



Association
of Colleges

Promoting. Representing. Supporting.

Supporting Student Mental Health and Wellbeing in Colleges: A Resource Pack

Contents

Foreword	3
Using these resources in college	5
Methodologies for developing mental health and wellbeing support in colleges	6
Wellbeing and mental health – self-assessment tool for colleges	10
Case studies	21
Resources	23

This material is available to members only on AoC's website at
www.aoc.co.uk/mentalhealthresourcepack.

Foreword

Colleges care deeply about their students. Their primary purpose is to educate, to help students gain qualifications, to progress in work and further study but we know that we also need to support them to gain skills to lead happy, successful lives. To achieve all these outcomes, we need to help all students to be healthy, to develop skills in resilience, to manage what life throws at them and we need to target specialist support to students with particular challenges.

In 2015 the Association of Colleges (AoC) noted a significant rise in concerns amongst our member colleges of a decline in the wellbeing and mental health of their students. This led to a survey of members about the incidence of mental health issues amongst students. The results were startling; with two thirds of respondents saying that the number of students with mental health difficulties had 'significantly increased' in the previous three years and with a further 20% saying they had 'slightly increased'. A further survey published in early 2017, revealed that these problems continue to get worse, with 85% of colleges reporting a further increase since 2015.

In response to the survey AoC has embarked on a campaign at a national and regional level to encourage Government and health agencies to recognise the importance of colleges, to support their staff and their students in developing wellbeing and to assist with targeted support those students with mental health issues. This campaign has led to some significant successes, with a steering group of Government and health professionals now meeting regularly to support the sector and with new partnerships emerging between colleges and health agencies in many parts of the country. AoC has also been developing its resources to support colleges to better address this agenda. These resources have included conferences, information bulletins and training, including courses offered by AoC Create.

In August 2016, I took up my role as President of AoC. I have devoted my tenure to being 'a year for promoting mental health' and I have been working closely with AoC colleagues and colleges in actively raising the profile of the issue. As part of this work, I committed AoC to produce a resource pack for colleges, including a self-assessment tool and links to case studies. This document and website is the result. It builds on the work of AoC officers and colleges and represents 'work-in-progress'. We actively welcome suggestions to AoC of high quality, additional materials, which we can share across the sector.

I want to give particular thanks to Liz Maudslay and Richard Caulfield in AoC, Stuart Rimmer at East Coast College and the Charlie Waller Trust for their contributions to this pack. I also want to thank the mental health team at Hackney Community College and the students they help for igniting my passion for this

topic, by helping me see the positive difference that actively supporting wellbeing can make to the lives of students and staff.

Though the rise in mental health issues amongst students is worrying; the fact is that colleges have a long and proud history of working with students who have particular needs and challenges. I know that colleges will use the resources available in this pack and those available through collaboration and partnerships to help many more young people and adults to develop the resilience and skills needed to lead happy and successful lives.

Ian Ashman
President 2016/17
Association of Colleges

Using these resources in college

Colleges will all be at different points in their journey on wellbeing and mental health support. All colleges will be doing some work in this area; for some it will be a series of activities in different parts of the college, in others it will be an established, joined-up strategy and action plan touching on all aspects of college life and evident in a range of policies, procedures and services.

The purpose of these shared resources is to kick start a conversation within a college and, as with any self-assessment, provide an appraisal of the current position and develop next steps for improvement. As such, it can be used by those tackling this at a strategic level for the first time, or to test and update an existing strategic approach.

There are a few approaches to using this tool. Creating a “wellbeing working group” with members from across the college, to review current practice has been shown to work well. This should be chaired by a college senior manager, preferably the college principal, as there is clear research that the engagement of high level leadership makes a real difference to the quality and range of support available to students and to mental health outcomes.

Bringing together groups of teachers to look at the relevant sections can provide a route into meaningful practical changes rather than creating just ‘another thing to do!’ There are also specific questions aimed at college Human Resources teams who should complete the self-assessment section and feedback to senior leaders – this is important as the wellbeing and good mental health of staff is critical to college success.

Once the whole self-assessment is complete this can form the basis of a developing college wellbeing strategy and action plan. The links in this pack and on the website to on-line resources will provide case studies and materials to assist in implementing this plan.

“Enjoy and good luck!”

Stuart Rimmer
CEO/Principal
East Coast College

Methodologies for developing wellbeing and mental health support in colleges

AoC has developed its approach to the promoting wellbeing and mental health support using two externally developed models. The first is based on 'Principles for Developing Emotional Health and Wellbeing', which was published in '*Promoting children and young people's emotional health and wellbeing - A whole school and college approach*', developed by Public Health England. The second is 'Thrive', a model developed for the health service to identify the different types of needs and support for mental health issues.

The 'Principles' model sets out the range of areas colleges need to consider to develop a comprehensive, whole college approach. The key point about the Thrive model is it emphasises a focus on the wellbeing of all students (helping them to thrive) before going on to consider the range of services for different levels of need, which will increasingly focus on partnerships with, and then referral to, external agencies. It also helps colleges understand the language used in health services, which may aid partnership and referral discussions.

This section sets out a little information about each, which may be useful background reading prior to undertaking the self-assessment.

Principles for developing wellbeing (and mental health support) ¹

The 'Principles' document confirms the importance of work on wellbeing on student success and as a key factor to judge the effectiveness of a school or college. It quotes the Department for Education (DfE) recognition that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". It notes the evidence to support this assertion, including where Ofsted has highlighted that children and young people themselves say they want to learn more about how to keep themselves emotionally healthy. Moreover it reminds schools and colleges that the Children Act 2004 gives a duty to schools and colleges to promote the wellbeing of children and young people.

This 'Principles' document developed a model with eight areas of action, which would lead to effective 'whole institution' practice by a school or college in addressing wellbeing, emotional health and mental health support needs. To these eight, AoC has added a ninth, 'external partnerships', which we believe to be critical in providing effective support.

¹ Promoting children and young people's emotional health and wellbeing - A whole school and college approach' PHE 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

The revised model of nine principles is set out below and forms the structure for our self-assessment tool and the grouping of case studies and resources.

The document from which this is developed is useful in setting out a range of considerations for colleges and will make beneficial background reading. It helpfully includes alignment of the model with the Ofsted Common Inspection Framework (CIF) and includes case studies, though mostly from schools.

The model emphasises the crucial nature of visible senior leadership to successfully address issues of this nature and therefore places leadership and management at the centre of the model.

Framework for assessing wellbeing work in colleges



Thrive²

² THRIVE The AFC-Tavistock Model for CAMHS, Miranda Wolpert et al
https://www.ucl.ac.uk/ebpu/docs/publication_files/New_THRIVE

The Tavistock and Portman NHS Foundation Trust (The Tavistock) and the Anna Freud Centre developed the Thrive model to think about how Children and Adolescent Mental Health Services (CAMHS) could and should deliver services.

This model outlines different groups of children and young people and the sort of support they may need and tries to draw a clearer distinction between treatment on the one hand and support on the other. It can equally be applied to adults. Rather than an escalator model of increasing severity or complexity, the model seeks to identify 'resource-homogenous groups' (it is appreciated that there will be large variations in need within each group) who share current needs and choices. It is therefore useful for those thinking about services to students.

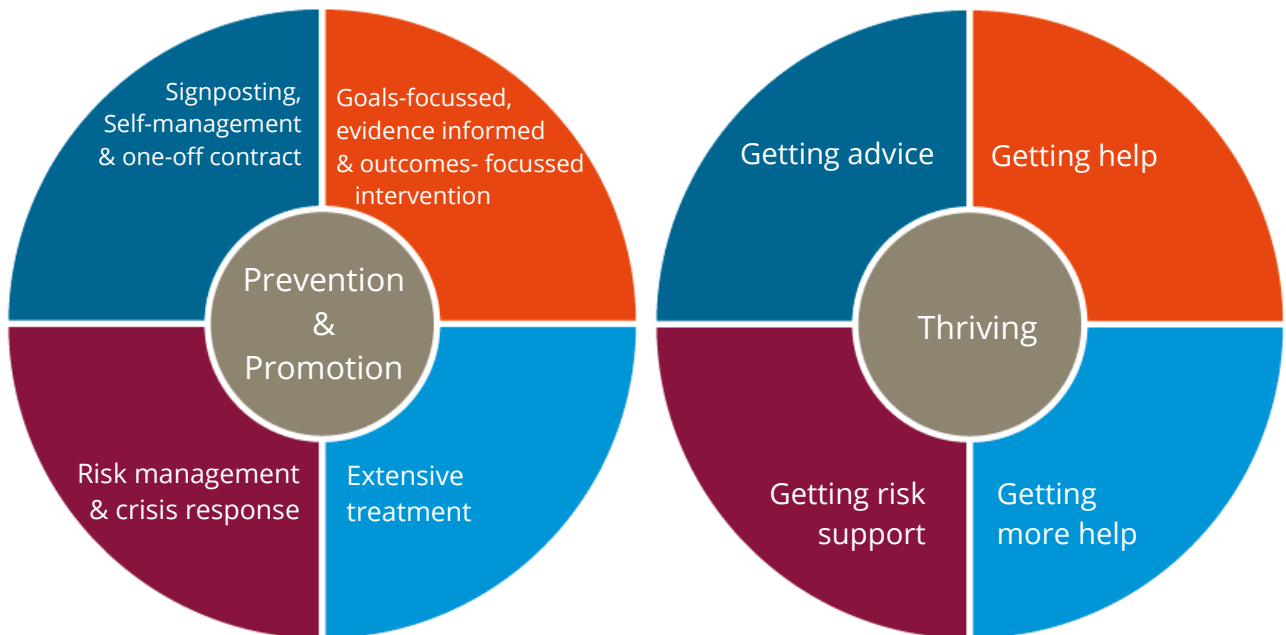
The model below conceptualises five groups of people – a central group of the whole population needing a variety of prevention and promotion initiatives in the community (which will include work in colleges). These are surrounded by four groupings, for people with mental health issues and their families.

The image to the left describes the input that can be offered for each group; that to the right describes the state of being of people in that group - using language informed by consultation with young people and parents with experience of service use. Each of the four groupings is distinct in terms of:

- needs and/or choices of the individuals within each group
- the skill mix required to meet these needs
- the dominant metaphor used to describe needs (wellbeing, ill health, support)
- the resources required to meet the needs and/or choices of people in that group.

When colleges are thinking about their own services and about partnerships with external agencies they may find it helpful to use the language of the Thrive model, as it is now commonly used in the health service.

The Thrive Model for mental health support



Wellbeing and Mental Health - Self Assessment Tool for Colleges

Section 1: Leadership and management	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
Issues to consider			
1.1 Do wellbeing and mental health (MH) issues feature prominently in management and governance concerns and is there buy-in to wellbeing as one of the key factors to student success?			
1.2 Is there a lead governor for wellbeing and MH and regular reporting to governors?			
1.3 Is work on wellbeing and MH led by a senior manager and is there a cross-college group that looks at this regularly?			
1.4 Is there a clear, named lead for referral to specialist support to external agencies (could be a designated safeguarding coordinator)?			
1.5 Has the college assessed its needs/priorities for student wellbeing and MH & completed a self-assessment?			
1.6 Does the college have strategies and actions in place to promote wellbeing, for all students?*			
1.7 Does the college have strategies and an action plan in place to address the needs of students with MH issues?			
1.8 Do strategies for wellbeing and MH feature prominently in key strategic documents e.g. strategic plan?			
1.9 Are there effective links across the college between student enrichment and sports managers and staff, teachers and other specialist staff to support promotion of wellbeing?			
1.10 Is the senior management lead regularly engaged with senior external MH partners in addition to operational			

engagement? (see also eight external partnerships)			
1.11 Where there is excellent practice does the college share this with others (neighbouring colleges) and seek external recognition e.g. Beacon Award?			

* The college may want a separate strategy and action plan, or it may choose to embed action to address wellbeing and MH support in other documents.

Section 2: Ethos and environment			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
2.1 Does the college have respectful relationships within and between students and staff, is this and relevant points below regularly surveyed, what are Ofsted judgements and what is the direction of travel?			
2.2 Does the college feel welcoming to visitors with a positive environment?			
2.3 Do students have a sense of belonging to the college and feel safe?			
2.4 Are there clear behaviour management policies and student code of conduct which address and minimise bullying, including online bullying & social media issues?			
2.5 Does the behaviour management approach include a restorative justice element?			
2.6 Does the college take opportunities to publicise prevalence of MH issues e.g. World MH Day and are there inclusive displays etc?			
2.7 Do students feel safe to discuss wellbeing and MH concerns with staff?			
2.8 Do wall displays etc indicate where support on wellbeing issues can be sought?			
2.9 Is there a fitness to study policy, including consideration of legal issues, which addresses support and sanctions in the context of MH issues?			

Section 3: Curriculum (see also staff development)			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
3.1 Do strategies for wellbeing, promoting resilience and MH feature prominently in key strategic curriculum documents e.g. the curriculum plan?			
3.2 Do all students get support to consider their own wellbeing and its importance at induction?			
3.3 Do all students get the opportunity to identify and build on their strengths and identify individual development targets?			
3.4 Is teaching on wellbeing focussed on developing relevant and practical skills for resilience, including within social media use, and knowing where to go for help?			
3.5 Are there resources available to support staff in covering wellbeing, including developing resilience, and good MH in tutorials?			
3.6 Are there resources available to support staff in covering wellbeing including good MH in mainstream teaching – linked to the full range of subjects?			
3.7 Do staff teams review opportunities to cover wellbeing including good MH in mainstream teaching and flag these in schemes of work and lesson plans?			
3.8 Are there opportunities for students to develop additional learning and skills on wellbeing via enrichment activities, such as sport & other activities?			
3.9 Do all students get additional support where needed to consider their wellbeing in the context of examination periods and transition out of college?			
3.10 Does the college system for assessing teaching quality include review of the quality and extent of work on wellbeing and MH?			

Section 4: Student voice			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
4.1 Does the college have an approach to help all students articulate their views and concerns and does this approach, including student surveys, include and address wellbeing issues?			
4.2 Does the college have a student association or council which helps student representatives raise wellbeing issues and concerns?			
4.3 Do the wellbeing issues and concerns raised by college student association or council get addressed by senior managers and governors?			
4.4 Does the college have a mechanism to hear views and concerns on sensitive topics anonymously?			
4.5 Have approaches to bullying and social media and behaviour management had student input?			
4.6 Does the college use the student voice, including surveys, association etc to help inform and shape teaching on and services for wellbeing issues?			

Section 5: Staff development and support			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
5.1 Staff development			
5.1.1 Have all staff been trained to understand the importance of wellbeing and to recognise the signs of anxiety, poor MH and know to whom to make a referral, as part of safeguarding procedures & training?			
5.1.2 Have all teaching staff been trained in delivery of wellbeing in the curriculum, including assessing opportunities to address wellbeing with students in general teaching?			
5.1.3 Have teaching staff covering MH in specialist subjects (e.g. health and care) been trained in delivery of MH in their curriculum?			
5.1.4 Do tutors and non-specialist staff who regularly undertake one-to-one work with students have training in supportive listening and in helping students self-support/manage minor MH issues?			

Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
5.2 Staff wellbeing and support			
5.2.1 Do senior managers encourage a consistent and positive approach to staff wellbeing throughout the organisation?			
5.2.2 Do staff feel a sense of belonging to the college and feel supported and is this and their wellbeing tested in regular surveys, with follow up action?			
5.2.3 Has the college completed a detailed self-assessment to test its HR policies and procedure against the AoCs guidance on staff wellbeing and MH, including the following:			
5.2.4 Is there an effective policy and procedure to tackle staff bullying and harassment?			
5.2.5 Are flexible working practices and family friendly policies in place?			
5.2.6 Do plans and processes for change and reorganisation take account of staff wellbeing?			
5.2.7 Is staff wellbeing assessed e.g. in stress surveys and assessed in appraisal and supervision and included in management KPIs?			
5.2.8 Have managers been trained and feel confident in supporting staff with responsibilities of wellbeing for students and their teams?			
5.2.9 Do staff regularly have the opportunity to test their wellbeing and are their opportunities provided for activities /arrangements to address wellbeing?			

Section 6: Targeted support			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
6.1 Do all college staff recognise basic warning signs and know how to deal with a safeguarding disclosure and correctly follow safeguarding procedures?			
6.2 Do students know who to talk to if they or a friend has concerns about wellbeing or MH? (including external agencies e.g. Childline/Samaritans and local MH services)			
6.3 Do students know useful sources of online materials about wellbeing or MH e.g. on issues such as self-harm or eating disorders?			
6.4 Is there a clear protocol and training for general staff to understand when they can provide support with low-level MH issues, e.g. student self-management and when they refer on to specialists?			
6.5 Are there designated internal resources to support students needing additional support with MH needs e.g. college nurse, welfare and advice staff?			
6.6 Have sufficient staff been trained as MH first aiders, to assist students in crisis?			
6.7 Does the college have an emergency procedure and arrangements for student experiencing MH crises needing external support?			
6.8 Does the college have arrangements for support to peers in the event of a death, including suicide?			
6.8 Does the college team for students with learning difficulties, disabilities and high needs consider support on wellbeing and mental health as part of individual support and EHCPs where relevant?			

Section 7: Parents and carers			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
7.1 Where it is appropriate to provide parents and carers with information about curriculum and student progress, do these cover relevant information about wellbeing teaching?			
7.2 Do the college's safeguarding procedures include clarity on when parents will be contacted about concerns regarding wellbeing and MH?			
7.3 Are these procedures clear about the communications arrangements where family may be the source of wellbeing concerns? (including arrangements for external referral/consultation)			
7.4 Where it is appropriate, does the college have information available for parents and carers e.g. about local support services, online materials?			
7.5 Where it is appropriate, does the college have provision (or partner organisations) available to provide personal advice and support for parents and carers on supporting a child with MH issues?			

Section 8: External partnerships			
Issues to Consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
8.1 Does the college have effective links with the following MH services (e.g. ensuring college students feature in their key plans and priorities, there are effective referral arrangements, membership of Boards, seconded staff, regular meetings etc):			
8.1.1 The local Children and Young People's Mental Health Service (CAMHS) – including a named contact for referrals			
8.1.2 The local Director of Public Health			
8.1.3 The local Clinical Commissioning Group (CCG)			
8.1.4 Adult Social Services			
8.1.5 Local voluntary sector MH organisations which support young people and adults			
8.2 Has the college developed partnership working, beyond the above to include shared provision to support those with MH support needs?			
8.3 Does the college have effective links with chronic and acute MH service providers to offer educational services to MH service users, as part of a programme of therapy and recovery?			

Section 9: Audit and evaluation			
Issues to consider	Scale 1-10 (1 poor 10 excellent)	Reference to evidence	Future ideas and actions
9.1 Do plans for implementing improvements in wellbeing and MH support have clear target outcomes and KPIs?			
9.2 Are there clear records kept on the incidence of MH issues and are data collated and published on a regular cycle?			
9.3 Are hard and soft impact data collected on users of MH support services e.g. retention rates, student feedback on progress)?			
9.4 Do MH data collection and publication arrangements adhere with new data protection requirements?			
9.5 Are the views of stakeholders and external partners on wellbeing and MH collected?			
9.6 Are relevant data from the above, 'student voice' and teaching quality assessments used in evaluation of the impact of wellbeing and MH support initiatives?			
9.7 Is the data from the above considered to formulate/update plans on an annual basis?			
9.8 Is there an annual report published setting out data and details of the updates to plans, for internal and external stakeholders?			

Case Studies

Accrington and Rossendale College - Improving Mental Health and Wellbeing Through Partnership Working

Partnership working is central to sustainable and effective interventions that support mental health and wellbeing in the college community and beyond. The college has well established, collaborative links with employers, individuals in the local community and other stakeholders. In an effort to formalise this way of working, Accrington and Rossendale College have recently jointly funded a training manager post with Lancashire Care NHS Foundation Trust Mental Health Services. This role works across both organisations and supports the development of projects that tackle poor outcomes in relation to mental health. Bringing together expertise from a specialist mental health services and a learning provider helps to raise awareness of mental health issues and improve service provision, ensuring that targeted interventions effectively support mental health and wellbeing by improving practice.

- Establishing working partnership with the NHS has enabled the delivery of accredited learning opportunities for services working with those affected by mental illness and alcohol and substance misuse; including bespoke programmes that support recovery and promote emotional health and wellbeing.
- Utilising expertise from the field has enabled mental health and wellbeing to become an established part of the curriculum at the college.
- A series of seminars have been delivered in partnership with Lancashire Care NHS Foundation Trust promoting the importance of communicating about mental health. Topics have included young people, learning disabilities and service user experience.
- The college has a number of support packages for students, managed through established referral pathways overseen by the safeguarding team. Again partnership working with the NHS has enabled an onsite nurse post commissioned by Public Health (0-19 children and families) to be available as support for students. In addition, a team of pastoral staff support personal tutors and teaching teams to provide on-going emotional support and personalised programmes and support packages where required.

[Read the full case study online.](#)

Blackpool Sixth Form College - Improving Mental Health and Wellbeing Through Smoother Transitions

For some the anticipation of moving into a new learning environment can increase stress and have a negative impact upon mental health. Blackpool Sixth Form College has improved information sharing with partner schools which has helped to identify applicants with mental health conditions who may need additional support to manage this significant life event.

A member of the additional support team has established links with SENCOs from all partner schools and meets twice per year to plan the right approach for applicants, including students with mental health conditions, to ensure a smooth and successful transition to college. A transition plan is developed which may include a key worker being allocated, who has completed mental health first aid training, and a series of supported visits to college to help students feel comfortable in the new environment prior to enrolment.

At the college, pastoral mentors deliver sessions to all students on resilience, mental wellness, healthy lifestyles and coping with stress and anxiety. Outside agencies have also been invited to support preventative/awareness raising work with students. The NHS and local Connect Counselling Service worked in partnership to deliver sessions to small groups of students on coping with exam stress and anxiety.

In addition, improving staff awareness of mental health issues has been fundamental to developing an environment that supports mental health and wellbeing. A programme of training and development has been delivered by experts in the field since 2015 and has included topics from basic mental health awareness to dealing with more specific issues in relation to suicide and risk. By improving knowledge and building skills, staff are now more confident in recognising the signs of mental health problems early, enabling them to sign post those who need it to further help and support.

[Read the full case study online.](#)

Resources

This list of resources is an initial starting point for colleges. We will continuously add to the list of materials on the Wellbeing and Mental Health section of our website.

If you have a suggestion for additional materials, please send them to Liz_Maudslay@aoc.co.uk.

Leadership and management

- A key recent policy document is the Department of Health (DH) [Future in Mind: Promoting, protecting and improving our children and young people's mental health and well-being \(2015\)](#) which has led to a range of initiatives to further support young people's mental health and wellbeing.
- Association of Colleges (AoC) has produced a short paper: [Mental Health in FE: strategic engagement between colleges and different parts of the health service](#), which gives examples of how colleges have made effective links with different parts of the health service and managed to become included in some of these initiatives.
- Staff from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Fund Trust have developed [THRIVE](#) – a new concept model for Child and Adolescent Mental Health Services (CAMHS) through which need is measured in five categories: thriving, getting advice, getting help, getting more help and getting risk support
- Association of Colleges Eastern Region (ACER) has produced an [overview of wellbeing and mental health in further education \(FE\)](#) which is accompanied by individual eastern region college case studies.

Ethos and environment

- Great Yarmouth College has developed a particularly effective [whole college wellbeing strategy](#) which encompasses all students available on the ACER website. A more detailed description of how the college has created a [wellbeing strategy for staff](#) can be found on the AoC website.
- Birkenhead Sixth Form College has developed a [BePART](#) programme which aims to help students to become more 'positive, ambitious, resilient and thoughtful'.

- Universities UK developed [guidance](#) in 2015 for members on the promotion of mental wellbeing across higher education institutions (HEI). It has several sections relevant to colleges and is unusual in having a section (Annexe 2), which considers the legal implications of mental health issues for education institutions. This suggests that it is helpful to review policies and procedure which may be needed to successfully support and manage students with mental health issues.

Curriculum

- Examples from colleges which have developed a wide range of [physical activities specifically designed to support students with mental health difficulties](#) is available from ACER.
- AoC Sport has produced [case studies](#) of positive ways in which colleges are using sport as a vehicle for improving mental health and wellbeing.
- Colleges are increasingly recognising the need to hold sessions which help to develop student resilience in using social media. Young Minds has produced a positioning paper [Resilience for the Digital World](#).
- In helping students develop a sense of their own self-worth and resilience some colleges have found it useful to let students carry out a strengths assessment profile. One such free test is available from [VIA Institute on Character](#).
- Charlie Waller Memorial Trust has produced two booklets:
 - [How can I ask for help?](#)
 - [Wellbeing Action Plan](#): this could form a good basis for wellbeing tutorial work.
- Action for Happiness has produced [10 Keys to Happier Living](#) and also a highly endorsed [Key to Happier Living Toolkit](#) for schools which colleges might want to adapt for their own context.

Student voice

- NUS has produced [FE and Mental Health](#) looking at the experiences of FE students in 2017.
- Young Minds has produced a series of [short accessible booklets](#) written by and produced for young people which cover a range of topics related to mental health.

- Charlie Waller Memorial Trust has produced a [digital pack of three short films](#) on mental health reflecting their real-life experiences of self-harm made by and for young people.

Staff development and support

- AoC has developed a range of [resources and case studies](#) which look at how to support the mental wellbeing of all staff.
- A resource which has been widely used and very positively received for raising awareness of mental health amongst all college staff is Mind ED. AoC has customised this resource for use in FE, available to download and use from our website (LINK TO ADD).
- [AoC Create](#) runs training programmes on mental health first aid. In some regions colleges have been able to take part in free mental health training run by external organisations. To look at possibilities see AoC's paper on [strategic engagement](#).
- Young Minds runs [courses](#) for teachers and support workers on a range of subjects, e.g. bullying, bereavement, self-harm, eating disorders etc.

Targeted support

- The Centre for Mental Health's recent publication [Missed Opportunities 2016](#) dedicates a chapter on conditions specifically affecting 16-25 year olds.
- Charlie Waller Memorial Trust has produced a very informative [booklet on depression](#) and how to deal with it.
- Mind has a very comprehensive [A-Z of mental health](#) conditions with a brief description of each and also links to sources of support.
- Remploy has developed a scheme which enables apprentices with any kind of mental health difficulties to access free targeted support funded by Access to Work. [Details of this programme](#) and also leaflets both for apprentices and employers are available on the Remploy website.
- [Storm](#): enhancing skills, saving lives, offers training specifically in the area of self-harm.

Parents and carers

- Charlie Waller Memorial Trust has produced two short booklets for parents:
 - [A Parent's Guide to coping with self-harm](#)
 - [A Parent's Guide to Depression](#) and [extended guidance](#).

They have also produced a [digital pack](#) including a [short video](#) for parents.

- Young Minds runs a [helpline for parents](#).
- Minded provides [free educational resources](#) on children and young people's mental health for adults. It has a specific section which gives advice and provides a host of useful links for families concerned about a young person's mental health.

External partnerships

- In 2016 the Independent Mental Health Taskforce to NHS England published [Five Year Forward View for Mental Health](#), an independent report which sets out recommendations for the transformation of NHS mental health services.
- AoC has produced a short paper, [Mental Health in FE: strategic engagement between colleges and different parts of the health service](#), which gives examples of how colleges have made effective links with different parts of the health service and managed to become included in some of their initiatives and established partnership working.
- Mind has a network of [local Mind groups](#) which include talking therapies, crisis helplines, drop-in centres, employment and training schemes, counselling and befriending. Several of these local groups have formed partnerships with FE colleges.

Auditing and monitoring

It is important to look for ways of monitoring the achievement and retention of students who have received mental health support. This includes non-accredited as well as accredited success. Hackney College uses a simple but very effective way of measuring the extent to which students with mental health difficulties have achieved personal goals in terms of feeling more confident/learning new skills/meeting new people/taking part in voluntary work/gaining employment.

Useful organisations

Action for Happiness

[Action for Happiness](#) focuses particularly on wellbeing and how to lead a happier life. It has created courses and a schools toolkit based on its Ten Keys to Happier Living.

Anna Freud Centre

The [Anna Freud Centre](#) has a long history of working to improve the lives of children and young people with mental health difficulties. It does this through providing services, training, and carrying out cutting edge research.

Centre for Mental Health

The [Centre for Mental Health](#) has produced a long list of very well researched in depth publications on various aspects of mental health. Several of these look at issues related to mental health and the criminal justice system.

Charlie Waller Memorial Trust (CWMT)

[Charlie Waller Memorial Trust](#) was set up in memory of Charlie Waller, a young man who took his own life while suffering from depression. The organisation works in a variety of ways to support the mental wellbeing of young people. They have produced several very useful free booklets on various issues connected with mental health.

Learning and Work Institute

[Learning and Work Institute](#) has developed various mental health resources including a [Mental Health and Family Learning Pack](#) – a resource pack aimed at managers and practitioners in adult learning who want to develop or improve access to family learning for those experiencing mental health difficulties.

Mental Health in Further Education (MHFE)

[MHFE](#) provides a network particularly for those interested in adult education and mental health. It provides updates on recent research projects and also case studies of innovative practice.

Mind

[Mind](#) works in a variety of ways to support adults with mental health difficulties. As well as being a campaigning organisation it also has a range of useful information and publications. In addition there is a network of local Mind groups which have often worked in partnership with FE colleges.

MindEd

[MindEd](#) provides free educational resources on children and young people's mental health for adults. It has a specific section which offers advice and provides a host of useful links for families concerned about a young person's mental health. It also provides on line training at different levels for professionals. (NB: listed above are links to MindEd training which has been specifically adapted for those working in FE).

Samaritans

[Samaritans](#) offer a helpline and a safe place for people to talk. Although best known as a suicide prevention organisation the Samaritans website clearly states that people do not have to be suicidal to make use of their helpline.

Young Minds

[Young Minds](#) reflects the voice of young peoples' mental health and wellbeing. It offers a range of publications by and for young people on various aspects of mental health and runs training courses for teachers and support staff. It also has a helpline for parents.



Association of Colleges

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