A Whole University Framework for Mental Health

MHFA England

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Mental Health First Aid starts with you

If you are reading this you are already thinking about how to improve the mental health of your organisation.

Here you will find a ready to use framework to support student and staff wellbeing. Read on for best practice examples of how universities and their stakeholders are using Mental Health First Aid training to build healthy, supportive environments to study, work and live.

You will also see the personal stories of students and staff who have chosen to share the impact Mental Health First Aid has had on them.

MHFA England

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Mental health in higher education: The scope of the issue

A person's wellbeing has a profound impact on their success in work, study and life. As with all employers and places of learning, universities have the duty to promote good mental health for staff and students alike.

Students

The pressures of the transition between youth and adulthood can trigger mental ill health or exacerbate existing mental health issues. Young adulthood is a common age of onset for mental health issues, with 75% of diagnosable mental illnesses established by age 24.[1] Many more go undiagnosed and untreated.

The student population faces plenty of factors which make access to appropriate support particularly crucial. Difficulties such as moving away from established support networks for the first time, the cultural shock of being in a new area or country, academic pressure, financial worries, unprecedented debt and the uncertainty of the job market can all impact on student mental health.

A recent NUS poll of 1,093 students found that almost eight out of 10 (78%) had experienced mental health issues over the last year – and yet less than half had sought support. Reasons given for not seeking support included not knowing where to go for mental health support at their college or university (33%) and being nervous about the support they would receive (40%).[2]

The same survey found that 33% of the students had suicidal thoughts – around double the incidence for the general population[3] - rising to 55% for LGBTQ+ students. These are alarming figures, particularly given that suicide is the leading cause of death for men and women in their early twenties.[4]

75% of mental illnesses are established by age 24[1]

[1] Mental Health Foundation, 2015: **Fundamental Facts about Mental Health**

[2] National Union of Students, 2015: **All Party Parliamentary Group on Students briefing**

[3] The Health & Social Care Information Centre, 2007: **Adult psychiatric morbidity in England survey**

[4] Office for National Statistics, 2015: **What are the top causes of death by age and gender?**

66% **of academics with mental health issues say their ill health is directly related to work[6]**

Staff

University staff likewise face challenges to their mental health, with burnout and stress common from PhD students to vice-chancellors. The Universities and Colleges Employers Association reports that in 2014/15 mental ill health accounted for 20.7% of days lost for employees, an increase from 2013/14.[5]

Research by the Guardian[6] and the University and College Union[7] has highlighted issues affecting all levels of the academic hierarchy, including isolation, lack of support, long hours and a normalised culture of overwork, a competitive and bullying culture in some disciplines, and increasing internal and external scrutiny with conflicting pressures from university league tables, student satisfaction surveys and research league tables. According to the Guardian survey, two thirds of academics with mental health issues – the most common reported being anxiety, depression and panic attacks – said their health issues were a direct result of their university job.

Despite high stress levels across the board in higher education, university staff often feel unable to disclose mental health issues to their employer, citing lack of awareness of what support is available, how to access it, and most commonly fear of stigma and discrimination – mirroring the trends among students.

Low and inaccurate disclosure rates raise a number of issues for universities. A report by the Equality Challenge Unit points out that when people do not feel comfortable to disclose their health issues, they are not likely to be receiving the support they require, impacting on staff and student retention and achievement. Furthermore, higher education organisations may not be able to meet their legal obligations under the Equality Act 2010 when people feel unable to disclose. Without holding accurate information, organisations cannot improve any processes that may disadvantage staff and students with mental health issues, and are thus unable to provide an inclusive environment.[8]

[5] Universities & Colleges Employers Association, 2015: **Sickness Absence Survey**

[6] Guardian **survey of 2,561 academics**, 2014

[7] University and College Union, 2013: **Higher stress: A survey of stress and well-being among staff in higher education**

[8] Equality Challenge Unit, 2015: **Understanding adjustments: supporting staff and students who are experiencing mental health difficulties**

78% of students report experiencing a mental health issue in the last year

Resources for a healthy university

"Healthy learners and healthy staff will increase levels of achievement, performance, productivity and reputation – helping universities conduct their core business more effectively."
UK Healthy Universities Network[9]

Whole university approach

Reflecting on the success of holistic 'healthy settings' initiatives in other sectors such as Healthy Schools and Healthy Further Education, the UK Healthy Universities Network have designed a framework for embedding wellbeing across a whole organisation.

Evidence shows that a consistent framework driving cultural change and focusing on prevention is the most efficient way to tackle all aspects of ill health, and that single-focus reactive interventions are not effective in the long term.

Healthy Universities describes a wealth of potential benefits to applying a 'whole university approach', ranging from core business priorities to long term impacts on the wider community:

- A more motivated and supported workforce
- Reduced costs associated with sickness absence
- Improved student experience and retention
- Improved health and wellbeing of staff and students
- Putting health and wellbeing formally on the university agenda
- Opportunities for participation and developing health partnerships
- Strengthened capacity and capability to contribute to the pursuit of a range of public service agreements[10]

The diagram overleaf outlines a simplified healthy settings approach applied to higher education. The full report from Healthy Universities contains an expanded model along with detailed guidance and implementation methods.[10]

[9] Healthy Universities, 2017: **Context & Rationale**

[10] Healthy Universities, 2010: **Concept, Model and Framework for Applying the Healthy Settings Approach within Higher Education in England**

Further resources to support the whole university approach include:

UK Healthy Universities Network toolkit

Online self-review tool with guidance packages for universities to gauge their progress in creating a healthy whole university environment. Available at **healthyuniversities.ac.uk/toolkit-and-resources**

Universities UK good practice guide

A good practice guide to student wellbeing which highlights the instrumental areas of policy and procedure to focus on. Available at **universitiesuk.ac.uk**

Student Minds university accommodation guidance pack

Recommendations for accommodation providers on how to support student mental health and collaborate across the whole university. Available at **studentminds.org.uk/accommodation.html**

ProtectED accreditation scheme

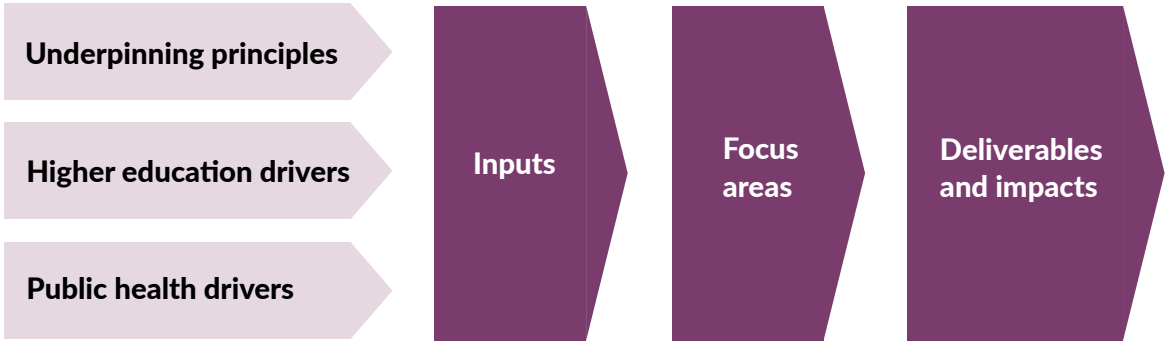
ProtectED is the first UK higher education accreditation scheme for safety, security and wellbeing. Learn more at **protect-ed.org**

UCEA employee engagement toolkit

The University and Colleges Employers Association in partnership with Universities Human Resources offer a joint toolkit for employee engagement at **ucea.ac.uk**

Whole university approach

A simplified whole university model (Healthy Universities, 2010)



Underpinning principles

- Equality and diversity
- Participation and empowerment
- Partnership
- Sustainability
- Holistic and whole system health
- Evidence-informed and innovative practice
- Evaluation, learning and knowledge exchange

Higher education drivers

- Student recruitment, retention, experience and achievement
- Staff performance
- Organisational productivity

Public health drivers

- Inequalities
- Alcohol
- Mental wellbeing
- Obesity, food and physical activity
- Sexual health
- Climate change

Inputs

- Students
- Staff
- Partner agencies
- Knowledge and understanding
- Financial resources
- Environmental resources

Focus areas

- Create healthy and sustainable learning, working and living environments
- Integrate health and sustainable development as multi-disciplinary cross-cutting themes in curricula, research and knowledge exchange
- Contribute to the health, wellbeing and sustainability of local, regional, national and global communities

Deliverables

- Supportive working and learning contexts
- High quality health and welfare services
- Healthy and sustainable food procurement processes and catering services
- Appropriate range of widely used sports, leisure, social and cultural facilities
- Holistic approach to personal, social and citizenship development
- Increased understanding of, commitment to and sense of personal responsibility for health and sustainable development among students and staff
- Strengthened institution-level commitment to practice corporate responsibility and to lead for health and sustainability in local, regional, national and global partnerships

Impacts

- Improved business performance and productivity, enhanced student and staff recruitment, retention and achievement
- Strengthened capacity and capability to contribute to the pursuit of a range of public service agreements
- Increased positive and reduced negative institutional impacts on health and environmental sustainability
- A throughput of engaged students and staff exerting a positive influence as local and global citizens within families, communities, workplaces and political processes

How Mental Health First Aid can help

Our training is here to help the higher education community address the epidemic of mental ill health. We can support you to manage wellbeing proactively for a healthy university.

Mental Health First Aid training is designed to:

- **Give people the tools to keep themselves, their colleagues, students and peers healthy**
- **Empower them to access support when it's needed, for a faster recovery**
- **Allow people with a long term mental health issue or disability to thrive in work or study**
- **Stop preventable issues arising by building a supportive culture around mental health**

Practical training to empower

Good quality mental health training is the foundation to any mentally healthy setting. Educating people about their mental health can not only break down stigma but also give them the tools to proactively look after their wellbeing and that of those around them. It promotes recovery by making sure people are aware that mental health issues are a normal part of life, that recovery is possible, and how to get support.

MHFA training is one evidence-based, sustainable way of meeting the good practice recommendations for student wellbeing set out by Universities UK, which recommends mental health awareness training for staff and students. Universities UK describes this training as crucial for academic and related departments, service and support areas, frontline and auxiliary staff, personal tutors, house/hall tutors and departmental disability officers - and suggests it also be "cascaded to staff who have a front line role including cleaners, canteen and library staff".[11]

Moreover, research conducted by Student Minds found that student peer supporters would find such training, information and advice helpful in supporting their friends with mental ill health, while looking after their own wellbeing.[12]

Embed cultural change

As the case studies included within this brochure illustrate, MHFA training can bring about a wider cultural change reducing stigma towards mental health.

When people feel safe to disclose mental ill health and are met with a supportive response from their organisation, they are more likely to access the services needed for recovery or management of symptoms. Meanwhile, with a positive culture around mental health the organisation is able to make reasonable adjustments so that the person can continue their work or study with minimal impact.

We recommend giving a range of people across the organisation the skills and confidence to support their peers, colleagues and tutees. Please see the **training framework** provided in the next section for more detail.

Complement existing strategies

Many higher education organisations are using MHFA training programmes as part of their strategy for wellbeing. We're keen to work with organisations who are taking a healthy settings approach to mental health, including training staff and students in Mental Health First Aid (MHFA). We'll work alongside you to deliver training that complements and enhances your existing wellbeing provision and strategy, if you have one. If you don't, we can get you started on that journey and guide you along the way.

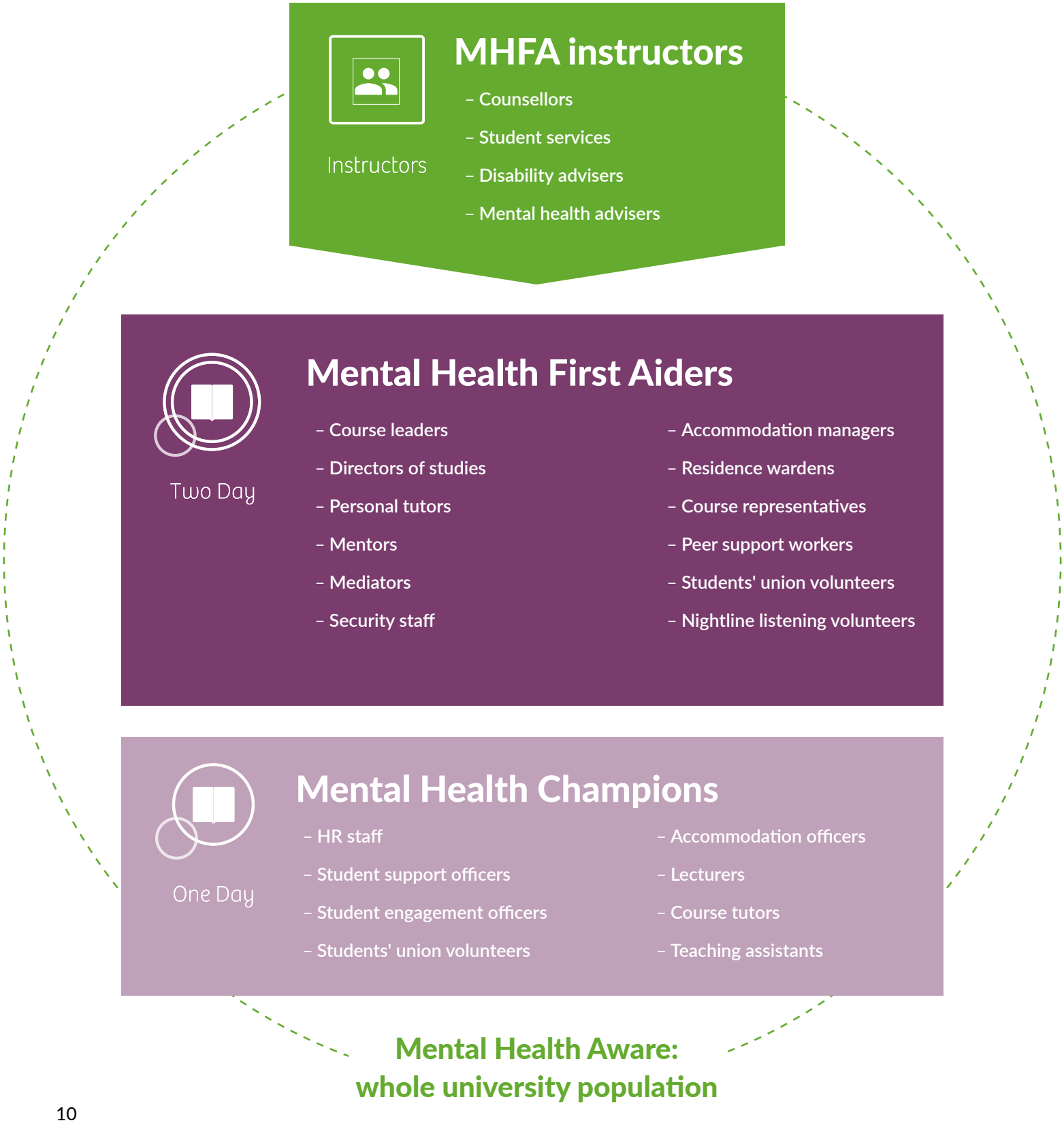
We have training options to suit a range of timescales and budgets, from introductory mental health awareness sessions to a full Mental Health First Aider qualification. We balance training requirements with the responsibilities of your staff and students, fitting into the busy academic calendar. Working closely with the Higher Education network, we can also link you to other resources and organisations around mental health.

[11] Universities UK, 2015: **Student mental wellbeing in higher education: Good practice guide** (1110)

[12] Student Minds, 2016: **Looking after a mate**

Training framework

We believe that training people at a blend of levels throughout your organisation is the most effective way to create a healthy, supportive environment. This diagram shows an example MHFA training framework for a whole organisation and its community.



Choosing the most suitable MHFA course for each person will depend on their role, responsibilities, availability, level of involvement and opportunity to support others. Please note that the framework shown here is not prescriptive and there are a range of methods and products for creating a supportive, mentally healthy university environment. We are happy to provide consultation and guidance to help you create a bespoke training framework to suit the needs of your organisation.

MHFA instructors

For a cost effective and self-sustaining way to roll out MHFA training to larger numbers of people, many organisations choose to train a member of staff as an MHFA instructor who can deliver the course to colleagues, partner organisations and other members of the community.

Learn more about our Royal Society for Public Health accredited instructor training programme on **page 20**.

Mental Health First Aiders

Our two day course qualifies you as a Mental Health First Aider. Mental Health First Aiders have:

- An in depth understanding of mental health and the factors that can affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to step in, reassure and support a person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, university counselling services, the NHS, or a mix

Learn more about the course on **page 18**.

Mental Health Champions

Our one day course was developed in consultation with Student Minds specifically for the Higher Education sector, and trains you as a Mental Health Champion.

Higher Education Mental Health Champions have:

- An understanding of the issues that relate to student and staff mental health
- Skills and confidence to advocate for mental health awareness and support a culture of positive wellbeing
- Practical skills to spot signs of mental ill health and guide a person to a place of support

Learn more about the course on **page 19.**

Awareness for the whole university

Alongside the more involved training for all staff and students in pastoral roles, and of course the specialist training for those employed to work specifically with students with ongoing mental health issues, the **'Good practice guide to student mental wellbeing'** from Universities UK recommends raising awareness about key mental health topics across the whole university population. The following guidance should be disseminated to the whole university community:

- How to identify that a person is experiencing emotional distress and may have a mental health issue
- How to identify if a situation is urgent or non-urgent and what to do in both cases
- How to respond both inside and outside office hours
- How to react if the student or staff member refuses help
- A list of all the support services offered in the organisation and how to access them
- How to handle critical incidents regarding mental ill health
- A list of emergency numbers including police and local hospitals
- A brief on confidentiality and data protection procedures (who information can be shared with, when, and what implications of disclosure might be)[13]

[13] Universities UK, 2015: **Student mental wellbeing in higher education: Good practice guide**

Evaluation and outcomes

Since its beginnings in Australia in 2000, MHFA has an international track record of evaluations demonstrating that the training makes a lasting difference in people's lives. Below are some of the highlights, and you can find a full summary of research into MHFA at mhfaengland.org.

Higher Education MHFA pilot study

Cregan, K. & Phipps, D., 2016
University of Chester
Submitted for publication. Summary available at **healthyuniversities.ac.uk**

The pilot of the Higher Education MHFA One Day course set out to address the question: **Can an MHFA course designed for higher education improve knowledge and confidence within a university in relation to a variety of mental health issues?**

173 staff and 17 students from 16 universities who self-selected to attend the MHFA course took a questionnaire before and after the course. In 72% of respondents, completing the course significantly increased their understanding of mental health as well as their confidence in being able to help those with signs of mental ill health.

The study concluded that the Higher Education MHFA course is **"a positive way forward in developing good practice specifically within Higher Education".**

Equipping the nurses of the future

Fessey, V., James, G. & Pengelly, T., 2016
Coventry University
British Journal of Nursing

Second year nursing students at Coventry University were asked to self-evaluate their confidence levels in supporting people with a mental health issue both before and after attending an MHFA course. They reported a marked improvement in confidence, knowledge and skills for helping people in emotional distress.

The study concluded that the introduction of MHFA training into current nursing curricula is a step towards encouraging nursing students to develop a more person-centred approach to care.

Meeting public health priorities

Patterson, P. & Pearson, L., 2013
University of Birmingham & Coventry University
Presented at Public Health England annual conference

This large-scale study analysed course feedback forms from 11,502 people who attended MHFA courses between October 2011 and December 2012. It found:

- Personal confidence of how to best support others with a mental health issue increased on average by 3.5 points (from 4.49- 7.99/10)
- Knowledge and understanding of how to best support others with a mental health issue increased on average by 3.78 points (from 4.42-8.2/10)
- Both pre- and post-course confidence in how to help someone were highly correlated with knowledge of how to support others (correlation of .89 and .8 respectively)
- 96.6% of delegates further rated the training as very good/good

The study concluded that MHFA training met public health priorities by increasing mental health literacy.

International MHFA

For further reading, evaluations of MHFA programmes across the globe can be found at **mhfa.com.au**.

An effective public health intervention

Hadlaczky, G. et al., 2014
International Review of Psychiatry

A meta-analysis of international MHFA evaluations found that MHFA programmes increase participants' knowledge regarding mental health, decrease negative attitudes, and increase supportive behaviours towards individuals with mental health issues. The meta-analysis concluded that MHFA is recommendable as a public health intervention.

Feedback

On this page you will find feedback we have received from people who have been on an MHFA course in their organisation. Comments have been gathered through research interviews and course evaluation forms.

"This was a fantastic course. It was really well run and the level of participation and valuing of contribution was great."

"Gaining more up-to-date knowledge about mental health has given me more confidence in myself."

"I've had a colleague experience mental ill health before, and I now can better spot the signs earlier and should it happen again I can offer the most appropriate support."

"Excellent course that has given me a much better understanding of mental health issues and how they affect people and the workplace."

"Overall I thought the course was very informative and has greatly increased my knowledge in all aspects relating to mental health. I thoroughly enjoyed the two days! I can now put in to practice what I have learnt."

"Straight after the first session I was able to use (MHFA techniques) with a student (who) had anxiety and panic attacks for a number of years. By listening, reassuring her and helping her to recognise her mental health she became more confident in discussing her concerns and we were able to give her the appropriate help during her examinations."

"The training is inclusive, in that it enables those who do not have a grounding in mental health to understand and feel empowered to act when they are concerned about the mental health needs of their students."

"It is the structured approach of the course and the supporting materials that makes it so practical and a fantastic tool to have at our fingertips."

"Very useful course - good to reflect not only on mental health conversations, but getting the relationship and trust right for all conversations."

Case study: Anglia Ruskin University

"We introduced the MHFA training to raise awareness. It was about educating, reducing stigma, but also to support the staff in supporting students."

Started MHFA training

February 2014

Staff trained so far

130

"I feel so lucky to be in an organisation that was able to train me as an MHFA instructor. I really enjoy running the courses, and they make a really big difference to the participants."

Alison Hunte,
Counsellor and Placement Co-ordinator

Anglia Ruskin University is a public university in East Anglia which is renowned for its world-leading research facilities. The university has over 39,400 students across three campuses in Cambridge, Chelmsford and Peterborough, with 26,000 at the largest campus in Cambridge.

Alison Hunte, the university's Student Counsellor and Placement Co-ordinator, is a qualified Mental Health First Aid (MHFA) instructor and is responsible for running training courses across all three campuses. The two day training course is offered to all staff through the HR training program, and student reps have also had access to the training on a course funded by the Student Union.

Why we started training

Anglia Ruskin is a unique university in the provision it has for mental health and wellbeing support for all students and staff, offering a wide range of workshops, programs and support services, including counselling and online CBT. The decision to introduce MHFA training was part of this wellbeing program. "We introduced the course to raise awareness," Alison says. "It was about educating, reducing stigma, and to give accurate information and guidance to staff."

The course was initially proposed by a member of staff who had completed the training in another organisation and reported positive outcomes. This led to an agreement that the university would benefit from implementing the same training. To make it sustainable, the decision was taken to train staff members to become in-house MHFA instructors. Since then Alison says uptake of the courses has been popular, with most courses offered completely full with between 12–14 participants.

Anglia Ruskin University

Cambridge Chelmsford Peterborough

"Almost universally people say that they got loads out of the course, and that it's improved their knowledge. They feel more confident in talking to people and it's helped to destigmatise mental health."

100%

of staff trained would recommend the course to a colleague

One of the key benefits being reported around MHFA training is that staff now feel able to offer initial support to students in situations where signposts of mental ill health are more likely to arise. "We wanted to support the staff in supporting students. Although we offer a counselling service, a lot of students in distress don't come to us. Other staff in all kinds of roles in the rest of the university find themselves dealing with students who are experiencing mental health issues and this training enables them to support and guide a student to find the help they need."

Results

Feedback for the MHFA training has been overwhelmingly positive, with 100% of trained staff reporting they would recommend the course to a colleague. Staff reported feeling more confident in supporting students with their mental wellbeing, rather than feeling the need to turn to counselling services for initial support.

"Almost universally people say that they got loads out of the course, and that it's improved their knowledge. They feel more confident in talking to people and it's helped to destigmatise mental health. I think it also increases peoples' capacity to be kind to each other, which is really important."

The training has also raised the profile of the existing counselling service and created an important link to support that is available, that some staff were previously unaware of. "We have a higher profile so that people feel more able to raise concerns with us directly. We get staff talking to us more about their concerns, and we can intervene more quickly with some students."

Alison herself is a big supporter of the course, and says it has had a significant impact on her life. "I feel so lucky that I was in an organisation that was able to train me as an MHFA instructor. I really enjoy running the courses, and they make a really big difference to the participants."

What the future holds

The university already has a wide range of support available to students and staff, but Alison believes there's room for more. The next step is to train more staff as instructors so courses can be run more frequently. "I currently run the course twice a year on different campuses, but that is about as many as I can fit in around my main role, so we'd like to train more staff to run it."

Until now the course has been funded by the HR department and was only available to staff, but after a successful pilot that saw a course for student reps funded by the Student Union, Alison is keen to roll out the training for students as well as staff. There's also an initiative underway to create a list of all MHFA participants so that students can easily locate trained staff members within their faculty or building and turn to them for support.

Case study: University of Sunderland

"We identified MHFA as a pragmatic way to increase awareness of mental health and to foster a university culture where staff and students are empowered to talk about mental wellbeing as part of everyday life."

Started MHFA training

2010

Staff trained so far

70 support and teaching staff

"I look forward to continuing to develop this network in the coming years as we work collaboratively between HR and Student Services to develop our 'whole University approach' to mental health"

Louise Phillipson,
Head of Health, Safety and the Environment

The University of Sunderland is one of the largest universities in North East England with a student population of 15,000 and teaching and support staff of 1,450 people. When it comes to mental health and wellbeing the university subscribes to a 'whole university' approach and strives to encourage a culture where mental health is normalised and staff and students feel empowered to talk about their mental health.

Speaking about her outlook on staff and student wellbeing, Louise Phillipson, Head of Health, Safety and the Environment at the university explains, "In recent years we've been trying to put the 'health' back into health safety in all kinds of ways, including in our approach to mental health – this has involved everything from running wellbeing events, to setting up support groups, to provision of Mental Health First Aid (MHFA) training."

Why we started training

It was back in 2009 that Louise first began to explore MHFA training. "A survey of our staff and students' wellbeing highlighted a need for a greater focus on how we approach mental health internally. Following this my team and I were looking at practical ways to eliminate stigma surrounding mental illness and ways we could bring about culture change throughout the university to help normalise conversations around mental health. It was at this point that we first offered MHFA courses."

A small number of Adult MHFA Two Day courses were first rolled out among selected support staff, and following a positive reception the decision was taken to further offer the training to HR managers, health and safety representatives and physical first aiders.

University of Sunderland

"We are all the university's most valuable resource. Any action we can take, no matter how small, to assist staff and students on their wellbeing journey can make a big difference and is worth doing."

"We identified MHFA as a pragmatic way to increase awareness of mental health and wellbeing and to help to foster a university culture where staff and students are empowered to be able to talk about mental wellbeing as part of everyday life."

Results

As part of the university's wellbeing drive, a Mental Health Champions Network was established to provide a forum for those trained in MHFA to share experiences, best practice and arrange further training and wellbeing events. This network forms an important element of the university's strategic aim to continually improve mental health awareness and support for staff and students. This academic year alone, 678 students have been referred to student wellbeing and counselling services, highlighting how important it is to have this kind of network in place.

Louise commented, "Offering MHFA training on a voluntary basis has helped us to create a community of 44 enthusiastic Mental Health First Aiders in student-facing roles who are upskilled to support those experiencing mental health issues.

"MHFA training has played a key part in the cultural shift we're working to achieve and has helped to spark interest in our other initiatives. We're now seeing more referrals to our occupational health support team, indicating that people feel more able to come forward, and greater involvement in our extensive programme of wellbeing events."

The university's approach looks to address staff and student wellbeing in equal measure, and recent staff survey results indicate a strong impact for the former, with 84% of staff agreeing that the university is effective in promoting and supporting staff wellbeing.

Talking about the importance of this approach, Sun Wynn, Occupational Health Manager, said, "There's no doubt we're living in a dramatically unsettled Higher Education environment and it's never been more important to look after ourselves as a workforce, ensuring we are as healthy as possible, both physically and mentally - we are all the university's most valuable resource. Any action we can take, no matter how small, to assist staff and students on their wellbeing journey can make a big difference and is worth doing."

What the future holds

Although the University of Sunderland's Mental Health Champions Network is currently staff only, there are plans to train student Mental Health First Aiders as further courses are rolled out, including the recently developed Higher Education MHFA One Day course. To encourage broader representation from across the university community and to improve accessibility, Louise intends to target specific areas of the university, such as the Student Union's Peer network, and encourage more people to sign up to the Mental Health Champions Network.

She explains, "As well as expanding the network, we're also investigating ways to make our Mental Health First Aiders more visible, including adding details on our Mental Health Champions Network to our student induction materials and advertising it via our electronic noticeboards. I look forward to continuing to develop this network in the coming years, as we continue to work collaboratively between HR and Student Services to develop our 'whole University approach' to mental health".

MHFA courses

There are a variety of options for MHFA courses to suit your organisation. Every course is delivered by an experienced instructor who has attended the seven day Instructor Training programme accredited by the Royal Society for Public Health. Our quality assured instructors have been selected due to their diverse training and education backgrounds, their passion for mental health, and their ability to engage and motivate participants.

Two Day

Our two day course qualifies you as a Mental Health First Aider.

Everyone who completes the course gets an MHFA manual to keep and refer to whenever they need it, and a badge and certificate to say they are a Mental Health First Aider.

Maximum capacity

We limit numbers to 16 people per course so that the instructor can keep people safe and supported while they learn.

Course outline

Learning takes place across four manageable sessions which can be scheduled flexibly.

Through a mix of group activities, presentations and discussions, each session is built around a Mental Health First Aid action plan.

Session 1
Mental Health First Aid, mental health, and depression

Session 2
Depression (cont.) and suicidal crisis

Session 3
Anxiety, personality disorders, eating disorders and self-harm

Session 4
Psychosis, schizophrenia and bipolar disorder

Learning outcomes

Mental Health First Aiders have:

- An in depth understanding of mental health and the factors that can affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to step in, reassure and support a person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help someone recover their health by guiding them to appropriate support - whether that's self-help resources, university counselling services, the NHS, or a mix

"Brilliant; life-changing! Thank you so much."

"Everyone should take this course in some form; it is amazing. Such an insightful two days."

"I really enjoyed the course. It is very worthwhile... Course content was very detailed and excellent."

One Day

Our one day course qualifies you as a Higher Education Mental Health Champion.

This intensive mental health awareness and skills course has been created in consultation with leading student mental health charity **Student Minds**, piloted in 16 universities and evaluated by the University of Chester.

Everyone who completes the day gets an MHFA manual to keep and refer to whenever they need it, and a badge and certificate to say they are a Mental Health Champion.

Maximum capacity

We limit numbers to 16 people per course so that the instructor can keep people safe and supported while they learn.

Course outline

As a one day course, it fits into the busy academic calendar and can be scheduled at any time of year.

Learning takes place through a mix of presentations, group discussions and workshop activities, covering these key topics:

- What is mental health?
- Depression and anxiety
- Suicide
- Self harm and eating disorders
- Psychosis
- Mental Health First Aid action plan

Learning outcomes

Mental Health Champions have:

- A deeper understanding of the issues that relate to student and staff mental health
- Skills to spot early signs of mental ill health
- Confidence to signpost someone towards support – whether that's through self-help resources, university counselling services, the NHS, or a mix
- Knowledge and confidence to advocate for mental health awareness

For details on MHFA course bookings and delivery options, please contact us at info@mhfaengland.org, telephone 020 7250 8062, or visit our website mhfaengland.org

Instructor Training programme

Accredited by the Royal Society for Public Health, our seven day Instructor Training programme gives participants all the tools needed to deliver successful MHFA courses.

Instructors

Although many organisations are keen to have our independent instructors deliver our courses, some decide to train a member of their own staff as an MHFA instructor. Once qualified they can deliver MHFA courses in a timeframe and method which 100 per cent suits the needs of the organisation.

Structure

Instructor Training takes place over seven days and is usually spread out over six weeks. This allows you to become familiar with the material and reflect on your learning. You'll have access to a mentor throughout who will be happy to help if you need any guidance along the way.

Days one–two

Experience a two day MHFA course as delivered by our highly experienced National Trainers.

Day three

Hear from a variety of speakers from a mental health related background.

These sessions could include discussions with people who have experienced mental health issues, a carer of someone with mental ill health, or someone from a medical background.

Days four–five

Your chance to deliver a session on a relevant topic followed by a one to one feedback session with your mentor.

Days six–seven

Deliver a section of the MHFA course, gain peer to peer feedback and have another one to one session with your mentor.

You will be expected to do approximately 20 hours of your own study outside of the seven days, including time spent on preparing delivery materials for days four–five and six–seven.

You will have one year of one to one support from your mentor as you get up and running as an MHFA instructor.

Requirements

After completing the Instructor Training programme you will be required to co-deliver two courses within a year to become an approved instructor. Once approved, instructors can deliver courses solo, both in their own organisation and externally.

To remain an MHFA instructor, you will need to do the following each year:

- Deliver two courses, or as many as possible
- Ensure everyone who attends your courses receives a manual and workbook that can be purchased from MHFA England
- Renew your annual membership. The current membership fee is £69.00 as of April 2017
- Attend a continuing professional development event. MHFA England offers CPD events to expand your portfolio of courses (e.g. Higher Education MHFA One Day, Youth MHFA, Armed Forces MHFA). Or you can attend an external event relating to mental health or training skills

Learn more

To learn more about MHFA Instructor Training in your organisation, please contact us at:
training@mhfaengland.org
telephone 020 7250 8062
or visit our website mhfaengland.org.

"It's so rewarding to know I am teaching people the vital skills to support others."

Price list

To book in-house training through our Client Experience Team:

Course	Cost per delegate (based on full capacity) exc. VAT	Price exc. VAT	Max course capacity
MHFA Two Day	£195.25	£3,124.00	16
MHFA One Day	£145.25	£2,324.00	16

Prices include:

- Delivery
- Trainer fee
- Training resources
- Certificates of attendance
- Full administrative support from MHFA England
- Customer service support from MHFA England
- A Client Relationship Manager to oversee all deliveries
- Post-delivery reports if needed

Prices exclude:

- Venue hire
- Catering
- Cancellation fees of up to 50% if confirmed dates are cancelled or rescheduled
- VAT. Please note due to HMRC directive we are obliged to charge VAT on the MHFA Two Day workbook. All other course materials are zero rated

The following items are optional:

- Bespoke course design fees starting at £650 i.e. tailored case studies, stats and referral pathways
- MHFA materials such as bags, pens, stress balls or badges starting at £1.50 per unit.

It is in the best interest of the organisation to fill courses to capacity as costs are charged per course. Price per delegate will change dependent on the number of delegates attending.

If you wish to book a small number of individual places, you may prefer to book directly with one of our independent instructors (course costs may vary depending on location and instructor). Please visit our website **mhfaengland.org** to find details of courses and instructors in your area.

Course	Length	Price exc. VAT
MHFA Instructor Training programme	Seven days	£2,281.45

Price includes:

- All training materials
- Access to the instructor only area of the MHFA England website including marketing support
- One year of mentor support

“Healthy learners and healthy staff will increase levels of achievement, performance, productivity and reputation"

UK Healthy Universities Network

Why train with us?

Evidence based

Grounded in research and rigorously tested, our courses are written and developed by experts, with input from people with lived experience of mental health issues

Global

You'll be joining a community of over two million MHFA-trained people in 24 countries around the world

Growing

As the only company licensed to deliver MHFA courses in England, we have 1,200 qualified instructors who have trained over 180,000 people

Trusted

Our quality guarantee means you know you are getting the best in mental health training, every time

Accredited

Our Instructor Training programme is accredited by the Royal Society for Public Health

Community interest company

We're on a mission to end mental health stigma. Any profit we make goes back into the community

MHFA England

Mental Health First Aid starts with you

For details on MHFA course bookings, prices, and delivery options, please contact us at
info@mhfaengland.org
020 7250 8062

or visit our website
mhfaengland.org

MHFA England