provide detail of the resources, guidance and policies that will be used during the course. Explain how these will support understanding, enable application within the setting and develop senior mental health leads’ ability to make strategic change. These include, but are not limited to:* Key statutory guidance and policy frameworks that will be included in the course (for example. Keeping Children Safe in Education and the SEND Code of Practice) along with other relevant DfE, DHSC or other policy documents.
* Policy and/or research relevant and linked to the whole school approach to mental health.
* Other relevant research and resources that support 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) of the course.
* The importance of close collaboration with statutory roles in school, for example leads for child protection/pastoral/safeguarding and SENCOs.

**(Max 500 words)** |  |
| **8. Implementation of strategic change**Specific to 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) of the whole school or college approach that your course will cover, explain how the proposed course will support senior mental health leads to:* Understand research, resources and models that support strategic change, leadership development and / or organisational change processes are shared, for example, the Kotter, ADKAR or Lewin change management models.
* Learn from, share with and support their peers
* Evaluate their current whole school or college approach to 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) your course intends to cover.
* Create an effective plan to improve their setting’s approach to mental health covered by 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) your course intends to cover.
* Receive individual feedback on at least three occasions from a trainer, coach, mentor or supervisor throughout the course, including feedback from the trainer on their plan for improvement.
* Embed and sustain improvements beyond the course.

**(Max 1,000 words)** |  |
| **9. Theory of Change**Submit a one-page theory of change model for your course using the proforma provided at the end of this document. This will include:* the issues/challenges 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, and
* 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 mental health 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 one-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

|  |
| --- |
| **Issues/challenges:** [Please outline the overall issues or challenges that are being addressed.] |
| **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 place after 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.] |
| **Evidence:** | **Evidence:** | **Evidence:** | **Evidence:** | **Evidence:** |
|  |  |  |  |  |

# Section E: Next steps for your application – Stage 2 (Course Content Review)

**Please note you should not submit this stage of the application until you have received confirmation that your stage 1 submission met the required standards.**

**Senior mental health lead training course application**

**Stage 2 – ‘Course Content Review’ Guidance and Form**

The answers you provide in this form will be used to assess in further detail whether your course meets the required quality criteria to be added to the Department for Education’s list of quality assured senior mental health lead training courses.

The following guide details the types of evidence the quality assurance body requires to complete the Course Content Review for the course you submitted in stage 1 of the application process. The information you submit will be scored using the Continuous Improvement Scale provided in Annex 3.

It is not expected that your course will be fully developed, or that all of your materials will be finalised at this time. However, you should be able to provide a sample of course materials that show how your course meets the quality principles, as outlined in the form below. **You must provide some evidence for all the quality principles listed below (unless otherwise stated), but you do not need to provide all of the suggested evidence types.**

The Course Content Review assesses similar information to the deep dive process (which all courses on the quality assured list are subjected to as part of continuous improvement). Information is provided in the ‘additional guidance’ column about the full range of evidence that would be expected during a deep dive review, however you are not required to provide this level of information at this stage.

**Course Content Review Form**

Please complete all parts of this form, unless otherwise stated (e.g. for Quality Principle E), and return to MentalHealthQA@leedsbeckett.ac.uk by the deadline provided.

|  |  |  |
| --- | --- | --- |
| **Name of course** | **Name of training provider** | **Course URL** |
|  |  |  |

You are required to submit a sample of materials that show how your course meets the quality principles (outlined below). The following table provides guidance on the types of evidence you are required to submit; please use the right-hand column to indicate where the evidence is located within any documents you provide.

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality Principle** | **Additional guidance**  | **Evidence Required** | **Please use this column to cross-reference/signpost to evidence in any documentation you are submitting**  |
| **A** | That the proposed course content covers some or all of DfE’s published [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).  | The minimum expectation for this review is that: * the overarching learning outcomes are mapped to course sessions or modules, and
* there is some evidence of the ‘*lead will learn about*’ and ‘*lead will be able to*’ statements are covered by the training course.

It is neither required nor expected that all training courses cover all eight learning outcomes of the whole school or college approach.*[For the full deep dive, there must be clear evidence that* ***all*** *of ‘lead will learn about’ and* ***all*** *of the ‘lead will be able to’ statements for each learning outcome covered by the training course.]*  | * An outline of where/when each learning outcome is addressed. This could be shown via:
* A mapping document
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
* Website URL/s (but **not** just with the learning outcomes listed, they need to actually be mapped to course sessions/modules)
 | *For example, Page X of your learner handbook,* *Slides X of your day 1 presentation, Website URL, etc.****NOT*** *just ‘see learner handbook and PowerPoints’*  |
| **B** | That the provider can demonstrate good knowledge and understanding of the needs of senior mental health leads in schools and colleges. | The minimum expectation for this review is that the course covers the role of a senior mental health lead in schools/colleges.*[For the full deep dive, more evidence of understanding generic and specific needs of a senior mental health lead will be required,* ***not*** *just the needs of schools or pupils.]* | * That the course demonstrates an understanding of the role of a senior mental health lead. This could be shown via:
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
 |  |
| **C** | That the proposed course content, learning processes and delivery models are informed by a considered understanding of relevant research evidence and theory. | The course should be devised on the basis of research, theory and evidence, and this should be clearly embedded and referenced throughout the course. In the sample sent for this review, this should be evident. *[For the full deep dive, this should be evident in all materials submitted.]*  | * Resources or references embedded throughout the course, or as a list at the end of section of the course. This could be shown via:
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
 |  |
| **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. | The minimum expectation for this review is that the course identifies the challenges of leading a whole or college approach, and **not** just the challenges of dealing with mental health issues. *[For the full deep dive, each challenge should have strategies detailed to help overcome them.]*  | * Challenges of leading a whole school or college approach are identified. These could be shown via:
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
 |  |
| **E** | That the core trainers have the ability to deliver the proposed course to senior leaders in education. | **No evidence is required,** unless you wish to add to the information you provided in the Team experience, knowledge and ability section of your stage 1 application * *[For the full deep dive, you will be expected to submit an evaluation sample from at least one unit/session from one cohort.]*
 | *Please note that no evidence is required unless you wish to add to the information you provided in the Team experience, knowledge and ability section of your stage 1 application.* |
| **F** | That the proposed course meets the accessibility needs of learners, including satisfying statutory requirements for equalities. | As part of the application process, on section 2b of your original application, you ticked ‘yes’ for the exclusionary question, that your course ‘*meets the accessibility needs of learners, including satisfying statutory requirements for equalities, including additional needs.*’ and that you have an accessibility statement or policy.  | * A learner accessibility statement/policy document or website URL
 |  |
| **G** | That the provider demonstrates a good understanding of the main statutory requirements relevant to schools and colleges and shows an understanding of the intersection of the role of the senior mental health lead with statutory roles in schools and colleges. | The minimum expectation for this review is that the course shows use of main statutory requirements relevant to schools and colleges, such as Keeping Children Safe in Education and the SEND Code of Practice. *[For the full deep dive, it will be expected that there is evidence of the importance of close collaboration with and preparation of senior mental health leads to work with statutory roles in school, for example leads for child protection/pastoral/safeguarding and SENCOs is outlined in your course.]*  | * Statutory requirements and resources/models that will support senior mental health leads to make strategic change are embedded. These could be evidenced via:
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
 |  |
| **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. | As part of the original application process, on section 2b of your original application, you ticked ‘yes’ for the exclusionary question ‘*That 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*.’ and that you have a Quality Assurance or CQI policy.*[For the full deep dive, it will be expected that you will be able to evidence how feedback from learners has been applied to develop your course.]* | * Quality Assurance or CQI policy document or website URL
 |  |
| **I** | That the proposed course will include effective methods and models that will support and enable senior mental health leads to plan for, implement and sustain strategic change. | The minimum expectation for this review is that the course shows evidence of methods that will allow senior mental health leads to plan for and implement strategic change. This will most likely be via auditing and action planning documents. It is also expected that at least one change management model is outlined, for example the Kotter, ADKAR or Lewin models.*[For the full deep dive, it will also be expected that there is evidence that allows for sustained strategic change beyond the life of the course. This could be via ongoing email support, coaching, or support groups/networks, as well as other resources supporting leadership development, such as the use of different leadership styles.]* | * Methods allowing senior mental health leads to plan for and implement strategic change. This could be evidenced via:
* Audit and action planning documents/models
* Sample of learner handbook, resources or worksheets
* Sample of trainer handbook or resources
* Sample of PowerPoint slides with trainer notes
 |  |

# Annexes

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

|  |
| --- |
| **Issue/challenges:** the overall issues or challenges that are being addressed.For example, 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 place after 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.  |
| For example, DfE Grant. Solid understanding of mental health in education.Experienced educational coaches/trainers/ facilitators. | For example, webinar sessions looking at strategic planning.Group discussions exploring barriers to change. Senior mental health leadership individual coaching sessions. Audit and action planning documents.  | For example, senior mental health leads are more able to create strategic plans for mental health.Each senior mental health lead has a strategic plan for mental health, which is reviewed by a coach. | For example, mental health becomes an integrated part of their school’s strategic planning. Mental health strategies are evaluated by middle leaders, senior leaders, and governors.The whole school or college approach addresses all 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) covered by the course  | For example, improved pupil social and emotional outcomes. Improved attendance. Fewer disruptive incidents. |
| **Evidence:**For example, evidence showing you’re your inputs can lead to strategic change. | **Evidence:**For example, evidence showing that your resources and approach are effective at achieving impact. | **Evidence:**For example, evidence showing that mental health should link to key policies and priorities of the school. | **Evidence:**For example, evidence showing that sustained change works best when aligned to overall improvement plans. | **Evidence:**For example, evidence showing that the outputs of your course are linked to better mental health, readiness to learn, improvements in attendance, etc.  |

## Annex 2: Scoring scale for stage 1

Evaluators will use this 6-point scale to assign a score to each scored question response in stage 1 of the application process. Although all courses that meet the required quality criteria at both stages of the application process will be included in the DfE list of assured courses, the scores achieved in this stage are currently used to determine the order that courses are displayed in the selection tool (higher scoring courses will be presented towards the top of the search results page).

|  |  |
| --- | --- |
| **Score** | **Guidance**  |
| **0** | No response is provided to the scored 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).

## Annex 3: Continuous improvement scale

This scale is used to assess the information provided during stage 2 of the application process (Course Content Review) and the continuous cycle of deep dive reviews.

|  |  |
| --- | --- |
| **Scale** | **Guidance** |
| **0** | No or limited training course material has been provided and/or on review there is no evidence to meet the required standard of the quality principle.  |
| **1** | There is limited evidence of meeting the quality principle, and significant improvement is needed to meet the required standard of the quality principle. |
| **2** | There is moderate evidence of meeting the quality principle, but improvement is needed to meet the required standard of the quality principle. |
| **3** | The minimum required standard of the quality principle has been met.  |
| **4** | The required standard of the quality principle has been met, with evidence of added value to learners. |
| **5** | The required standard of the quality principle has been met, with evidence of significant added value to learners. |

## Annex 4: Application timeline

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Application round**  | **Deadline for training providers to submit Stage 1 application form** | **Application scoring by QA body takes place** | **Stage 1 scoring & feedback sent to training providers**  | **Deadline for Stage 2 application form (submit sample course materials)**  | **QA body reviews course content** | **Stage 2 feedback and final outcome sent to training providers**  |
| November 2022 | **7th November** | 8th – 11th November | 16th November | 30th November | 5th – 15th December  | 16th December |
| January 2023 | **16th January** | 17th – 20th January  | 25th January | 15th February | 20th February – 12th March | 13th March |

Training providers are able to submit applications to be added to DfE’s list of quality assured senior mental health lead training courses on a quarterly basis. The upcoming application windows for the remainder of the 2022 to 2023 financial year can be found below. **Please note that any submissions received after the cut-off dates outlined below will not be accepted.**

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