

CITB Final Project Report

Mental Health Support for Apprentices Pilot Scheme

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Introduction

Project Context

In the light of a worsening mental health crisis, both in general but specifically across the construction industry, the CITB set about creating a pilot programme to support Apprentices with their mental health and wellbeing as early in their career as possible.

The pilot aimed to understand how mental health education and support could contribute to improved retention for individuals during their apprenticeship in construction, as well as reducing the likelihood of a mental health crisis when in the workplace.

This investment from CITB aimed to enable a total number of 928 individuals to be trained across 29 colleges ultimately accrediting 464 apprentices and 464 tutors in basic and advanced mental health awareness and the skills to support an individual in crisis.

Why this project?

This CITB investment comes after a study compiled by the Lighthouse Construction Industry Charity and CITB which highlighted the toll poor mental health is negatively impacting. Research showed 26% of construction workers had experienced suicidal thoughts and 91% felt overwhelmed. Tragically, two construction workers take their own life every day.

Between 2011 and 2015 of the 13,232 in-work suicides recorded 1,419(c.11%) were within the skilled construction and building trades, despite construction accounting for little over 7% of the UK workforce.

Physical health and safety are given significant priority in the construction industry however given that suicide often kills more people than falls from height, there is a need for steps to reduce the stigma surrounding mental health and improve the support available to workers.

The following findings are taken from a sample of apprentices surveyed by the institute of apprenticeships: Welfare and wellbeing in the apprenticeship / institute for apprenticeships and Technical Education.

An Association of Colleges (AoC) survey of 132 FE colleges indicated that 75% felt there were significant numbers of learners with undisclosed mental health problems. Regarding 'awareness of the range of wellbeing support services at work' more than half (51%) reported 'vague', 'very little' or 'no' awareness.

In 2022, 'Mates In Mind' published the findings from a major study of the mental health of self-employed construction workers and those working in small firms. [The results of this showed that intense workloads, financial problems, poor work-life balance, and COVID-19 pressures on the supply of materials are combining to

significantly raise stress and anxiety levels. This mainly male workforce has long been known to contain workers who are reluctant to talk about their mental health. Findings from over 300 respondents suggest that almost a third are now living with elevated levels of anxiety each day. Construction workers from a range of trades that are often too hard to reach, from bricklayers, to groundworkers to plasterers, told researchers from Mates in Mind and the Institute for Employment Studies (IES) that the continuing stigma of mental illness prevents them from discussing it beyond close friends or family members.

According to the Mates in Mind report, men in the UK are three times more likely to die by suicide than women. However, in construction – a male dominated industry– men are three times **more** likely to die by suicide than the national average for men.

Construction work has a variety of pressures from tight contracts to long hours, time away from loved ones and managing budgets, not to mention the added stresses of the pandemic and now the rising costs of supplies. Additionally, within construction lies a "macho" culture which prevents many workers from seeking support and help when they may need it, putting further stress on their own mental health and wellbeing.

Fast forward 12 months and the situation is potentially worsening, according to latest data from the Office for National Statistics covering England and Wales, workers in construction are now nearly four times more likely to take their own lives than in other sectors.

Suicide rates have also increased in recent years despite the growth in mental health support available.

Project overview

Aims and Objectives

The pilot aimed to understand how mental health education and support can contribute to improved retention for individuals during their apprenticeship in construction, as well as reducing their likelihood of a mental health crisis when in the workplace.

This pilot was made up of three core strands:

- Strand 1 intended to ensure that College/FE construction training staff were trained in mental health first aid to provide improved mental health support for apprentices. To deliver this Optima trained Instructors offered the Mental Health First Aider (MHFAider®)2-day Course. The overarching outcome of the course includes enabling tutors to:
 - Recognise those that may be experiencing poor mental health and provide them with first-level support and early intervention.

- Encourage a person to identify and access sources of professional help and other supports.
 - Practise active listening and empathy.
 - Have a conversation with improved mental health literacy around language and stigma.
 - Discuss the MHFAider® role in depth, including boundaries and confidentiality.
 - Practise self-care
 - Know how to use the MHFAider Support App®
 - Know how to access a dedicated text service provided by Shout and ongoing learning opportunities with MHFA England.
- Strand 2, a Mental Health Awareness training course, was aimed at apprentices providing attendees the following tools:
- What mental health is and how to challenge stigma.
 - A basic knowledge of some common mental health issues.
 - An introduction to looking after your own mental health and maintaining wellbeing.
 - Confidence to support someone in distress or who may be experiencing a mental health issue.
- Strand 3 provided an opportunity to support up to 20% of total apprentices trained where the college identified those students most 'at risk' to provide 121 coaching supports. Optima trained coaches were available to deliver one-to-one support to support their health and wellbeing related barriers which might otherwise have prevented them from completing their apprenticeship or contributing to an increased likelihood of a mental health crisis. This service included:
- One-to-one support, offering apprentices confidential and impartial support personalised to their specific needs.
 - Each virtual session lasting one hour and including the completion of an assessment.
 - The assessment would build on information already gathered by their tutor and pastoral teams at the college/FE provider and would relate closely to their mental health and wellbeing barriers.
 - Development of an action plan containing SMART action points focusing on self-identified goals, Coach-led interventions appropriate to the apprentice's mental health and wellbeing needs using additional templates and tools bespoke to the individuals needs and supportive signposting to organisations and services.
 - A 'warm hand over' of apprentices would take place back to the training staff following completion of any 121 sessions.

Approach

As set out in the half year review, Optima designed and launched the campaign – “**ARE YOU OK**” which was aimed at colleges across all social media platforms including Facebook, LinkedIn, and Instagram. Once the campaign launched, we used as planned, the materials to target nationally identified college partnerships with clusters of colleges that supported construction apprentices across England, Scotland, and Wales. From the regional clusters we were able to allocate each region a fair distribution on allocation based on the size of the regional area.

Colleges were invited to register interest for the pilot through a bespoke shared mailbox areyouok@optima-uk.com

Below was an example of the English College distribution of 24 Colleges and 48 intended courses: -

	Region	College Partnership	No of Construction Colleges within Partnership	Courses to Offer
England	North West	Greater Manchester	6	8
	North East	EPNE	2	2
	Yorkshire	South Yorkshire	6	8
	East Midlands	Derbyshire & Nottingham Collaborative Outreach	5	6
	East of England	New Angelia college group	3	4
	West Midlands	WMC	5	6
	London	Collab group / Capital City College Group	3	4
	South East	EK College Group	7	8
	South West	Next Steps South West	1	2
Total	9	10	38	48 Courses

Following the Invitations to register onto the pilot, Optima's next action was to onboard the lead colleges by sending a full suite of Marketing and PR collateral to promote awareness across the campuses.



Photos of poster and rollup banner in common rooms and classrooms in a campus.

Once the lead of the Partnership/College had confirmed a date for the Tutor and Apprentice Courses to take place, Optima then planned to deliver a registration process for accreditation purposes with all names to be logged with MHFA England, this would enable the attendees to receive a MHFA England certificate at the corresponding course level.

Optima's Head of Training would then undertake a review in conjunction with the college lead directly after each course to review evaluation feedback and agree any Strand 3 support process where appropriate.

Products

The key marketing/profiling product is our "Are You Ok" Campaign which is designed and developed in a variety of eye-catching collateral and provided to each participating College in the form of a Marketing and PR package (known as our Marketing Drop Box).

Each one of the 29 colleges who has accepted a place on the pilot is allocated a campaign package containing:

- Two roll-up banners
- 4 posters with 2 different designs
- 1000 flyers
- LinkedIn: Post Image & support text
- Facebook: Post Image & Text/Story
- Instagram: Post Image & Text/Story

A pictural view of the collateral is shown below:



The Campaign launch was received extremely favourably overall and within days of the launch, we received over 90,000 reactions on social media platforms, and were inundated with positive messages about the Campaign, and in particular how folk felt that just the profile of the literature was making positive impact and instilling thought-provoking reactions even when where they were not part of the pilot.

The posters have a QR code that leads you to a web page with support and a next steps process to assist individuals to consider their actions either for themselves personally or thinking of others and how to help them – **If you are, ok? or if you're not, ok?** What steps you can take.

The campaign has been built with longevity in mind to live on beyond the pilot, to maintain awareness and trigger the key questions that could help individuals and others around them.

Outcomes

Following the launch of the campaign we split the focus to deliver each country at a time. England first followed by Wales then Scotland. Working with CITB's Engagement Advisors we were able to identify the key leads across the colleges in the selected Regions, which assisted in the efficiency and value in getting the campaign to the right people. We received positive engagement with colleges in England (the only Country we had campaigned in at the mid-year stage) and, as a result, secured 24 places available in England.

Our initial engagement Campaign was a success, with the campaign distribution being profiled across the regions, resulting in 80% regional match to campaign goals. One interesting factor was that 20% more desire came from east and

southeast of England over Yorkshire, due to this demand we restructured allocating more spaces to where the needs/desires were identified, as can be seen below:-

England Region	Allocated Spaces per region from Campaign	Number of Colleges accepted in the pilot	College Names
North West	4	4	Lancaster, Wigan, Morecambe, Trafford.
North East	1	1	Sunderland
East Midlands	3	5	West Nottingham, Leicester, IEG Group, Stamford, Peterborough
East of England	2	2	NCC, Lincoln
West Midlands	3	3	Dudley, Shrewsbury, Walsall
London	2	1	West Minster
South East	4	7	NCC, Berkshire, Windsor, Abington, Newbury, Buckinghamshire, Bicester
South West	1	1	Bath
Yorkshire	4	0	N/A
Total	24	24	

At the halfway point we had successfully delivered to 9 of the 24 engaged colleges in England which resulted in a total of 17 of the 48 courses being delivered at that point.

It was at this point that we began to face challenges in terms of college engagement. Despite initial interest in the programme, colleges struggled to find the time and capacity to release both apprentices and tutors to attend the training. In every case, the college teams were absolutely committed in their desire to participate but were unable to enact this due to pressures outside of their control such as staff shortages, exams, pressure to deliver learning and internal audits.

Once delivery to the apprentices online commenced, we became aware of a number of risks to the quality of the programme.

IT equipment

In most cases the colleges are unable to provide apprentices with individual laptops, this meant that apprentices were asked to attend the college and participate online in groups. The course itself relies on the ability of the learner to fully participate, but to have the flexibility to step back from any discussion or activity that had the potential to cause distress. This was not possible in this arrangement.

Where the apprentices were in a residential setting, they did have their own laptops and all participated individually, albeit often in the same dormitory room. The net result was that some of the apprentices became disruptive resulting in frustration from others.

Engagement

One of the benefits of face-to-face training is the level of engagement achieved by simply being in the same room together. Conversation flows better and the apprentices are more likely to share their thoughts. Delivering the training online

meant that there was little opportunity to fully engage and bring in the quieter apprentices on the training.

Feedback quality

Delivering the training online means that any feedback gathered is done so after the course and when the apprentice prints their certificate. However, completion of feedback is not mandatory, and this meant that we didn't always get as much feedback from online courses, which of course, was essential for us to establish if the training was beneficial.

Adapting the programme

Following our initial observations we made some adaptations to our delivery. Firstly, it was agreed that apprentice training would take place face to face. This had several clear advantages:

- Levels of engagement increased immediately
- Several apprentices came forward informally in the breaks to talk about their own mental health, this enabled signposting to college resources and to speak to their tutors.
- We were able to adapt our delivery to incorporate more group exercises which enhanced further apprentice engagement and a better quality of conversation

Each session was attended by a college member of staff and their general feedback was that they were impressed with how well we engaged with the apprentices, and they noted how verbal the apprentices were by the end of each session compared to when they arrived.

In addition to this we adapted the training material whilst staying within MHFA England's training principles. The changes made included:

- Industry specific video content
- Tailored case studies
- A visual representation of our mental health using construction industry analogies
- More group exercises and a range of different learning techniques

Since we were delivering face to face, we were able to introduce feedback forms as part of the session.

Following on from the difficulty in securing delivery dates with colleges it was agreed to make the courses available to key businesses delivering their own in-house Apprentice programmes, companies such as Redrow and Lee Marley Brickwork. We adapted our marketing campaign accordingly and engaged with 163 businesses, unfortunately due to the time remaining on the contract the businesses were not able to secure dates in time. In total we engaged with and delivered training to 10 colleges and 4 businesses

Alongside the apprentice training we continued to deliver the 2-day MH First Aider programme to college teams, this continued to be delivered online.

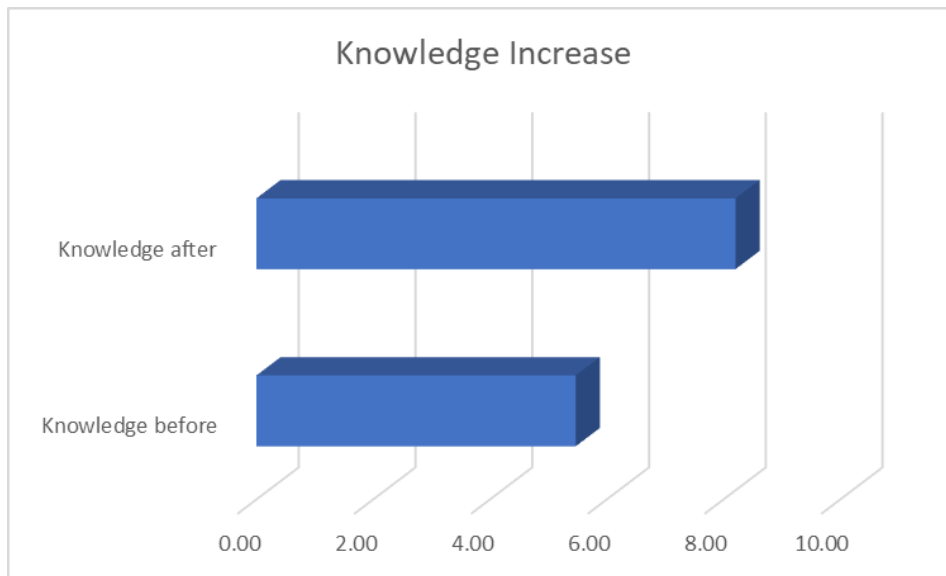
At the end of the programme, we had successfully delivered the following training:

2-day MH First Aider	Delivery Method	Number of attendees
Westminster College	Online	13
NCC South	Online	10
Leicester College	Online	16
Wigan and Leigh College	Online	16
NCC East	Online	15
West Nottingham College	Online	13
Buckinghamshire College	Online	5
Peterborough College	Online	4
Stamford College	Face to Face	11
Stoke College	Online	8
Total		111

Apprentice MH Aware	Delivery Method	Number of attendees
West Minister	Online	16
NCC South	Online	14
Leicester	Face to Face	14
NCC East	Online	14
West Nottingham	Face to Face	12
Buckinghamshire	Online	8
Peterborough	Face to Face	8
Stamford	Face to Face	14
The Hill Group	Face to Face	15
Stoke College	Face to Face	13
Stoke College	Face to Face	13
Redrow (Tamworth)	Face to Face	17
Redrow (Ebbsfleet)	Face to Face	19
Lee Marley Brickwork	Face to Face	11
Lee Marley Brickwork	Face to Face	12
Total		200

Attendee Feedback

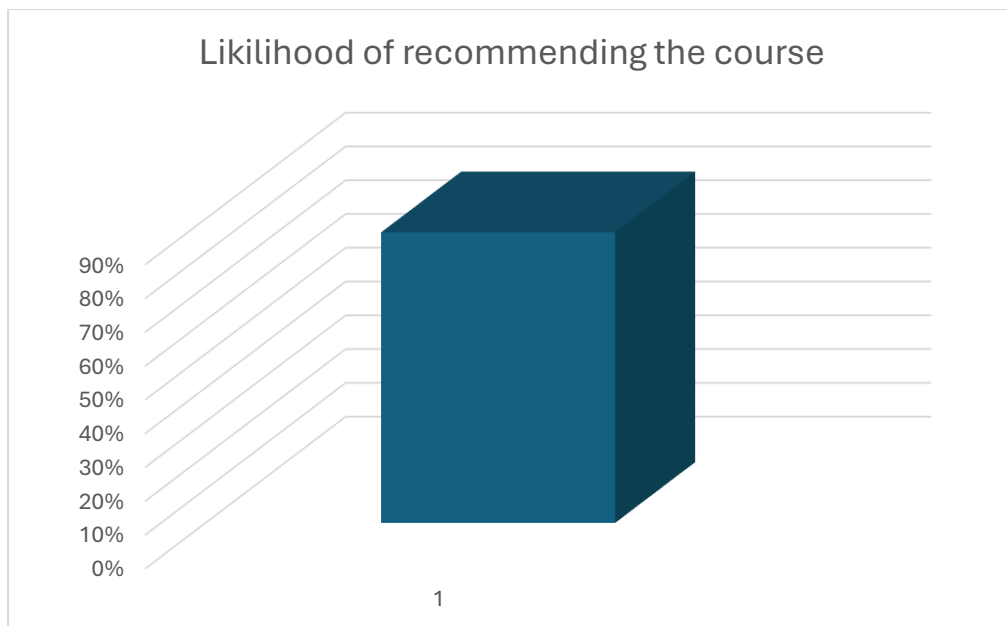
Apprentices showed an increase in knowledge from 5.5/10 at the start of the course to 8.2/10 at the end.



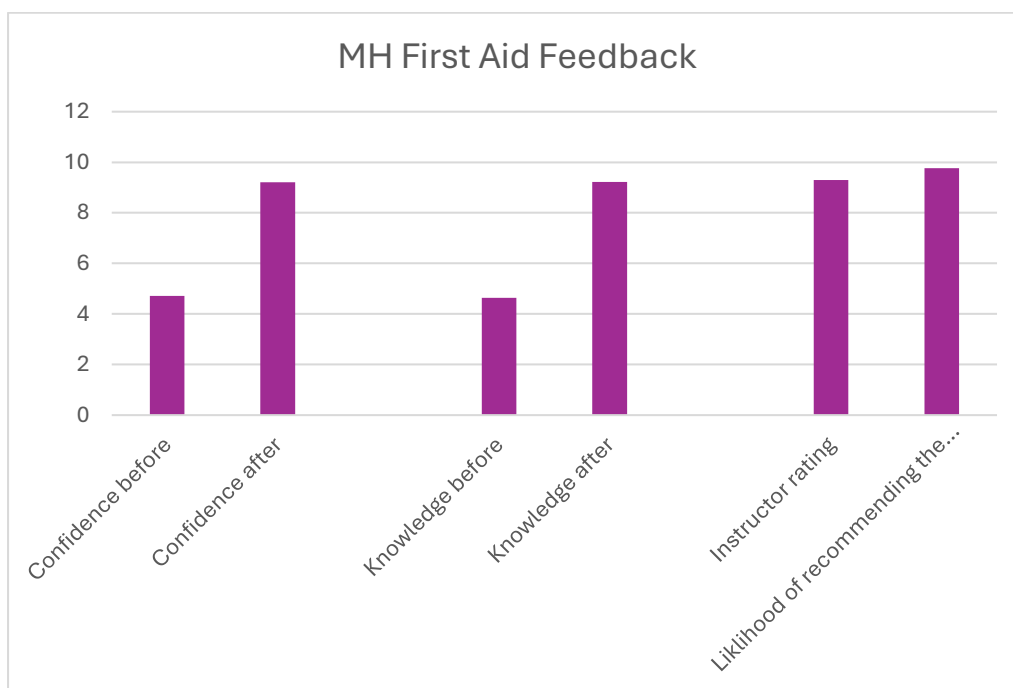
We were delighted to see that the levels of confidence in terms of speaking to someone else about their mental health or starting a conversation with someone who they recognise might be experiencing poor mental health grew from 5.4/10 to 7.7/10 by the end of the session.



In relation to the instructor delivering the course, attendees rated her 9.1/10 and across all sessions attendees showed an 86% positive view in relation to recommending the course to others.



Feedback was captured from college staff at the end of the course via the MH First Aid England system. This showed consistently high results and positive feedback provided.



Anecdotal feedback from college staff includes

The course was very informative. I feel I have gained so much knowledge which will help me support people with mental health episodes. Kate was an excellent trainer which enabled me to gain the knowledge and skills required for the role I am undertaking. Kate was supportive and encouraged me to ask questions and develop my confidence. This was such a valuable course, and I would highly recommend for anyone wishing to become a MHFA

This course has given myself the reassurance that the processes that the college I work for are correct and to continue to help and support people in this way. However, it has taught me how to word some of the support that I am giving to the individuals that require support and to take note to changes in people rather than just ask if they are ok once.

Whilst I thoroughly enjoyed the course and found it very useful, i think it would benefit all that attend the course to attend in person, i feel that doing it online takes away the learning experience as people can get preoccupied with other things that are going on around them, and it is lots harder to open up and share experiences when online

Absolutely fantastic training delivered by Kate. Very empowering and beneficial to all. Can't recommend highly enough to others considering doing this training. I truly believe it can help to save lives.

The course has given me a good understanding of mental health in general. It has also given me the skills to identify a sufferer of mental health and the confidence to approach and help where necessary.

This was an excellent course, it has taught me good practice and support techniques, as well giving me the confidence to support all my students going forward. The course resources are excellent as is the MHFA app, The group activities were fun, and it was brilliantly delivered.

Excellent and informative insight into the issues affecting people's mental wellbeing and answered a few questions I had with having an experience of a friend who had some of the points raised in the manual. Very glad I attended. Thank you.

A very well put together course. I have learned a lot from the 2 days. I feel i have been given the tools and skills to be able to help guide people with mental health issues to get the right support.

I felt this a very worthwhile course, Kate is an excellent instructor who makes everyone feel at ease with a very difficult subject. The content was spot on and delivered well with everyone in the group participating

Anecdotal feedback from Apprentices includes

Brilliantly ran course, spoke openly and can tell it's all coming from a good person 10/10
I think it was helpful to know there's a lot of different kinds on mental health issues
Great course very informative more aware
I found that the techniques Kate demonstrated would be useful in real life situations
I really enjoyed the course. The content was thorough, and it was great to meet fellow apprentices from other sites. First time meeting Aylesbury team too. Kate was a great educator.
Made me understand myself and others
The course was very well run, and Kate was a great instructor and has furthered my knowledge of mental health
Like the option at the end offering the additional support
Very informative, learnt lots about mental health

Reflection

Whilst initial engagement was strong, converting this into solid course bookings was much harder. It became evident throughout the programme that colleges and the industry in general needs this level of support and training, however making it happen in a busy and pressured world is much harder to achieve.

Where full engagement was achieved the results were fantastic. College staff fed back that they were overwhelmed by the level of engagement from the apprentices. Some apprentices who were clearly full of testosterone at the start of the session and potentially approached it as an opportunity to fool around quickly took notice and engaged with the learning and we had several comments about how the room changed during the apprentice training to one of collaboration and engagement. This resulted in a number of apprentices coming forward to discuss their own mental health and wellbeing. Whilst engagement in the offer of one-to-one sessions was very low, we have subsequently heard back from some colleges that the session has prompted the apprentice to speak to them and request support, this is a fantastic result.

Whilst the MH First Aid needed no adaptations, we did adapt the MHFA England Aware course to suit the audience. The course itself last for approximately 3.5 hours and this was potentially too long for some apprentices. Introducing industry specific videos and tailoring the exercises to suit the audience including creating job specific case studies worked well. Clearly being face to face had a greater impact on the overall learning experience. This could be reflected in the First Aid programme for

college staff although some were very happy to attend this remotely as they could do this from home.

We asked Kate Goodman, our instructor to provide some of her own feedback:

“As an experienced instructor I have found delivering the MHFA programmes to this group very interesting.”

“I have found it rewarding to work with the college teams who are clearly very passionate about what they do but are stretched beyond capacity in most cases. They take on board so many of their students worries and challenges and I have no doubt through the feedback that I have received that they found this invaluable. In some cases, they are working first hand with young people with complex mental health issues and a good percentage had some experience of young people or ex industry colleagues who had ended their own lives. Some of this, they have carried for years.”

“I have been surprised by how many college team members are ex industry employees themselves and they carry a wealth of experience in terms of what to expect on site and how to support young people, of course this is countered by many of them being representative of the group with the most challenges ie male and 40-55.”

“In some cases, the colleges have been very supportive of the programme and in others they have simply made the most of funded training without incorporating it into their wider strategy.”

“I have enjoyed the opportunity to really engage across the industry and look forward to learning more as we progress through the contract.”

Recommendations

Whilst there were many highlights in terms of went well in the delivery of the programme there are some areas that we would recommend:

Increase engagement

Whilst this is difficult to achieve, ensuring that you are talking to the right person who has the authority to manage diaries is key.

There is often a disconnect by those organising central training and those on the front line who would make the time if they knew the course was being planned, it is critical to get all parties involved as this has clearly been invaluable to those who have attended.

Deliver training at a time convenient to the colleges

Trying to work around busy schedules is a challenge, however in most cases, college teams would have been happy to spare some of their own time to attend the course. The 2-day MHFAider programme can be broken down into 4 smaller chunks that could be delivered in a flexible way.

Deliver face to face

The feedback was resounding, especially for apprentices, that this programme needs to be delivered face to face. Engagement levels and the opportunity to discuss their own health in more detail is critical to its success.

Create a shorter programme for apprentices

Apprentices struggled to maintain their focus for the whole of the course and, as a result, we introduced far more interactive exercises to keep their focus. A shorter, more industry specific course could be designed to achieve this aim.

Use industry specific video content

By using industry specific video content, the apprentices especially could engage with the content more easily. We used a range of videos that featured individuals from all ages, backgrounds and critically from within management roles also to show that everyone experience both good and poor mental health and everyone can be affected. This was very powerful in terms of encouraging young people to open up and talk.

Acknowledgements

Optima would like to thank the support and collaboration received across the duration of the programme particularly Cheryl Morgan & Sarah Pearce CITB Commissioners.

The team of CITB advisors nationally who all were engaged from the outset of the launch to support raising awareness to colleges and businesses, we valued the teamwork to promote the pilot to their key connections into the colleges.

CITB Press & Campaign team Laura Raymond & Elaine Morrissey who both supported to provide feedback and the campaign sign off ahead of the launch.

We would also like to thank Catherine Bullough from the Home Builders Federation who connected with us and promoted the campaign across her network and was a positive advocate.

Finally, I would like to thank Kate Goodman from Optima UK Ltd who was the Senior Trainer delivering the Mental Health England Materials and who is an experienced qualified Mental Health Instructor.

Response to CITB's Final Report Feedback

Difficulty in obtaining data

Retention data

One of the pilot's aims was to understand how mental health education and support can contribute to improved retention for individuals during their apprenticeship in construction. Retention data for apprentices, however, was extremely difficult to collate during the pilot. This stems from a lack of engagement from colleges and FE partners throughout the pilot, and their unwillingness to share details about their apprentices. Colleges and FE partners suggested the reasons for this to include concerns about data privacy, the administrative burden of data collection, and a lack of clear incentives or benefits for sharing this information. This lack of cooperation hindered the ability to fully assess the impact of mental health education and support on apprentice retention.

Attendee feedback

Attendee feedback was obtained for 311 attendees i.e., 100% of total beneficiaries (all individuals are required to complete MHFA England course feedback forms prior to receiving their certificate of accreditation).

159 attendees (48.9%) who completed the feedback forms attended face-to-face learning and 152 attendees (51.1%) who completed the feedback forms attended online learning.

Outcomes

CITB has noted that the report's outcomes section appears to focus more on output successes rather than true outcomes. Measuring success at the outcome level has been challenging due to similar issues faced in collecting retention data, primarily a lack of engagement. Despite sending a post-programme impact survey at least twice to all participants, the response rate has been extremely low, resulting in an unrepresentative view. However, those who did respond were very positive about the programme, indicating behavioural changes and an intent to alter working practices post-training.

Lessons learnt

Engagement Effectiveness

What type of engagement worked best/did not work?

Effective Engagement:

- **Interactive Workshops:** These allow for hands-on learning and active participation.
- **One-to-One Coaching:** Personalised attention helps address individual needs and concerns.

- **Regular Feedback Sessions:** Continuous feedback keeps learners and employers aligned and engaged.

Ineffective Engagement:

- **Generic Emails:** Often overlooked and lack personal touch.
- **Large Group Workshops:** Without interactive elements, these can be impersonal and less engaging.
- **Infrequent Check-ins:** Lack of regular contact can lead to disengagement.

Who needs to be targeted for the engagement, learners, or employers or both?

- Both learners and employers need to be targeted to ensure comprehensive support and alignment of goals. Engaging both parties helps create a supportive environment and ensures that everyone is on the same page.

Is there a difference in the type of engagement required?

- **Learners:**
 - **Personalised Engagement:** Tailored to individual needs and learning styles.
 - **Supportive Methods:** Encouragement and resources to help them succeed.
 - **Interactive Approaches:** Hands-on activities and discussions to keep them engaged.
- **Employers:**
 - **Structured Engagement:** Clear, organised communication and expectations.
 - **Informative Sessions:** Providing insights and strategies to support their apprentices.
 - **Strategic Approaches:** Aligning engagement with business goals and workforce development.

Less effective online learning

Whilst not overtly stated within feedback, our trainer perceived that there were several factors contributing to the reduced effectiveness of online learning:

- **Lack of Social Interaction:** Online learning often lacks the face-to-face interaction that helps build relationships and engagement.
- **Self-Motivation and Time Management:** Students need strong self-discipline to stay on track, which can be challenging without in-person support.

- **Distractions:** The home environment can have more distractions compared to a classroom setting.
- **Limited Feedback:** Online platforms may not provide the immediate feedback that in-person classes offer.
- **Technical Issues:** Access to reliable internet and technology can be a barrier for some students.

Shorter course lengths

Optima recommends shorter course lengths, with an ideal formal training session lasting around 4 hours. This duration helps maintain participants' focus and energy levels, making the training more effective and less overwhelming. It also enhances information retention and reduces cognitive fatigue.

Additionally, Optima suggests developing and delivering non-accredited shorter courses tailored specifically for the construction industry. This approach allows for greater flexibility and customisation, ensuring the training meets the unique needs and challenges of the sector.

Furthermore, Optima advocates for including individual one-to-one coaching sessions (e.g., weekly 1-hour sessions over a 6-week period) for individuals identified during the training or by their employer as needing additional support. After coaching, an individual action plan with next steps could be developed to support ongoing development, including signposting to self-help resources and toolkits.

End Of Report