

# APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

**Guidance document for apprenticeship delivery  
practitioners to implement the findings of our project;**  
Mental Health in Apprentices: counting the cost

CREATED BY

Antonia Wall

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 South Devon College



**PETROC**

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### Methodology:

In March of this year, we successfully applied for Apprenticeship Workforce Development funding for our project; Mental Health in Apprentices: counting the cost. South Devon College has been the lead, partnering with City College Plymouth and PETROC. Our project research questions, and the focus of this project have been; What is the impact of poor mental health on apprenticeship retention? What measures could be taken to address this?

The first phase of the project was a collaborative inquiry in which each partner organization gathered and analysed apprenticeship withdrawal data spanning across the past 3 years. A data set was agreed so that provider level comparisons could be made. During this phase we also investigated how the data was being captured and used. (See appendices 1-4)

The second phase of the project was an impact measurement pilot in which we delivered trial interventions for mental health support. We also created a 'distance travelled' survey to measure individual mental health perception before and after delivery. Interventions included; 3-hour Mental Health Awareness workshops, additional & specific questions asked at review points by Assessor Coaches, distribution of electronic and paper-based summer support sheet and the showing of a short Safeguarding team video within lessons. (See appendices 5-9)

### Data review:

SDC	total	CCP	total	PETROC	total
Academic issues	86	Academic issues	8	Academic issues	37
change of mind	40	change of mind	17	change of mind	22
covid 19	3	covid 19	0	covid 19	5
employer led	79	employer led	13	employer led	48
left employer	94	left employer	16	left employer	26
maternity	5	maternity	0	maternity	0
mental health	15	mental health	7	mental health	8
not suitable	22	not suitable	2	not suitable	1
personal reason (not MH)	20	personal reason (not MH)	19	personal reason (not MH)	18
transferred	7	transferred	2	transferred	17
unknown	163	unknown	311	unknown	3

\*note – CCP & PETROC used Construction withdrawal data only, whereas SDC used all withdrawal data.

The 'employer led' category is defined as employment terminated by the employer. Examples of reasons for these withdrawals include; poor attendance / punctuality, poor attitude, confrontation, and performance-based issues.

'Academic issues' have been categorised as those who have withdrawn due to reasons such as; 'not passing off-the-job requirements', 'struggling with English and Maths' or 'unable to pass exams. 'Change of mind' reasons include; 'decided on another career', 'wanted to change industry' whereas 'left employer' examples include mature apprentices who were in employment before starting as an apprentice but decided to move on from that organisation. The number of 'mental health' withdrawals were lower than expected in comparison to

‘employer led’ and ‘unknown’, though we expect that there may be anxiety around disclosing ‘mental health’, increasing ‘unknown’. Mental health could also be an underlying reason for ‘academic issues’, ‘change of mind’, ‘employer led’ and ‘left employer’ – the 4 highest areas for withdrawal. We also anticipate that factors contributing to ‘unknown’ are ‘change of mind’, ‘employer led’ and ‘left employer’.

All three partners found that the withdrawal forms have been setup to focus on ILR compliance tick boxes rather than the gathering of qualitative data. Since it was raised during this project, we have actioned this, mandating a text box is completed, no matter which ILR tick box has been selected.

This project has also uncovered an unexpected outcome; ‘employer led’ withdrawals are alarmingly high. Further work and investigation into this is urgent, possibly branching into a new direction for apprenticeship development / future funding opportunities.

### Financial Impact:

#### SDC

<b>All withdrawals 19/20 – 21/22</b>	<b>£2,007,659.98</b>
<b>Employer led</b>	<b>£701,385.53</b>
<b>Unknown</b>	<b>£1,056,712.78</b>
<b>Mental Health</b>	<b>£101,665.79</b>

	Full time learner retention	Apprenticeship retention
19/20	94.4%	69.6%
20/21	93.5%	62.0%
21/22	89.8%	60.3%

#### CCP

<b>All withdrawals 19/20 – 21/22</b>	<b>£3,043,559.00</b>
<b>Employer led</b>	<b>£105,033.00</b>
<b>Unknown</b>	<b>£1,683,118.00</b>
<b>Mental Health</b>	<b>£32,897.00</b>

	Full time learner retention	Apprenticeship retention
19/20	95.6%	73.6%
20/21	93.7%	63.0%
21/22	94.4%	57.1%

#### PETROC

<b>All withdrawals 19/20 – 21/22</b>	<b>£1,626,195.00</b>
<b>Employer led (construction only)</b>	<b>£460,030.00</b>
<b>Unknown (construction only)</b>	<b>£10,262.00</b>
<b>Mental Health (construction only)</b>	<b>£67,510.00</b>

	Full time learner retention	Apprenticeship retention
19/20	77.9%	69%
20/21	87.4%	54%
21/22	84.2%	51.9%

### Results:

Results from the Interventions show a small but marked improvement to learner perception of their mental health. Constructive feedback from the awareness workshops was that they were useful but too long, going forwards, micro-sessions may prove to be

more engaging. The mental health check-in questions within the progress review process have allowed for efficient signposting / referring to in-house services. The video support at PETROC has proven to be engaging when shown in lessons.

A significant 59% of the South Devon College withdrawn apprentices between 19/20 and 21/22 were marked as unknown due to poor data (this was after a significant data cleansing exercise – original unknowns much higher). We can therefore comfortably infer that the true figure for mental health withdrawals is at least double as well as likely being contributory to other reasons for withdrawal.

Realistically, we believe that investment into reducing the figure needn't cost much money in the long run and that upfront work towards embedding interventions into the programme would be the most effective solution.

Good practice from other areas shows that full time learners receive much more support as they experience tutorial time which embeds mental health support and awareness raising. It could be surmised that the lower level of support is a significant cause in the lower retention rates of apprentice's vs full time learners as shown in the table above.

#### Recommendations:

Referring to the success of the mental health awareness workshops and the engagement with PETROC's Safeguarding video, we think that a combination of these two interventions would prove to be a cost-effective way of supporting apprentices. The creation of bite-sized videos ensures that learners would be more engaged and viewing within lessons ensures that learners are accessing the support.

In addition to this, we believe the continuation of mental health check-ins at each progress review would prove beneficial and align with our goals to delivering best practice provision. CPD for assessor coaches (mental health first aid / awareness) would go hand-in-hand with this intervention to ensure that there is a standardised approach as well as instilling confidence in our staff. Additional support for this would ensure that initial conversations with employers include expectation setting for the implementation of mental health / tutorial / wider skills building provision.

Our final recommendation based on the evidence from this project would be to display visual signposting resources as well as distributing to employers / learners directly.

#### Future strands:

Further investigation into employability related apprentice withdrawals is highly recommended. The projects team will be searching for possible funding streams / future rounds of this project in order to research and develop recommendations to mitigate this issue. Initial ideas would suggest the development of a pre-apprenticeship employability / induction programme to include 'workplace behaviour skills. In the longer term, this would be standardised cross college, relevant CPD and staff upskilling would be developed, resources to support delivery etc.

#### APPENDIX 1 – SDC Survey Data

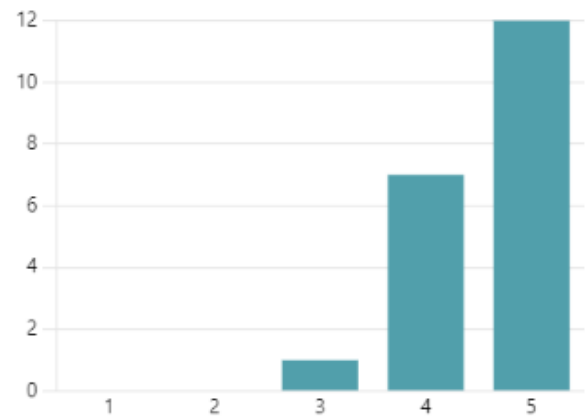
## Intervention before & after – Mental Health awareness workshops

1. How did you feel your general personal well-being was before the session? (0 point)

[More Details](#)

[Insights](#)

**4.55**  
Average Rating

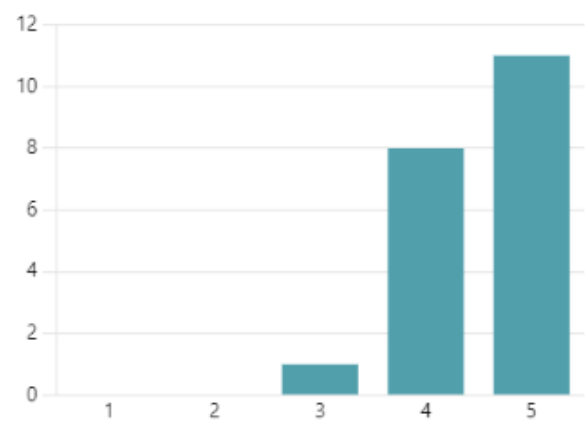


2. How do you feel your general personal well-being is right now? (4 points)

[More Details](#)

[Insights](#)

**4.50**  
Average Rating

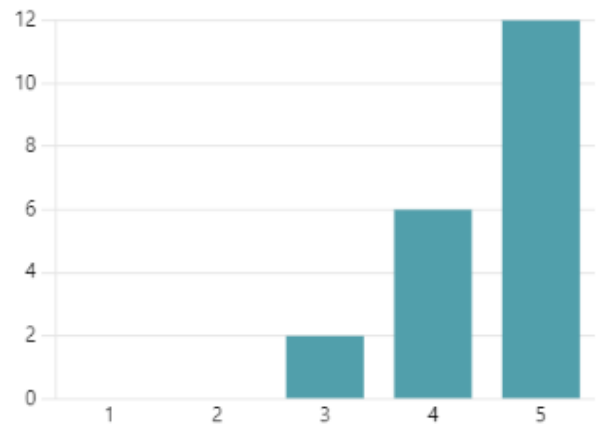


3. How well did you feel your family / close relationships were doing before the session? (4 points)

[More Details](#)

 Insights

**4.50**  
Average Rating

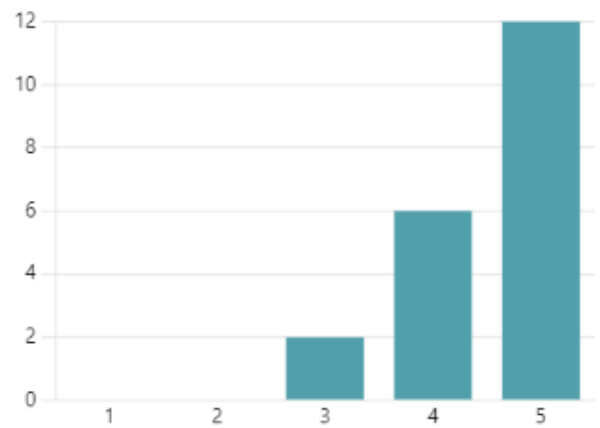


4. How well do you feel your family / close relationships are doing right now? (4 points)

[More Details](#)

 Insights

**4.50**  
Average Rating

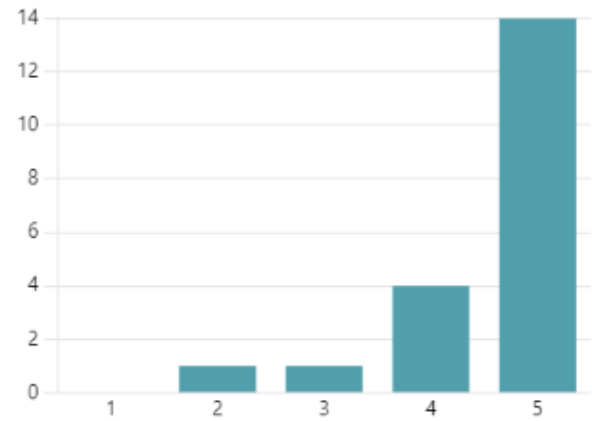


5. How well did you feel your work friendships were doing before the session? (4 points)

[More Details](#)

[Insights](#)

**4.55**  
Average Rating

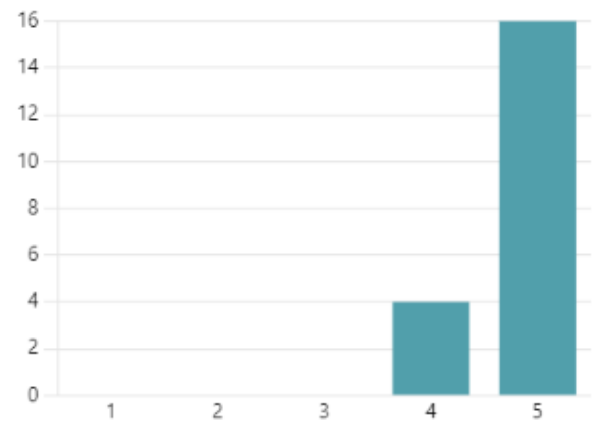


6. How well do you feel your work friendships are doing right now? (4 points)

[More Details](#)

[Insights](#)

**4.80**  
Average Rating



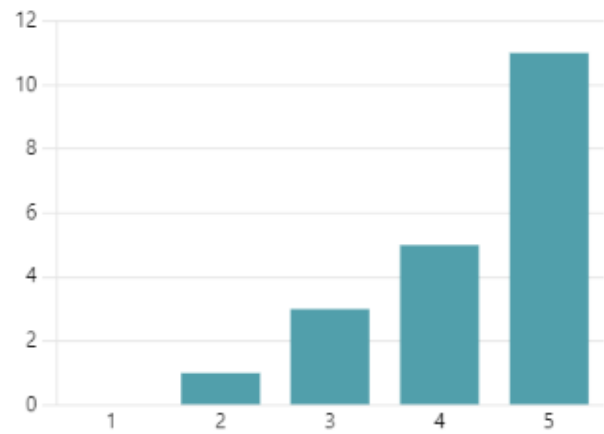
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7. How well did you feel your course friendships were doing before the session? (4 points)

[More Details](#)

 [Insights](#)

**4.30**  
Average Rating



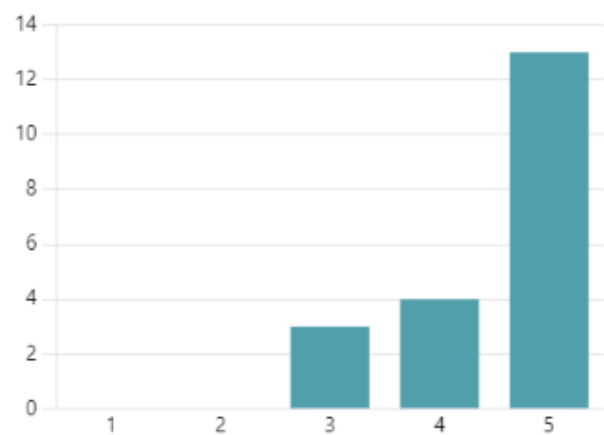
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8. How well do you feel your course friendships are doing right now? (5 points)

[More Details](#)

 [Insights](#)

**4.50**  
Average Rating

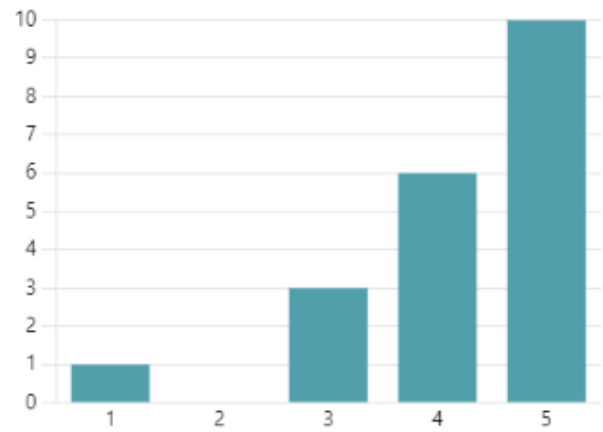


9. How well did you feel your mental health was before the session? (5 points)

[More Details](#)

 Insights

**4.20**  
Average Rating

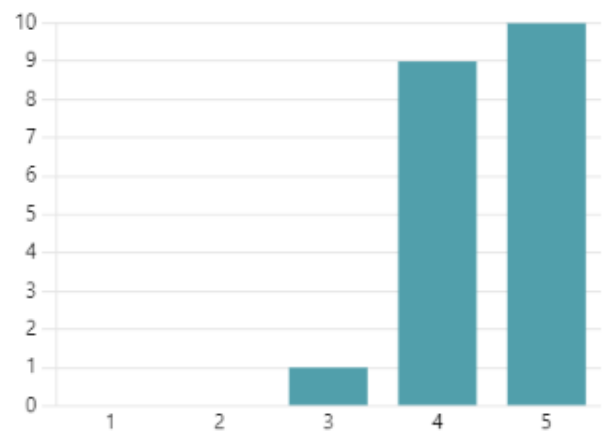


10. How well do you feel your mental health is right now? (5 points)

[More Details](#)

 Insights

**4.45**  
Average Rating



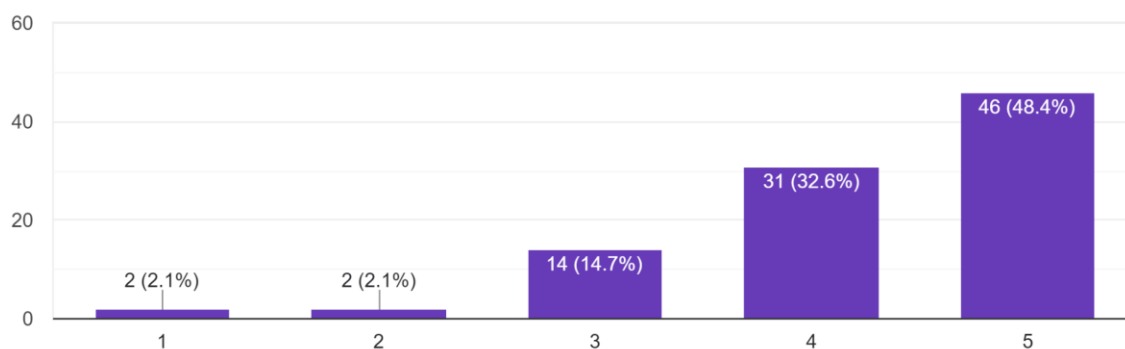
## APPENDIX 2 – CCP Survey Data

### City College Plymouth - Initial Questionnaire Summary<sup>1</sup>

This questionnaire was given to all construction apprentices registered with the College in June 2023. It was completed by 95 participants. All apprentices received an advice sheet (soft copy and paper copy) highlighting where support was available to them in and out of college (particularly as this was to cover the summer break period it was felt that external contacts/support were important).

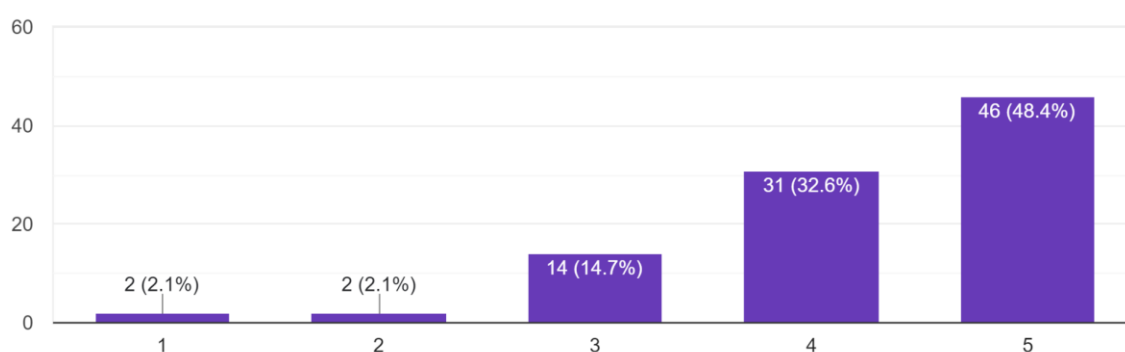
How well do you feel your family/close relationships are doing right now?

95 responses



How well do you feel your family/close relationships are doing right now?

95 responses

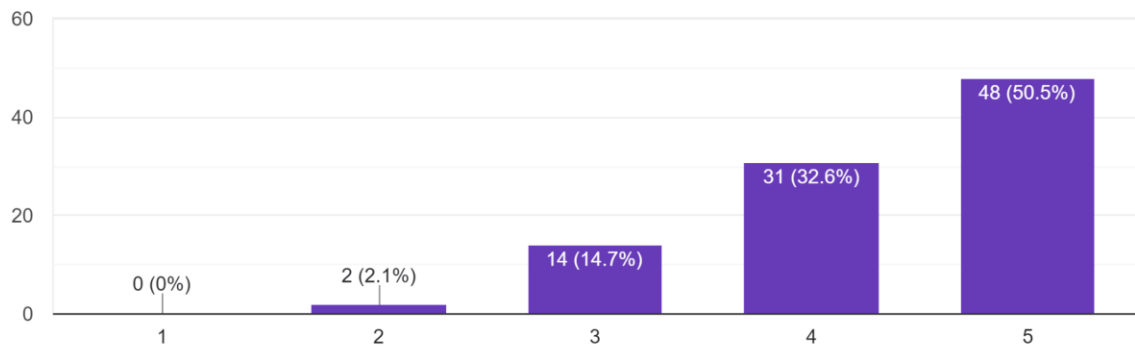


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<sup>1</sup> A full survey is also enclosed in the evidence folder (which relates to the first intervention) – and the second follow-up survey will take place at the beginning of September 2023

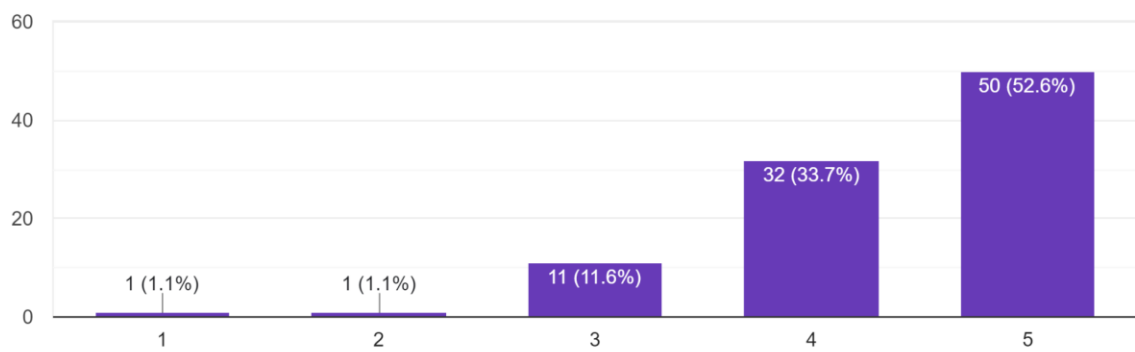
How well do you feel your work friendships are doing right now?

95 responses



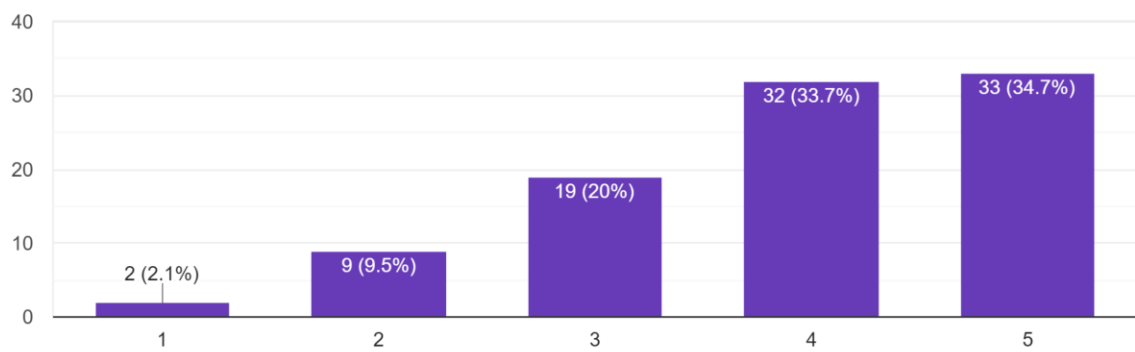
How well do you feel your course friendships are doing right now?

95 responses



How well do you feel your mental health is right now?

95 responses



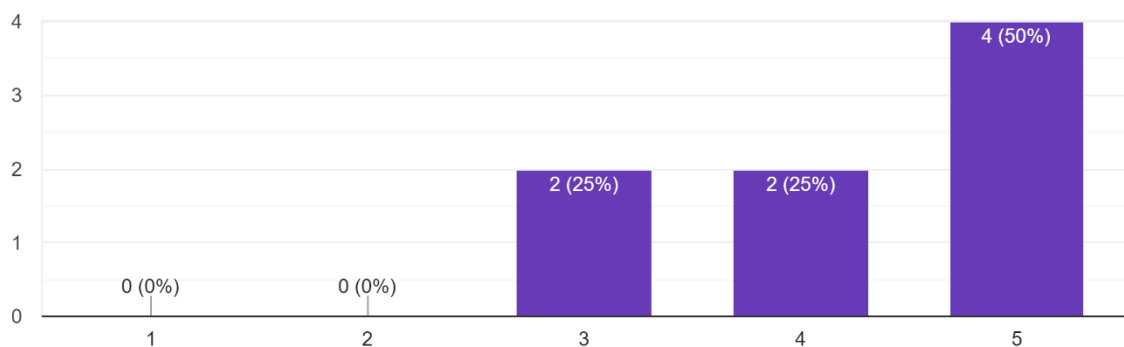
## City College Plymouth – Follow up Questionnaire Survey

This questionnaire has been sent out to all apprentices following the summer break of 2023. To date (September 23) it has only been completed by eight apprentices, though in this small sample there is evidence that the services that were highlighted in the first intervention have been utilised.

Apprentices were asked a general wellbeing question (below). In the initial questionnaire there were some negative responses – the new sample size is not yet sufficiently large to draw a positive conclusion so we will continue to monitor this.

How do you feel your general personal wellbeing is right now?

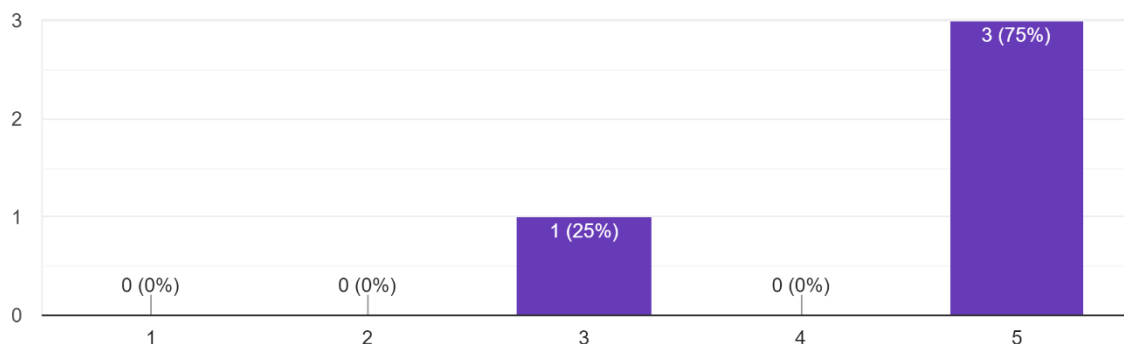
8 responses



The first intervention highlighted where support was available for mental health support over the summer. Although a small sample it is encouraging that apprentices asked for support and it was, generally, a positive experience (see responses below).

If applicable, how effective were the services you received?

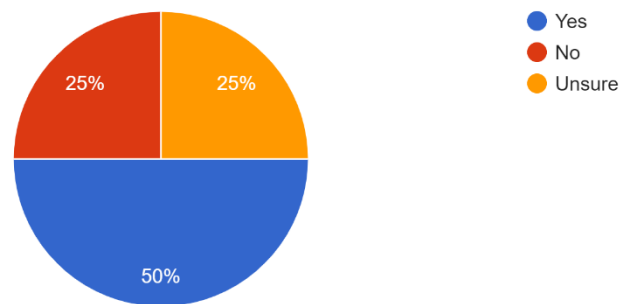
4 responses



One of the most significant challenges we have found throughout this project is that apprentices are not as aware of services available to them as full-time students, so it is encouraging that some are more aware (though clearly there is more work to be done). See responses to both questions below.

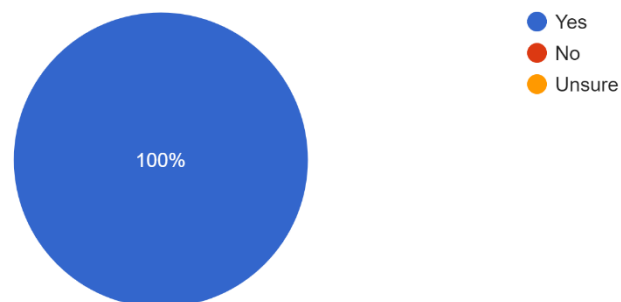
You may have provided feedback on the previous wellbeing survey about the concerns or worries you have. Do you feel more supported now knowing ...hich are available to you should you need them?

8 responses



Are you confident with knowing how to access any support should you need it?

8 responses



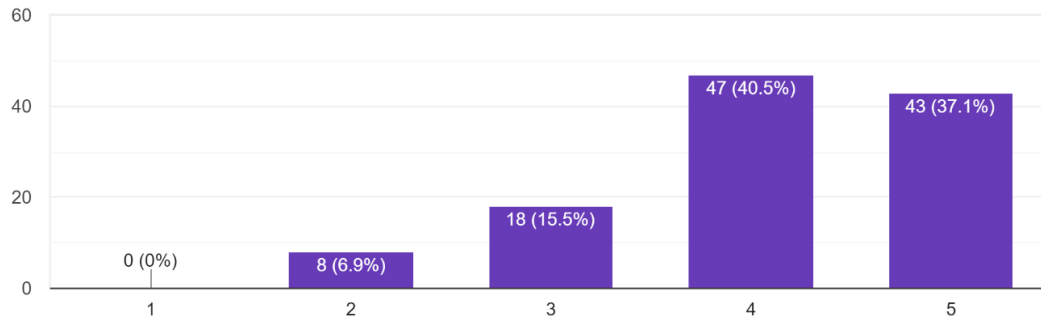
13 September 2023

## APPENDIX 3 – PETROC Survey Data

### Before interventions

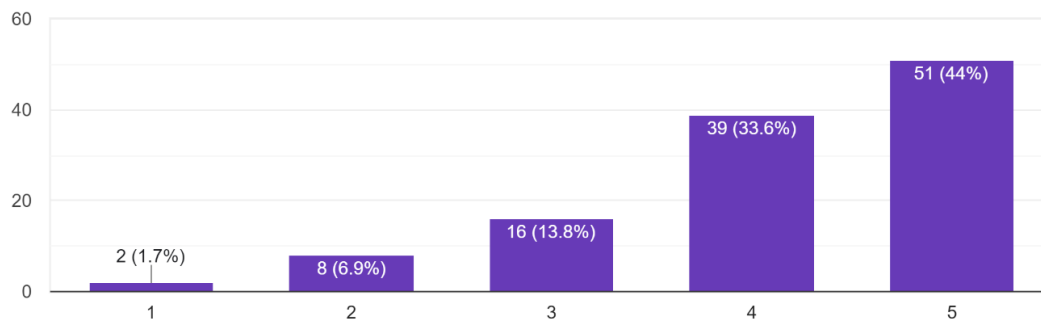
How do you feel your general personal well-being is right now?

116 responses



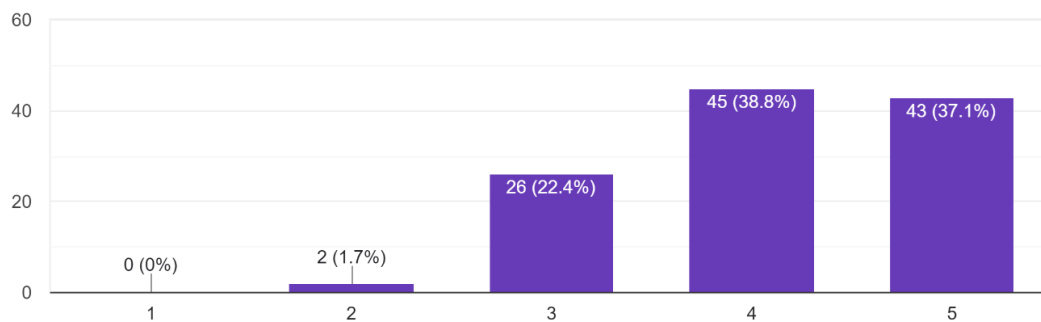
How well do you feel your family / close relationships are doing right now?

116 responses



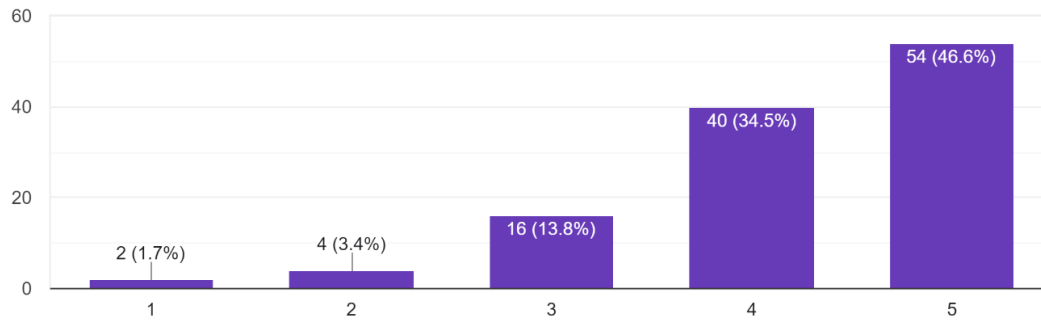
How well do you feel your work friendships are doing right now?

116 responses



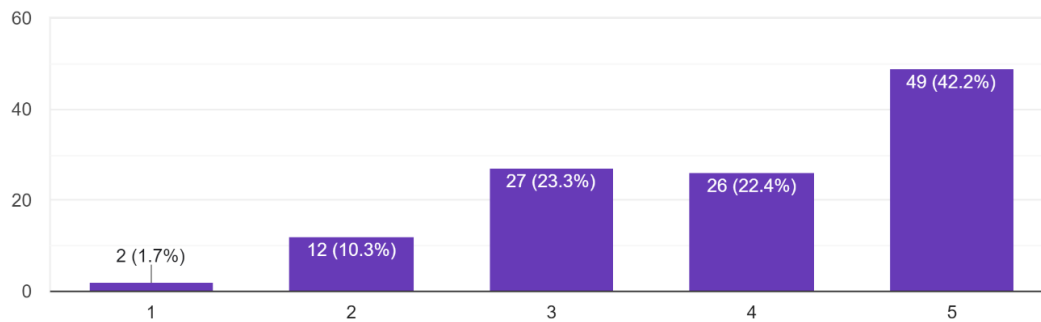
How well do you feel your course friendships are doing right now?

116 responses



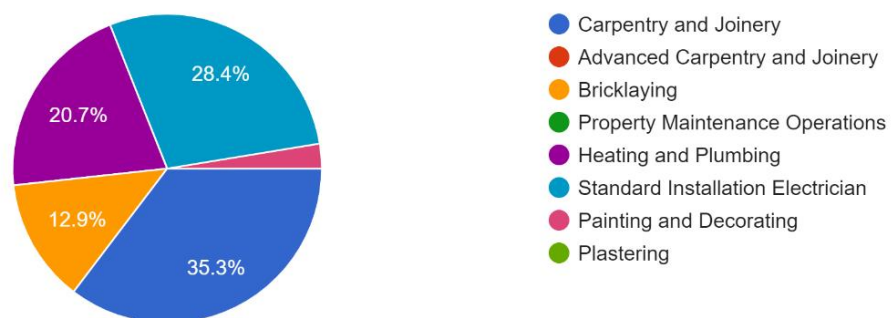
How well do you feel your mental health is right now?

116 responses



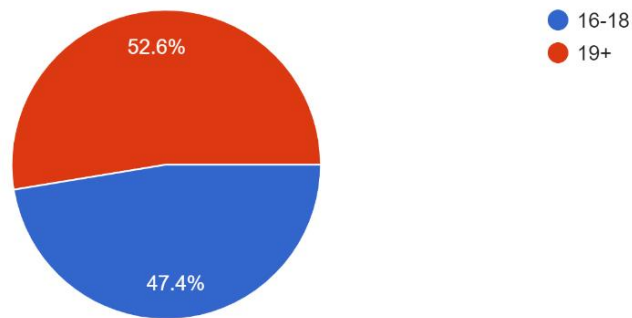
What apprenticeship are you currently enrolled on?

116 responses



What age are you?

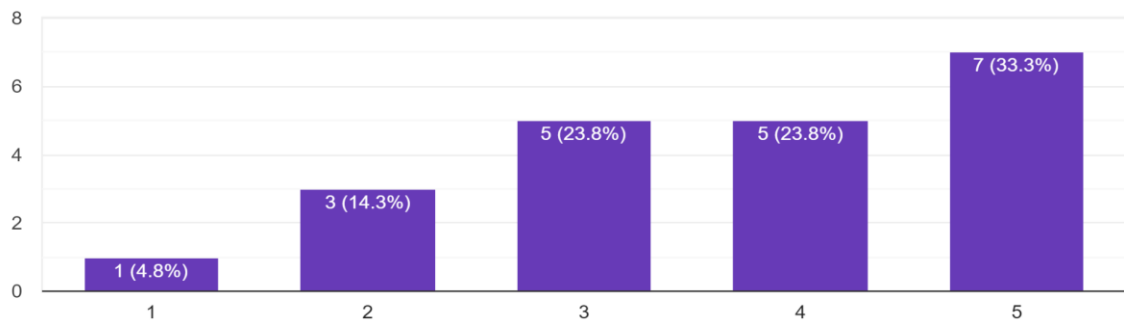
116 responses



## After interventions

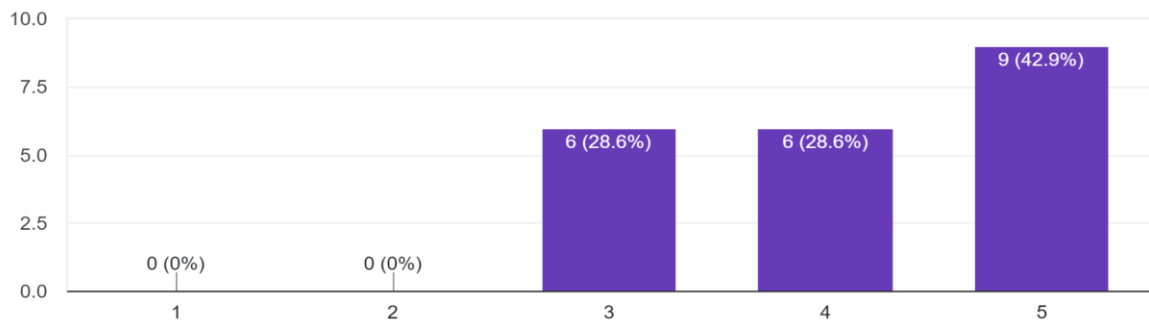
How do you feel your general personal well-being is right now?

21 responses



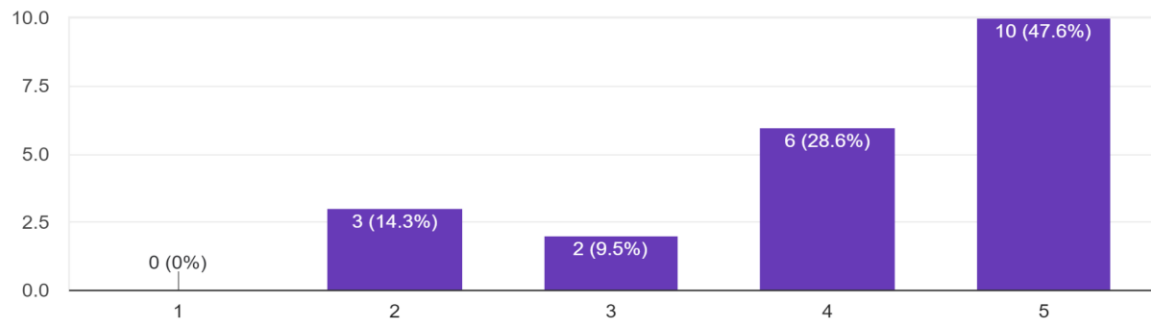
How well do you feel your family / close relationships are doing right now?

21 responses



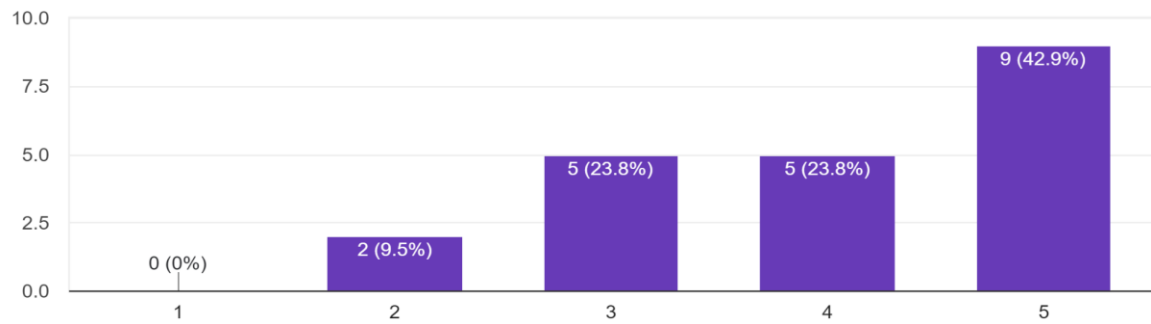
How well do you feel your work friendships are doing right now?

21 responses



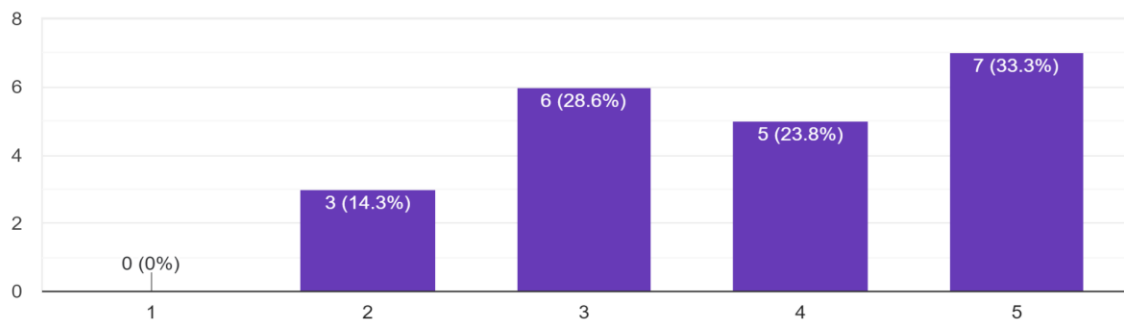
How well do you feel your course friendships are doing right now?

21 responses

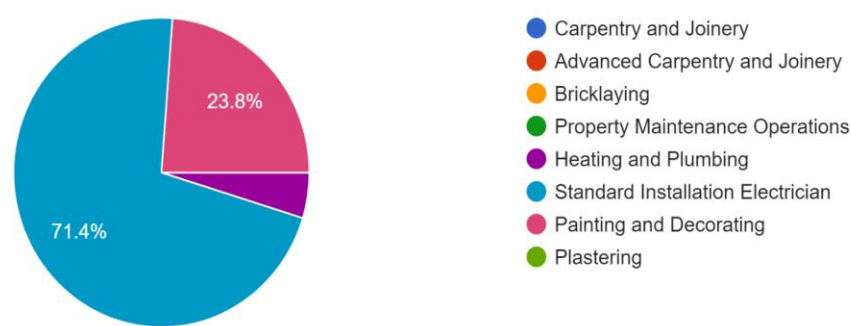


How well do you feel your mental health is right now?

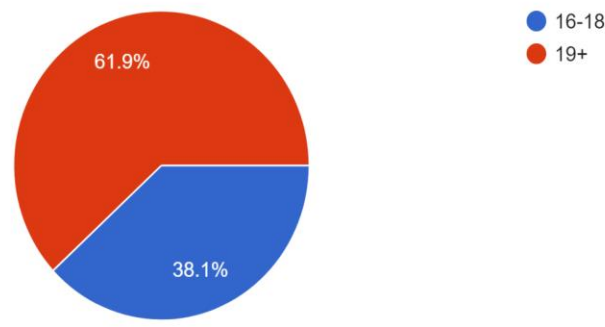
21 responses



What apprenticeship are you currently enrolled on?  
21 responses



What age are you?  
21 responses



## APPENDIX 4 – Data Analysis

This data analysis summarises the 31 Mental Health withdrawals at three South West colleges, PETROC in rural Mid Devon, City College Plymouth (CCP) in urban Plymouth and South Devon College (SDC) in coastal Torbay.

Key findings are;

Theme
Level 2 & 3 (2 overall – 3 at SDC)
Males (male overall – female at SDC)
16-19 withdrawals higher
Small employer (small overall - large at SDC)
No disabilities withdrawals higher
White ethnicity withdrawals higher
Day release withdrawals higher

### Limitations

The data across the partners has been limited due to a number of factors, the most significant being the issues with our data collection systems and processes. It was highlighted during the project that our withdrawal forms focus on ILR compliancy without gaining any qualitative data resulting in a large proportion of 'unknown' being stated as reason for withdrawal. This has been a substantial unexpected outcome and thanks to this project, we have now implemented actions to mitigate these issues going forward. However, for the purposes of this analysis, we have to acknowledge that our sample size was not large enough to draw on any emerging patterns.

\*note – CCP & PETROC used Construction withdrawal data only, whereas SDC used all withdrawal data.

## SDC analysis – Mental Health withdrawals

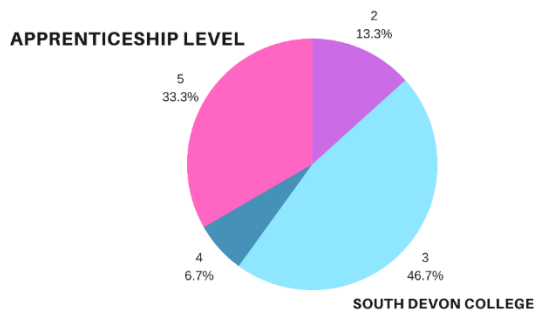


Figure 1. Percentage of apprenticeship withdrawals relating to mental health broken down by level.

The majority of learners (46.7%) in this sample have withdrawn from their apprenticeship whilst studying at level 3. Thereafter, level 5 learners have withdrawn the most at 33.3%.

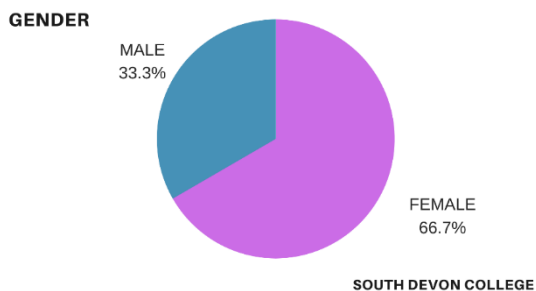


Figure 2. Percentage of apprenticeship withdrawals relating to mental health broken down by gender.

Based on the data from South Devon College, a higher percentage of females (66,7%) have withdrawn from their apprenticeship relating to mental health compared to males.

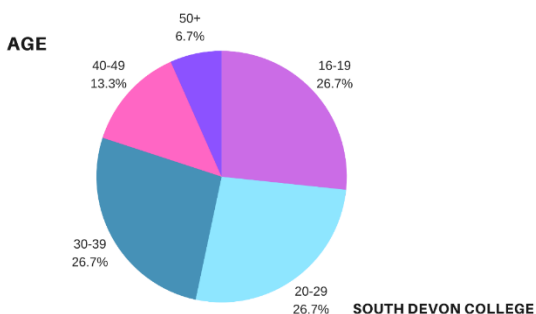


Figure 3. Percentage of apprenticeship withdrawals relating to mental health broken down by age.

There is consistency of withdrawals amongst the 16-19, 20-29 and 30-39 age brackets, in total 80.1% have withdrawn from their apprenticeship from these groups.

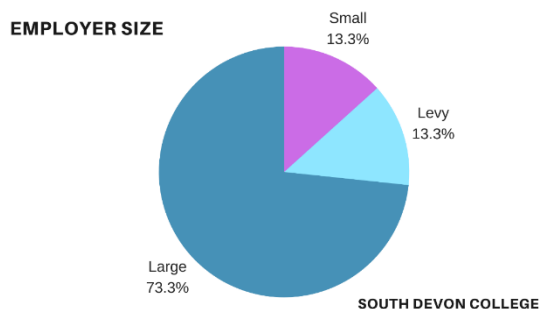


Figure 4. Percentage of apprenticeship withdrawals relating to mental health broken down by employer size.

73.3% of the learners who withdrew from their apprenticeship have worked at an organisation categorised as large (250+ employees).

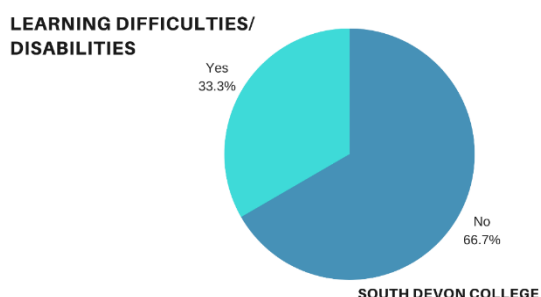


Figure 5. Percentage of apprenticeship withdrawals relating to mental health broken down by having or not having learning difficulties/disabilities.

Most of the learners, 66.7%, have not had any learning difficulties/disabilities.

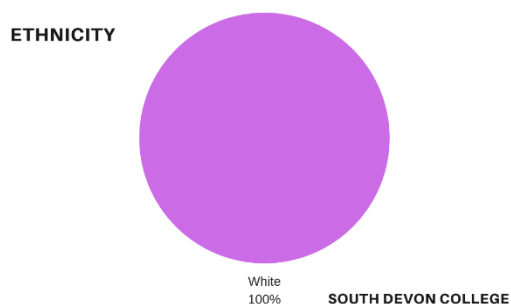


Figure 6. Percentage of apprenticeship withdrawals relating to mental health broken down by ethnicity.

100% of the learners who have withdrawn from their apprenticeship in this sample are white.

As the sample we have used in our mental health withdrawal project are all of White ethnicity, we decided to cross reference with the percentage of White learners across all apprenticeships from the same time period to ensure this was representative.

- 95% of withdrawn apprentices across the timeline were of White English ethnicity.
- 94% of all active / completed apprentices across the timeline were of White English ethnicity.

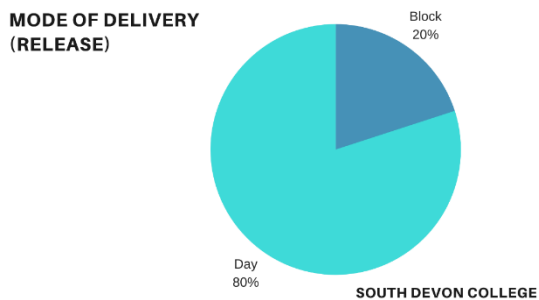


Figure 7. Percentage of apprenticeship withdrawals relating to mental health broken down by mode of delivery.

Out of the sample, 80% of the learners have been on a day-release delivery, meaning that they are in College 1 day per week during the length of the programme as opposed to block-release which is 1 full week in College at varied intervals.

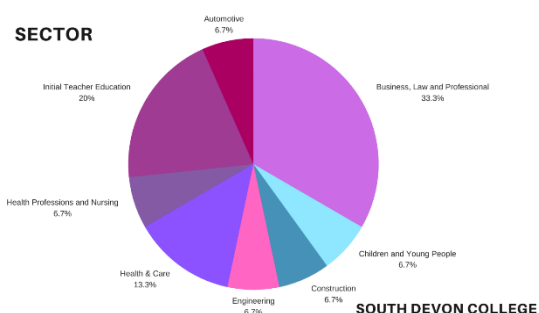


Figure 8. Percentage of apprenticeship withdrawals relating to mental health broken down by sector.

The learners have come from different sectors across South Devon College. Most notably, Business, Law and Professional have a higher percentage (33.3%) compared to the rest. Initial Teacher Training has 20% withdrawal rate and Health & Care has 13.3%.

#### CCP analysis – Mental Health withdrawals

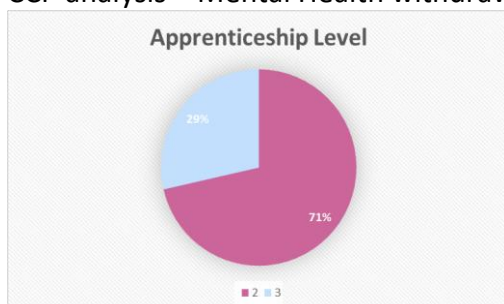


Figure 1. Percentage of apprenticeship withdrawals relating to mental health broken down by level.

The years reviewed were adversely affected by COVID-19/lockdown and associated challenges with employment (e.g., furlough, limited work opportunities) so this may have

masked the primary reason for an early withdrawal (e.g., low motivation led to poor work performance and 'employer led' dismissal is primary reason than poor mental health).

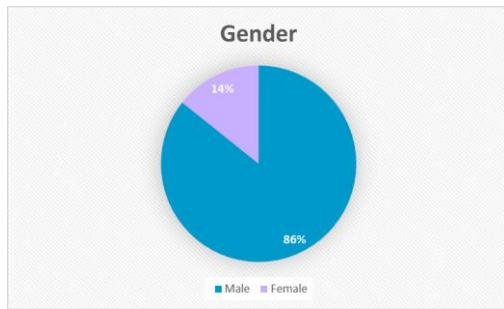


Figure 2. Percentage of apprenticeship withdrawals relating to mental health broken down by gender.

Predominantly in engineering and construction trades, numbers of males are higher – so the result above is consistent with the general apprenticeship population in the College.

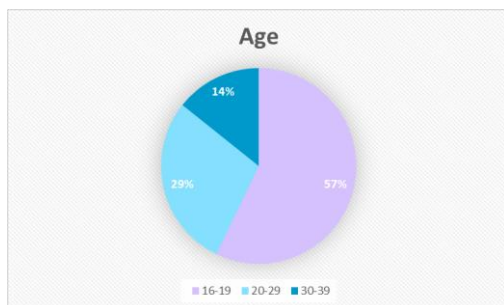


Figure 3. Percentage of apprenticeship withdrawals relating to mental health broken down by age.

The age breakdown of those leaving due to mental health issues (fig. 3) reflects the general population of apprentices studying at the College.

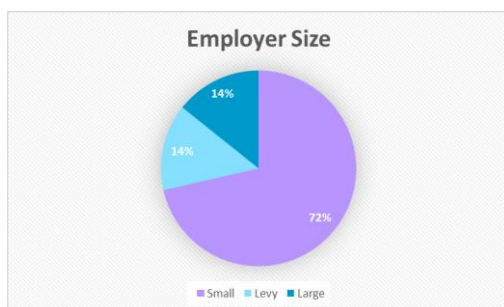


Figure 4. Percentage of apprenticeship withdrawals relating to mental health broken down by employer size.

Although the College works with significant numbers of large and levy paying employers, the construction sector is characterised with predominantly SMEs, therefore the sample of early withdrawal in fig. 4 reflects the companies the college works with in the construction sector.

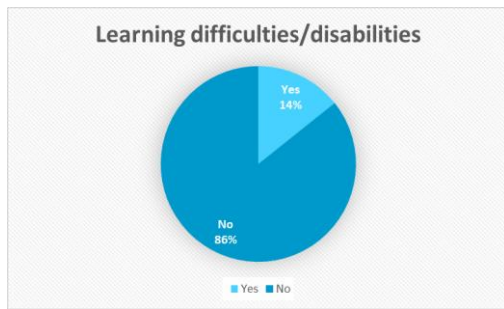


Figure 5. Percentage of apprenticeship withdrawals relating to mental health broken down by having or not having learning difficulties/disabilities.

Whilst the college does have high numbers of learners with LLDD often these are not declared with apprentices so the actual number may be higher than formally recorded. However, this is a small sample, so it is not reasonable to draw any conclusions from this statistical analysis.

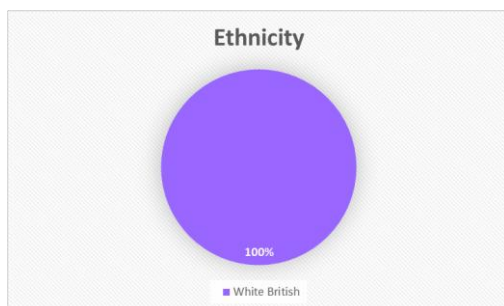


Figure 6. Percentage of apprenticeship withdrawals relating to mental health broken down by ethnicity.

The college serves an area with lower than national average numbers of people coming from ethnic backgrounds – this result reflects that demographic.



Figure 7. Percentage of apprenticeship withdrawals relating to mental health broken down by mode of delivery.

College programmes are predominantly day release.

## PETROC analysis – Mental Health withdrawals

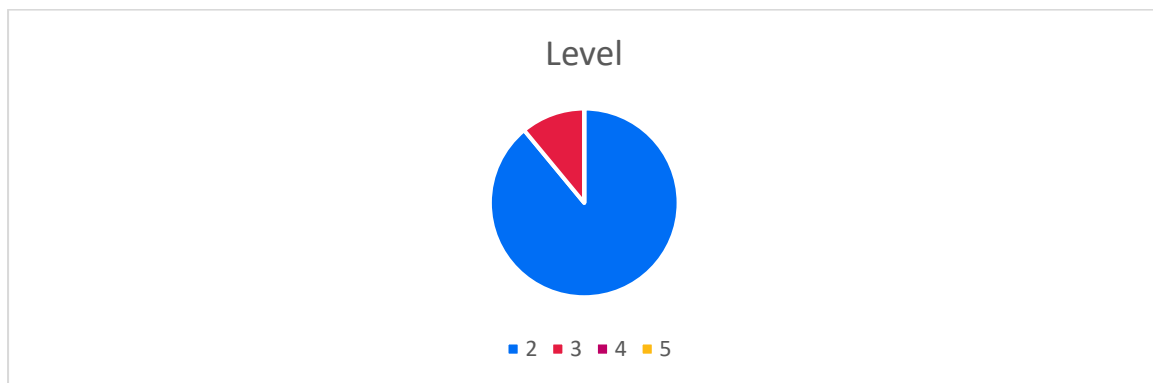


Figure 1. Percentage of apprenticeship withdrawals relating to mental health broken down by level.

Withdrawals in the Construction sector are predominantly in courses at Level 2.

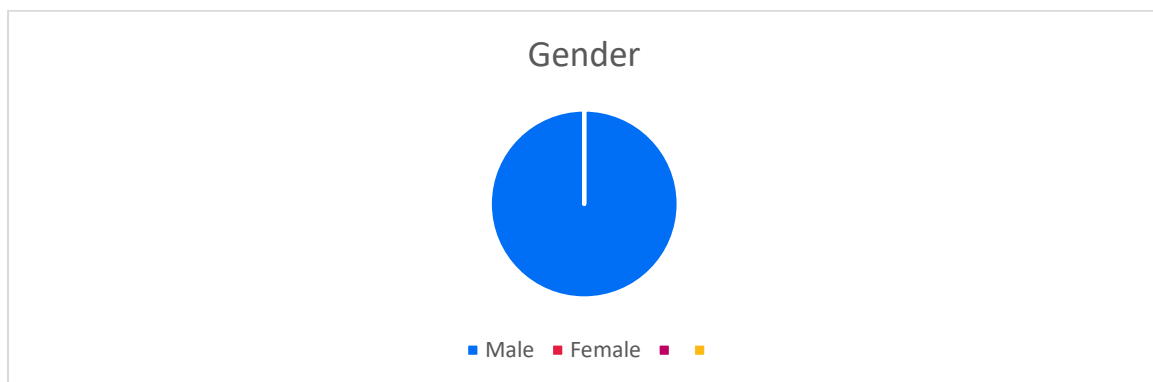


Figure 2. Percentage of apprenticeship withdrawals relating to mental health broken down by gender.

100% of the withdrawals were male learners. This reflects the demographic of construction apprentices, most of whom are male.

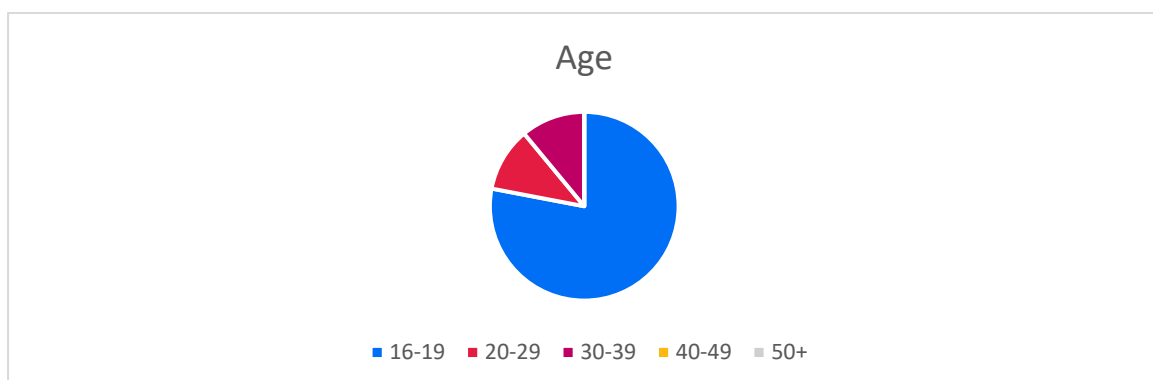


Figure 3. Percentage of apprenticeship withdrawals relating to mental health broken down by age.

77% of the withdrawn learners were in the 16–19-year-old bracket.



Figure 4. Percentage of apprenticeship withdrawals relating to mental health broken down by employer size. The employers Petroc works with in construction are predominantly SMEs, so this result is expected.

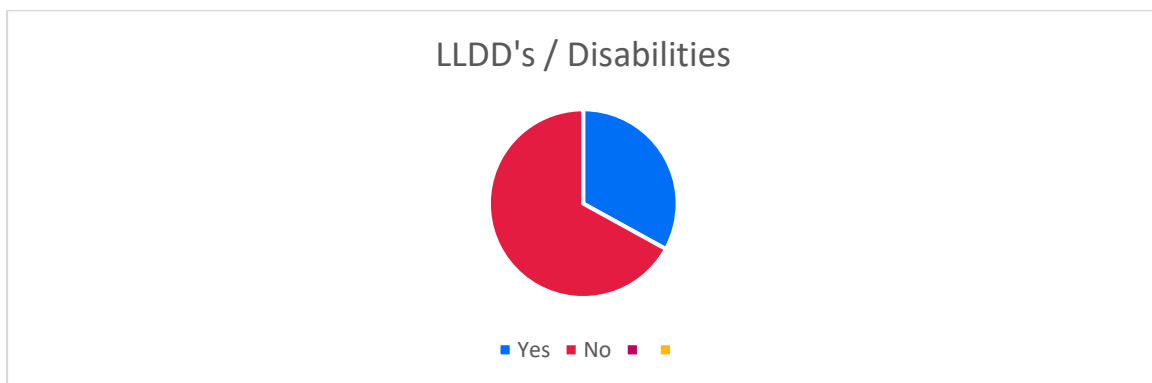


Figure 5. Percentage of apprenticeship withdrawals relating to mental health broken down by having or not having learning difficulties/disabilities.

30% of the withdrawn learners declared a learning difficulty or disability.

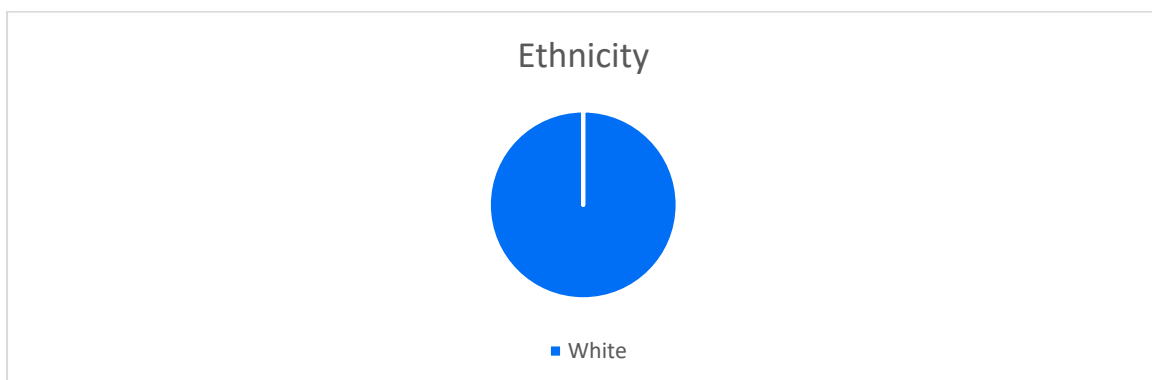


Figure 6. Percentage of apprenticeship withdrawals relating to mental health broken down by ethnicity. Petroc serves areas with lower than national average numbers of people coming from ethnic backgrounds – this result reflects that demographic.

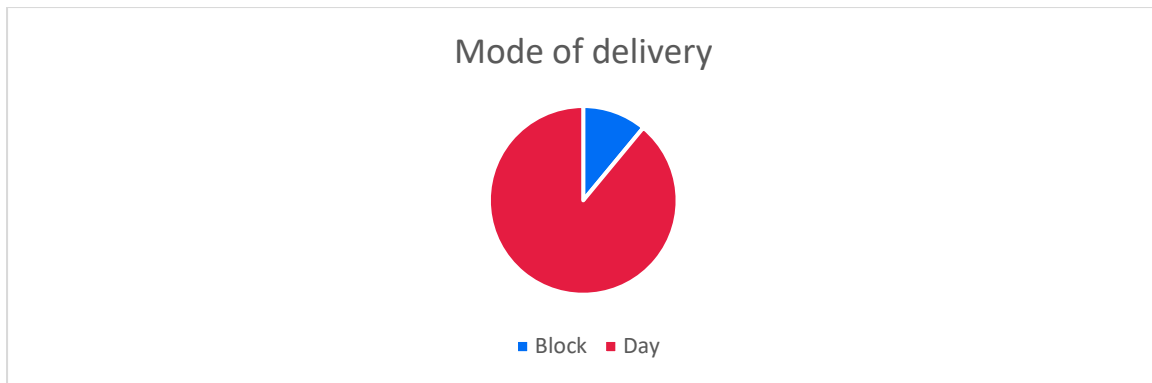


Figure 7. Percentage of apprenticeship withdrawals relating to mental health broken down by mode of delivery.

This is representative of the overall split in Construction between block and day delivery.

#### Cross partnership analysis – Mental Health withdrawals

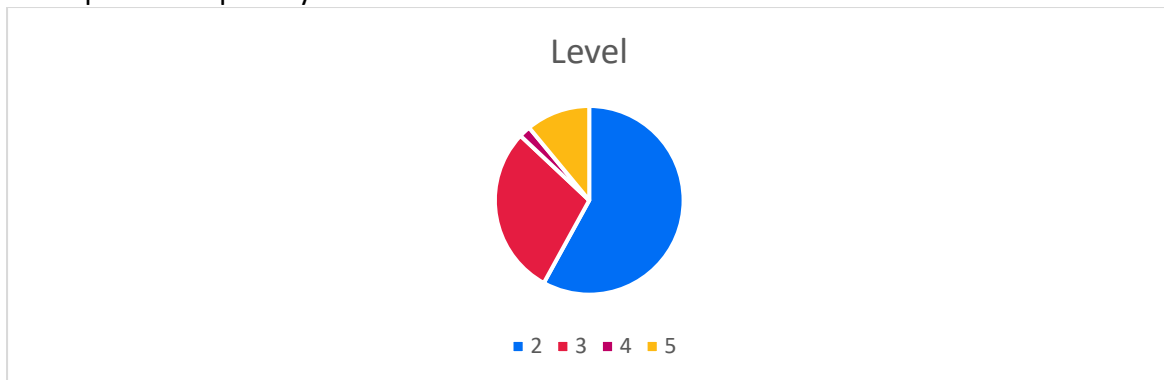


Figure 1. Percentage of apprenticeship withdrawals relating to mental health broken down by level.

The majority of learners (58%) in this sample have withdrawn from their apprenticeship whilst studying at level 2. Thereafter, level 3 learners have withdrawn the most at 29%.

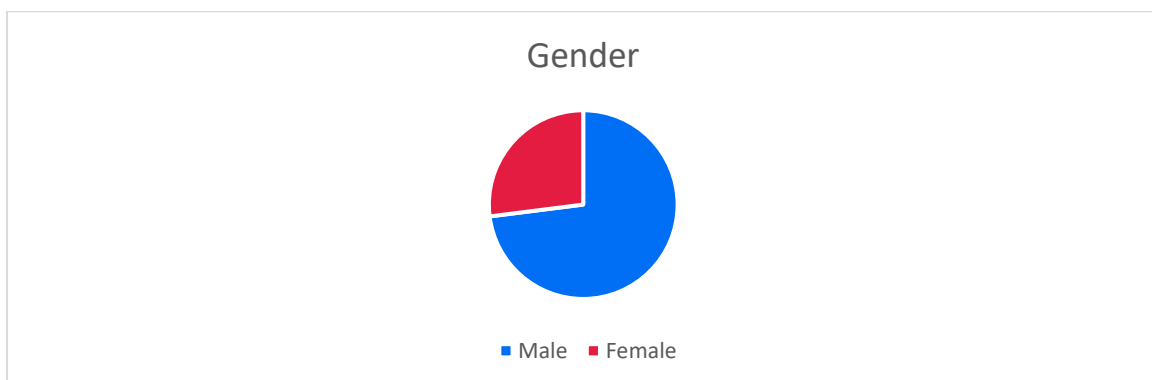


Figure 2. Percentage of apprenticeship withdrawals relating to mental health broken down by gender.

A higher percentage of males (73%) have withdrawn from their apprenticeship relating to mental health compared to females.

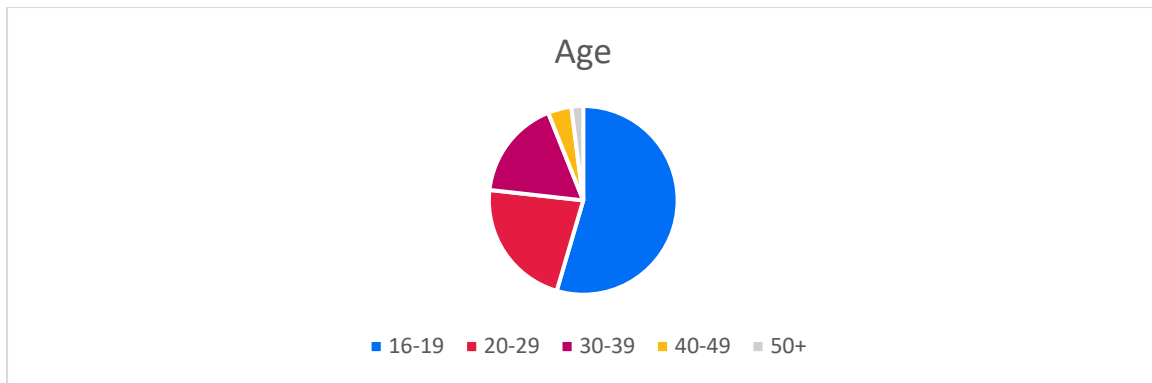


Figure 3. Percentage of apprenticeship withdrawals relating to mental health broken down by age.

The majority of withdrawals are happening within the 16-19 bracket (54%), followed by the 20-29 bracket (22%), the 30-39 bracket (17%), the 40-49 bracket (4%) and finally the 50+ bracket (2%).

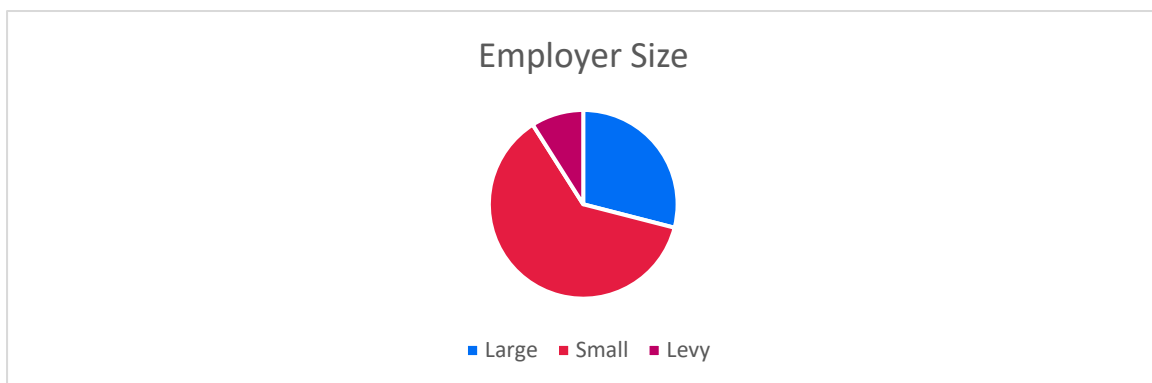


Figure 4. Percentage of apprenticeship withdrawals relating to mental health broken down by employer size.

Although all partners work with significant numbers of large and levy paying employers, the construction sector is characterised with predominantly SMEs, therefore the sample of early withdrawal in fig. 4 reflects the companies' CCP & PETROC work with in the construction sector.

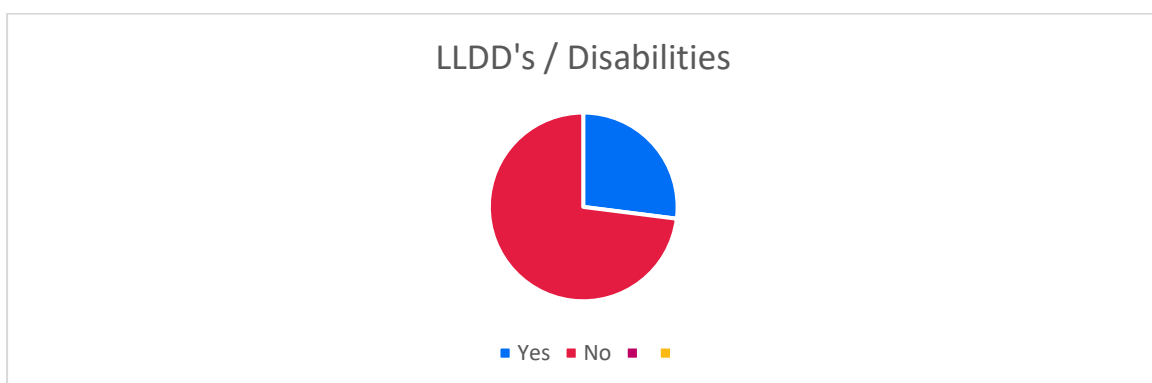


Figure 5. Percentage of apprenticeship withdrawals relating to mental health broken down by having or not having learning difficulties/disabilities.

Most of the learners, 73%, have not had any learning difficulties/disabilities.

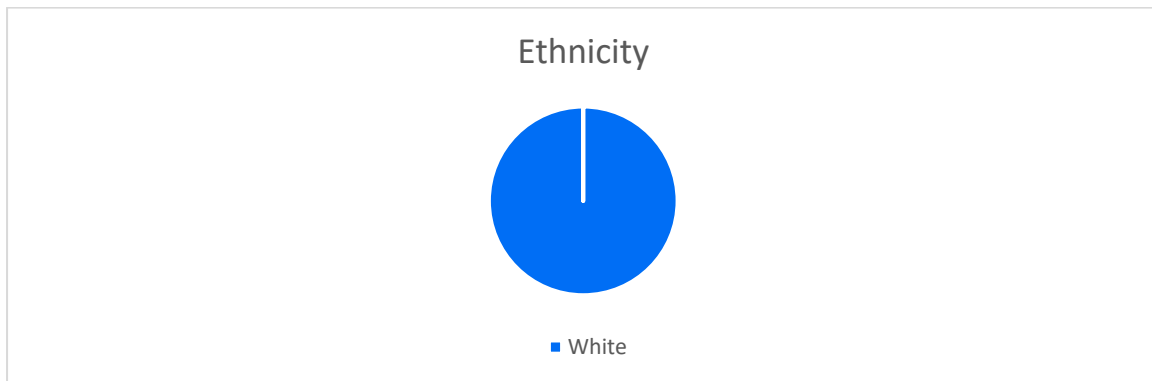


Figure 6. Percentage of apprenticeship withdrawals relating to mental health broken down by ethnicity.

All partner colleges serve areas with lower than national average numbers of people coming from ethnic backgrounds – this result reflects that demographic.

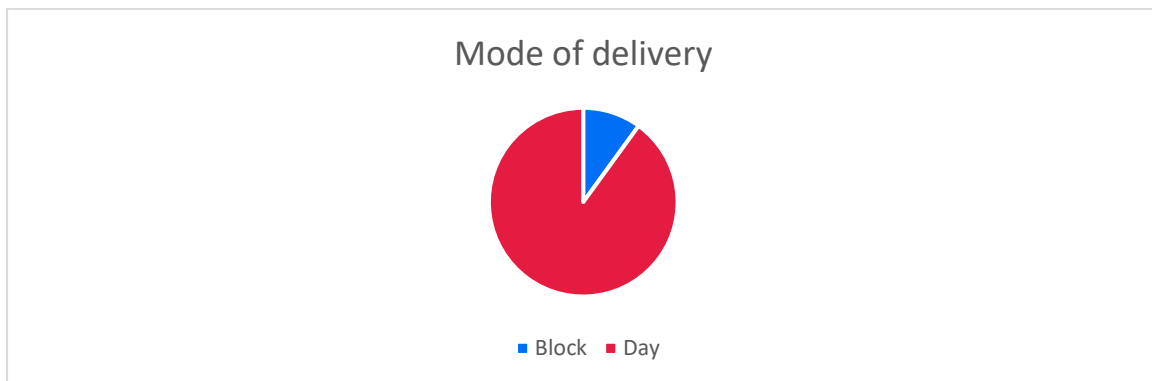


Figure 7. Percentage of apprenticeship withdrawals relating to mental health broken down by mode of delivery.

Out of the sample, 90% of the learners have been on a day-release delivery, meaning that they are in College 1 day per week during the length of the programme as opposed to block-release which is 1 full week in College at varied intervals. CCP and PETROC programmes are predominantly day release.

## Raw Data

		<i>SDC</i>	<i>CCP</i>	<i>PET</i>	<i>Av</i>
<i>Level</i>	<i>2</i>	13%	71%	89%	58
	<i>3</i>	47%	29%	11%	29
	<i>4</i>	7%	0	0	2%
	<i>5</i>	33%	0	0	11
<i>Gender</i>	<i>Male</i>	33%	86%	100%	73
	<i>Female</i>	67%	14%	0	27
<i>Age</i>	<i>16-19</i>	27%	57%	78%	54
	<i>20-29</i>	27%	29%	11%	22
	<i>30-39</i>	27%	14%	11%	17
	<i>40-49</i>	13%	0%	0	4
	<i>50+</i>	7%	0%	0	2
<i>Employer size</i>	<i>Small</i>	13%	72%	100%	62
	<i>Large</i>	73%	14%	0	29
	<i>Levy</i>	13%	14%	0	9
<i>LLDD's &amp; Disabilities</i>	<i>No</i>	67%	86%	67%	73%
	<i>Yes</i>	33%	14%	33%	27%
<i>Ethnicity</i>	<i>White</i>	100%	100%	100%	100
<i>Mode of delivery</i>	<i>Block</i>	20%	0	11%	10%
	<i>Day</i>	80%	100%	89%	90%
<i>Sector</i>	<i>Automotive</i>	7%			
	<i>Business, Law and Professional</i>	33%			
	<i>Children and Young People</i>	7%			
	<i>Construction</i>	7%			
	<i>Engineering</i>	7%			
	<i>Health &amp; Care</i>	13%			
	<i>Health Professions and Nursing</i>	7%			
	<i>Initial Teacher Education</i>	20%			

## APPENDIX 5 – Project Interventions detail

### South Devon College

#### Intervention A: 3-hour Mental Health Awareness workshops

6+ Half-day Mental Health Awareness workshops delivered across all Construction trades totalling 110 participants.

Workshop outline;

- What is mental health?
- Mental Health Continuum
- Factors which affect mental health
- Stigma
- Stress and stress management
- Spotting signs of distress
- Mental health conditions
- Recovery
- Take 10 Together – starting a supportive conversation
- My Mental Health Toolkit

Distance Travelled surveys completed with participants afterwards to quantify impact.

#### Intervention B: Additional & specific questions asked at review points by Assessor Coaches

*Assessor coaches; please complete these questions with your learner. Make sure to introduce them as a reflective 'check-in' exercise and ensure that the employer has left for this part. Let the learner know that this process is confidential but not anonymous.*

*If you feel that your learner needs mental health support based on their answers, please follow the normal procedure for PI referrals through OnTrack. If you feel like immediate support is necessary, you can physically escort them to the PI office.*

*"Think about how you are feeling right now. Read each question and please answer by rating how you feel about them between 1 and 5 stars.*

*1 star is low (you don't feel good about this statement), and 5 stars is high (you feel great about this statement)."*

- 1) How do you feel your general personal well-being is right now?
- 2) How well do you feel your work friendships are doing right now?
- 3) How well do you feel your mental health is right now?

### City College Plymouth

#### Intervention A: Distribution of electronic and paper-based summer support sheet

### Intervention B: Additional & specific questions asked at review points by Assessor Coaches

Q1. Has the College provided you with support with any concerns you have had since starting your apprenticeship? Do you think there should be more support?

[Prompt: answers may not necessarily relate to mental health, which is fine, but please record any feedback so it can be addressed appropriately].

Q2. Do you feel confident to ask for help if you need it (and who/where to ask)?

[Prompt: feedback indicates that young males are less likely to ask for help - so please feel free to word this question in a way which gets an appropriate response i.e., they feel able to answer]

Q3. Do you have any concerns about anyone in your workplace or fellow apprentices on your course? [Prompt: not asking for any details here - but just trying to get a feel for how they might approach any problems and that they are aware of support that is available. Please flag with the safeguarding team if there are any concerns raised].

### PETROC

Intervention A: Safeguarding team recorded a short video that was circulated and played to apprentices at the beginning of lectures <https://www.youtube.com/watch?v=xTGhC4HnZ4U>

### Intervention B: Additional & specific questions asked at review points by Assessor Coaches

*Please answer the following questions related to your mental health and wellbeing*

*Please circle - 1 - not at all 2 - sometimes 3 - often 4 – always*

Do you worry about things?

Do you feel low in energy and struggle to motivate yourself?

Do you feel safe and supported in the workplace?

Would you ask for help if you need support?

*The Petroc Wellbeing and Support team provide a free, confidential service in which we can offer one to one support and guidance to help you with any personal issues you are experiencing*

*Would you like support from the Petroc Wellbeing and Support team?*

*Please circle - Yes / No*

*If you answer 'yes', a member of the Wellbeing and Support team will make contact with you.*

*Please specify the preferred way to contact you - phone / email / text*

*At any time, you can request support by self-referring to the Wellbeing Team - wellbeing@petroc.ac.uk*

*Please watch the video on the Wellbeing Hub to get more information about how the Wellbeing Team can help you*

<https://sites.google.com/petroc.ac.uk/wellbeing-hub-2022/accessing-support?authuser=0>

## APPENDIX 6 – SDC Intervention B survey data

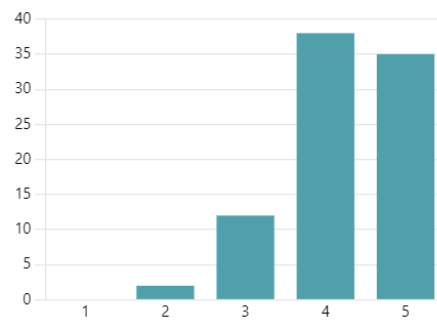
### In-review mental health & personal wellbeing questions

3. How do you feel your general personal well-being is right now? (0 point)

[More Details](#)

[Insights](#)

4.22  
Average Rating

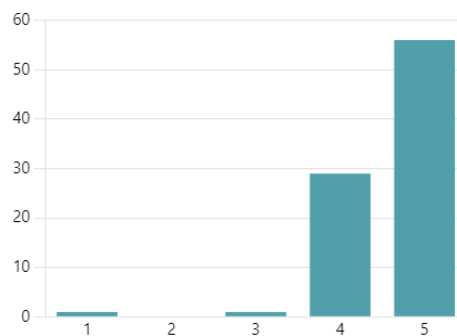


4. How well do you feel your work friendships are doing right now? (0 point)

[More Details](#)

[Insights](#)

4.60  
Average Rating

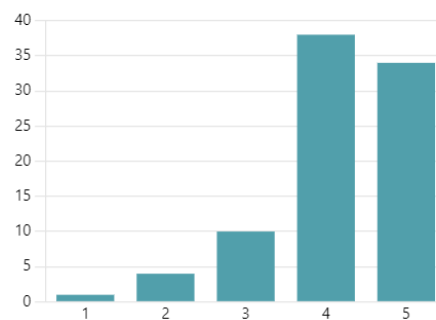


5. How well do you feel your mental health is right now? (0 point)

[More Details](#)

[Insights](#)

4.15  
Average Rating



## **APPENDIX 7 – SDC Intervention Case Study**

### **SDC Intervention A: Adult Mental Health Aware 3-hour workshop Case Study highlighting feedback and impact**

Over 6 sessions of Adult Mental Health Aware Half Day workshops were delivered across Construction apprenticeship trades. The workshops were 3 hours long. The participants totalled 110.

In addition to attending the training delivered by the trainer/facilitator, the participants received a Course Manual (a standalone resource) and a Workbook. The purpose of the workshop was to increase the knowledge and skills to recognise the signs of mental ill health and ways to get support. The workshop covered the following topics:

- What is mental health?
- Mental Health Continuum
- Factors which affect mental health
- Stigma
- Stress and stress management
- Spotting signs of distress
- Mental health conditions
- Recovery
- Take 10 Together - starting a supportive conversation
- My Mental Health Toolkit

South Devon College staff reached out to Level 2 Brickwork apprentices as a focus group to gather feedback after the workshops had concluded. The learners were aged between 17 and 35. There were approximately 60 male participants and 3 females. The feedback highlighted the helpfulness of the workshop content, particularly in raising awareness of how many people suffer with mental ill health. Learners expressed that the workshop helped them to identify deterioration in their own mental health and where to access support. They can now also identify the best routes to support peers who are struggling with mental health.

The feedback also included ideas for developing the format of the workshop. It was observed that incorporating more interactive activities could help learners maintain focus and engagement during the workshop session. It was also suggested that reducing the session time could maximize concentration levels.

The impact of this AWD project intervention on our case study group highlights that apprentices in Construction apprenticeships have been given access to mental health awareness and skills training. This has worked to reduce stigma and facilitate conversations about mental health in both personal and professional settings.

## **APPENDIX 8 – CCP Intervention Case Study**

### **City College Plymouth Intervention 1: Signposted Support for Apprentices**

#### **Case Study highlighting issues and impact**

City College Plymouth, through the Apprenticeship Workforce Development (AWD) project, identified that some key issues meant apprentices at the College did not receive support for mental health issues to the level they needed (or, on occasion, that was offered to full-time 16-18 students). This was particularly the case over the summer break where apprentices were not coming into college and meeting with peers or other 'naturally occurring' support groups.

Shortly after launching an extensive well-being survey for apprentices (part of the AWD project) the College drew together a help sheet (available online and paper based) which pointed apprentices to support they could access 24/7 at any time of the year. This was given to construction apprentices by their tutor (who was available if anyone wanted one to one support at the time), who are typically male and aged 16-24, as '40% of men won't talk about their mental health', with '29% "too embarrassed" to speak about it' (from research conducted by the Priory Group). Therefore, the support put together was based on a variety of criteria: it was anonymous (bearing in mind the latter point above); it included a variety of external services including online, text based, help lines; support for a range of potential services were covered.

From a follow-up survey, it was apparent that awareness of support (particularly nationally recognised organisations such as Samaritan's) was reasonable. It was encouraging that there was evidence of apprentices (over July & August) reaching out for support for a range of concerns, including: financial concerns; relationships; dealing with work & workload; time management; and family life. There was evidence that half of the apprentices responding to the survey felt more supported – though the College recognises there is still much to be done.

Dealing with mental health issues is obviously a complex and far-reaching challenge and an example of this would be in the case of a female construction apprentice, Learner B. As a result of flagging mental health support through the project, Learner B reached out to her college tutor with concerns about her mental health caused by how she was being treated by her employer. The concern began when she became pregnant and started missing work due to pregnancy related sickness. For the College, it is difficult, beyond basic employment rights, to advise on employer/employee relationships but important that apprentices feel supported in navigating what is often a new chapter in their lives.

The tutor was able to signpost Learner B to appropriate employment rights support and, separately, counselling so she knew the right organisations to approach and who could support with the causes of mental health/wellbeing challenges.

The impact of this intervention demonstrates that apprentices are willing to ask for help when it is needed but that this should be as frictionless as possible, e.g., reinforcing that support is available at every opportunity, and there should be no stigma attached to asking for help.

## **APPENDIX 9 – PETROC Intervention Case Study**

### **PETROC: Case Study highlighting feedback and impact**

The Apprenticeship Workforce Development project partnership explored mental health support for apprentices to identify and collaborate on good practice and develop a business case to develop provision.

The following example showcases the result of staff awareness raising for the support available to apprentices under the impact measurement pilot of this project.

Learner A was on a Painting and Decorating apprenticeship. They had secured an employer and had started the course well. Attendance was good and work was being completed on time.

One day Learner A was present in college and left the workshop and broke down in tears in the car park.

The lecturer spoke to Learner A who said that they were having issues with the employer and cited anxiety and mental health.

The lecturer contacted the Wellbeing team to discuss. The Wellbeing team attended the situation and spoke to Learner A.

The Wellbeing team put their processes in place to support Learner A.

As this progressed, Learner A started to miss days at work. The employer contacted both the learner and the lecturer to discuss the situation and find a resolution.

Due to the pressure from employer, the learners' mental health deteriorated.

This escalated to the employer sacking the learner due to the amount of time off work. The employer ran a small business and had to keep cancelling jobs when Learner A did not show up for work. He was unable to plan as he didn't know if they would be working.

The lecturer and the Wellbeing team supported the learner through this process with regular contact, ensuring the learner was aware of the options available to them. Having to be removed from the apprenticeship, as they were no longer employed, the lecturer was able to transfer the learner onto the full-time level 2 diploma. The learner is attending college on a regular basis and on track to complete the diploma course.

The project undertook staff awareness raising which reinforced the lecturer's previous knowledge enabling them to follow correct procedures throughout the learners' attendance at college and the support of the Wellbeing team made sure that the learner was not disadvantaged. They continually supported them during college, making sure that their health was put first.

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