

# What's the point of evidence in education?



**EAAL England Impact Forum**

29 January 2019

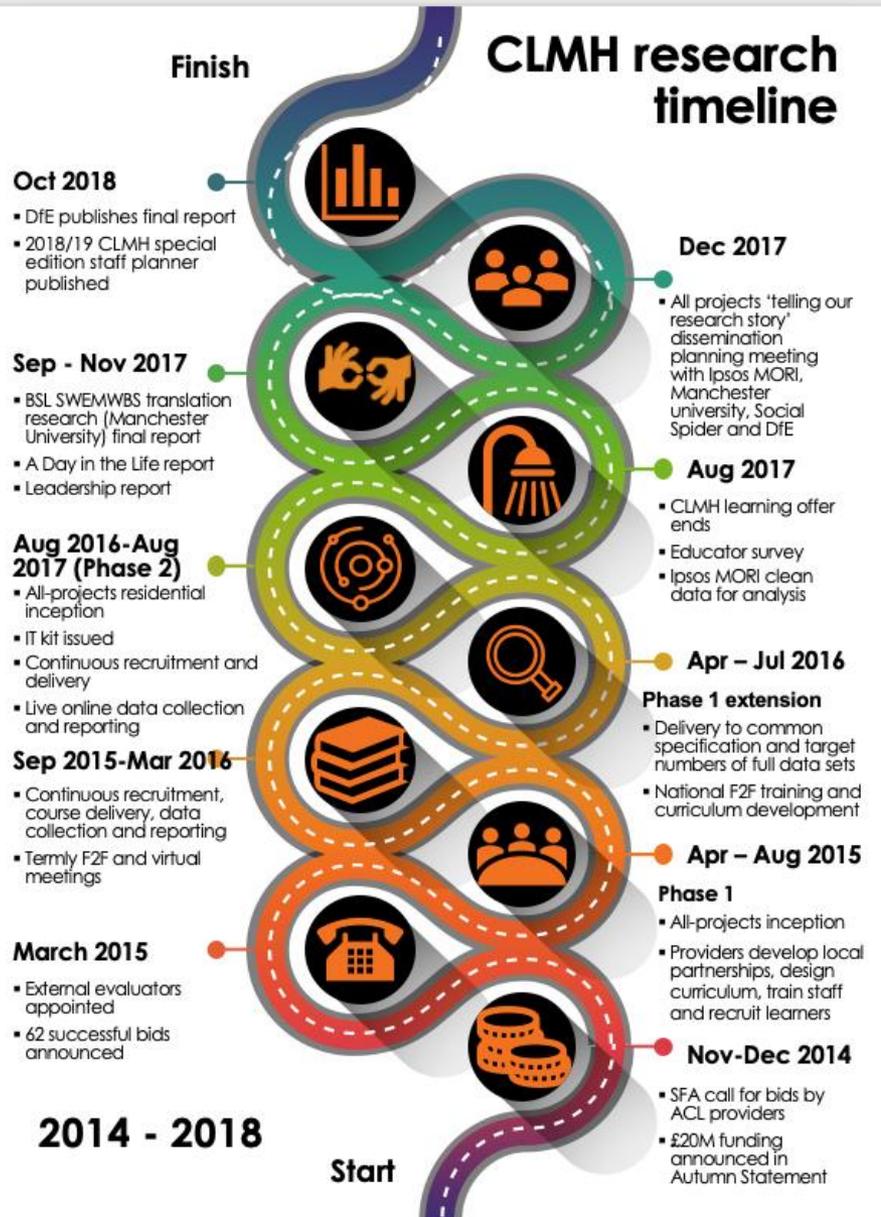
[catina@mhfe.org.uk](mailto:catina@mhfe.org.uk)

07920493620

# **BIS/DfE Community Learning Mental Health Research (2015/17)**

“Testing out if short, part-time community learning courses help people develop strategies to manage their mild to moderate mental health problems (like stress, worry, anxiety, and depression).”

# The timeline



# The providers

---



An interactive version at <https://mhfe.org.uk/clmh-pilots/> contains links to their webpages, blogs, videos and more.

# Stories within stories

---



# Stories

- Of stigma and stereotypes
- Of bids and scoring
- Of ACL and the wider sector
- Of data
- Of ethics and research
- Of digital
- Of leadership
- Of inequalities including within within mental health
- Of government, and politics
- Of policy – or the lack of it
- Of commissions?

### Group A

Courses on **managing symptoms of mental health problems** (e.g. how to manage anxiety).

All participants were experiencing **mild to moderate mental health problems**.

### Group B

Courses on **traditional community learning topics** (e.g. yoga, digital skills, painting).

All participants were experiencing **mild to moderate mental health problems**.

### Group C

Courses on **traditional community learning topics** (e.g. yoga, digital skills, painting).

Participants were a mix of learners, **some with mild to moderate mental health problems and some without mental health problems**.

## The recipe

- Up to 3 hours of 1:1 guidance – [using Discovering Potential](#)
- Short non-formal courses
- Post-course top-up sessions
- Collecting and reporting process and outcome data

**Q. Difference?**



# Thick evaluation

# Reports

---



The screenshot shows the MHFE website homepage. At the top left is the MHFE logo. To its right are social media icons for Twitter, YouTube, Facebook, LinkedIn, and Pinterest. Further right is the text 'Text Size: A+ Reset A-' and a search bar with the text 'Search this site' and a 'Search' button. Below the logo is the tagline: 'A network for anyone with an interest in adult education and mental health'. On the left side, there is a vertical navigation menu with buttons for Home, News, Blog, Calendar, Breaking Rules, DfE CLMH Research (2015/18), Networking, Library, and Help. Below the menu is a 'Join / Login' button with a lock icon. At the bottom left of the menu is a 'Get tickets to our events >' button with an illustration of an umbrella and boots. The main content area features a 'Welcome to MHFE' heading, followed by 'World Mental Health Day - Wednesday 10 October 2018' and 'Findings published today'. The featured article is 'Community Learning Mental Health Research (2018)', which includes a video player showing a blue door in a room. The video player has a play button, a 'Watch later' button, and a 'Share' button. Logos for Ipsos, Department for Education, Centre for Mental Health, and Ipsos MORI are visible in the video player. Below the video player is the text: 'Today the Department for Education (DfE) published the findings from the Community Learning Mental Health Research (CLMH).' and the URL 'https://mhfe.org.uk'.

**MHFE**

A network for anyone with an interest in adult education and mental health

Text Size: A+ Reset A-

Search this site  **Search**

**Home**

**News**

**Blog**

**Calendar**

**Breaking Rules**

**DfE CLMH Research (2015/18)**

**Networking**

**Library**

**Help**

**Join / Login** 

Get tickets to our events >



## Welcome to MHFE

### World Mental Health Day - Wednesday 10 October 2018

Findings published today

#### Community Learning Mental Health Research (2018)

Community Learning Mental H... Watch later Share

Department for Education

Centre for Mental Health

Ipsos Ipsos MORI

Today the Department for Education (DfE) published the findings from the Community Learning Mental Health Research (CLMH).

<https://mhfe.org.uk>

# Academic research

---

MANCHESTER  
1824

The University  
of Manchester



## Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) in British Sign Language (BSL)

Principal Investigator:  
Dr Katherine D Rogers

Co-investigators / co-authors:  
Professor Alys Young, Claire Dodds, and Dr Malcolm Campbell

Division of Nursing, Midwifery and Social Work | School of Health Sciences | Faculty of  
Biology, Medicine and Health  
The University of Manchester

[Katherine.rogers@manchester.ac.uk](mailto:Katherine.rogers@manchester.ac.uk)

# Curation team research

---

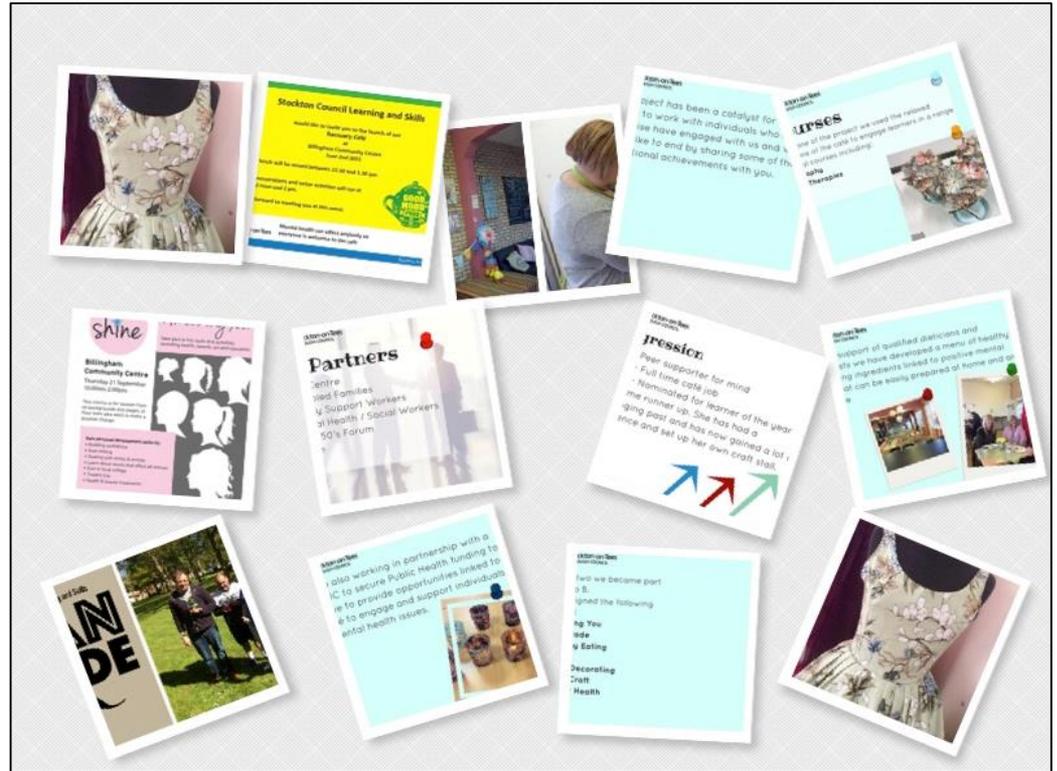
## Staff CPD and wellbeing: Findings from the CLMH Educators Survey

4 December 2017

[Lou Mycroft](#)

# Seeing comes before words...

---



# Saturday Night at the Movies – We Care What Picture You See

CEB • 1m

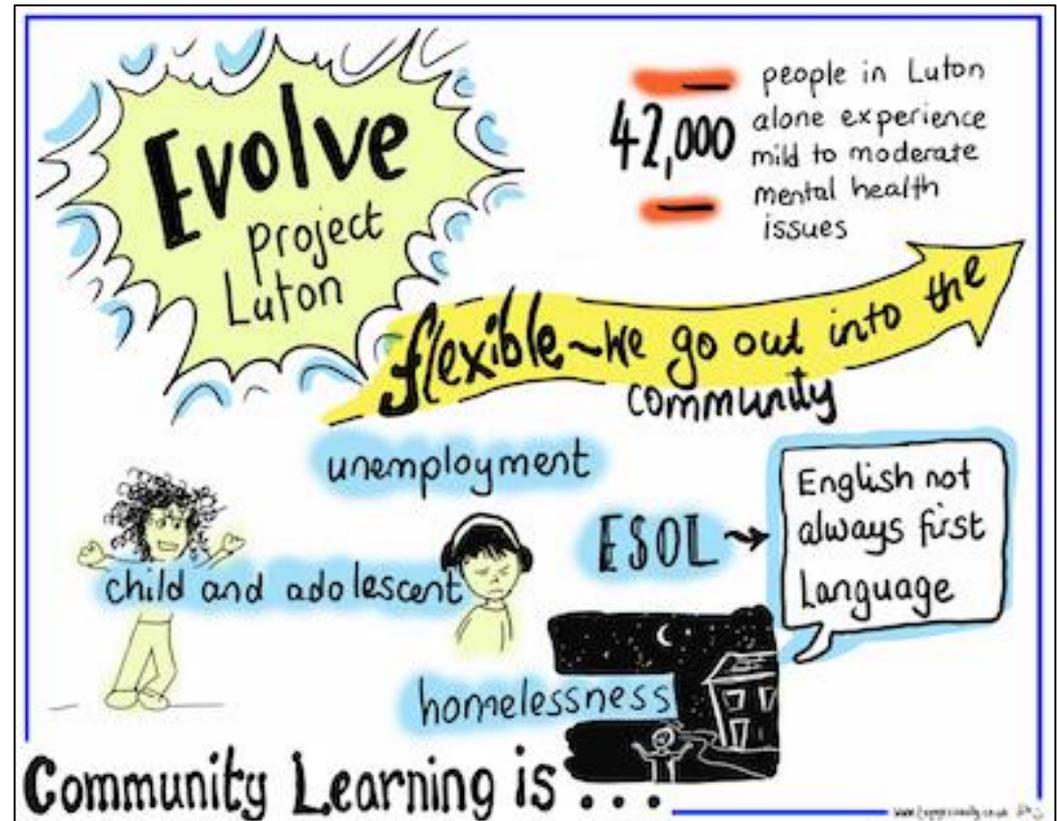
## Saturday Night At the Movies - We Care What Picture You See

Our Box Set of terrific CLMH films: Taking our hats off to you all

- HIPPO Project**  
Cornwall Council film made with national CLMH team  
Learners from the HIPPO proje... Four learners reflect on the diff... youtube
- Halton Council**  
Film made with national project  
What will you achieve through ... Adult learners at the communit... youtube
- Wolverhampton College**  
Wolverhampton CLMH Talking... Tutors from our CLMH project ... youtube
- Redcar and Cleveland Council**  
High quality film of learner feedback which provides several learner case studies  
redcar Subtitles Uploaded by mhfewhatsnew o... youtube
- Stepping Stones Stories - RACC**  
Staff and students stories and reflections  
SteppingStonesFinalVersion Description youtube
- Poole**  
BU Interview Two Living Well learners talkin... youtube
- Garden in MIND**  
Redbridge Institute of Adult Education  
Gardening in Mind Slideshow from presenting the... youtube
- Janice's Story**  
Bury Adult Learning Positive Steps Project  
Janice's feedback on her expe... Extract containing Janice's fee... youtube
- Hillingdon**  
Mental Health Project Video 2 Mental Health Project Video 2 youtube
- From the RIAE Awards Evening**  
From the RIAE Awards Evenin... Slide presentation illustrating...

[https://padlet.com/Librarycat/CLMH\\_Films\\_boxset](https://padlet.com/Librarycat/CLMH_Films_boxset)

# Lessons learned





# Case studies

# From arrogance

CEB • 16m

## Box Set of CLMH Case Study Box Sets

Made with a lightning strike of genius

**Steve/Ljaja please upload the case studies template here please**  
CLMH Case studies by region  
Made with a creative frenzy  
ceb

**Search case studies by region**  
CLMH Case studies by region  
Made with a creative frenzy  
ceb

**Search guidance case studies**  
CLMH Guidance Case Studies  
Made with a creative frenzy  
ceb

**Search progression case studies**  
My glorious CLMH progressio...  
Made with a lightning strike of ...  
ceb

**Search for individuals' case studies**  
CLMH individual case studies ...  
Made with a lightning strike of ...  
ceb

**Search for whole group/course case studies**  
CLMH Group/Course Case Stu...  
Made with a creative frenzy  
ceb

**Search case studies by curriculum/course subject area**  
CLMH Case studies by curricul...  
Made with a creative frenzy  
ceb

**Search refresh session case studies**  
CLMH Refresh Session Case S...  
Made with a creative frenzy  
ceb

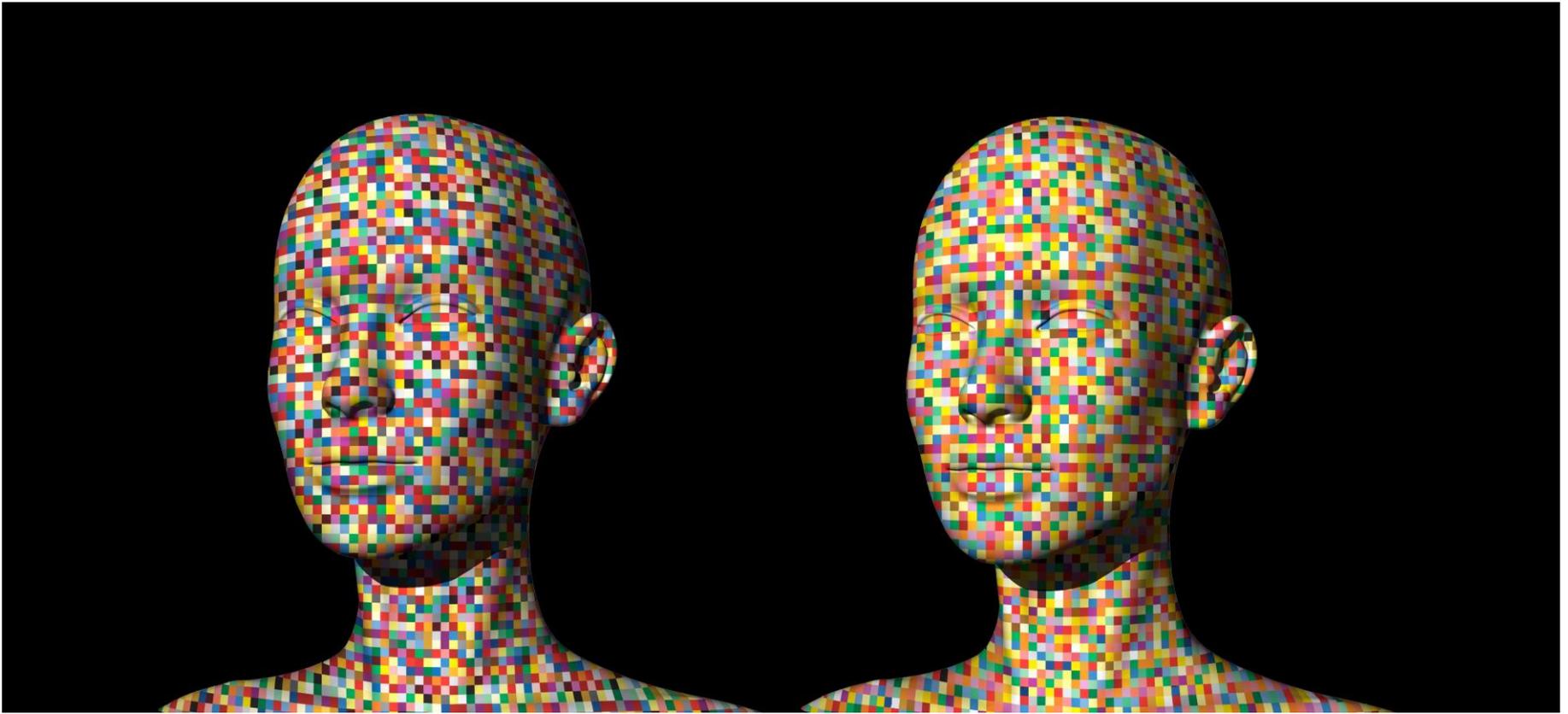
**Search case studies by protected characteristics**  
CLMH Case studies by protect...  
Made with a creative frenzy  
ceb

**Search learner case studies by organisational type**  
CLMH Search Case Studies by...  
Made with a creative frenzy  
ceb

**Search case studies by partner agencies/sub-contractors**  
CLMH Search Case Studies by...  
Made with a creative frenzy  
ceb

**Search Family Learning Case Studies**  
CLMH Box Set of Family Learn...  
Made with a creative frenzy  
ceb

[https://padlet.com/Librarycat/CLMH Case Studies](https://padlet.com/Librarycat/CLMH_Case_Studies)



**To realisation and**

---



# The humility of ethical practice

- Autonomy
- Respect
- Trust
- Consent
- Privacy (incl. data)
- Non-maleficence
- Beneficence

# Community learning mental health research project

Phase two evaluation report

October 2018

Ipsos MORI, the Centre for Mental Health  
and Liz Lawson

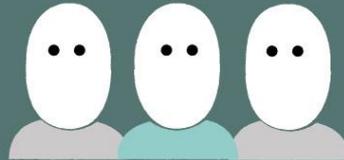
# Findings: Government – Ipsos MORI

---

# COMMUNITY LEARNING MENTAL HEALTH PROJECT

## WHO took part in the project?

Over 23,000  
people took part  
in the project



One in three were not receiving  
any other support for their mental  
health.

**Socially and  
economically  
disadvantaged  
people took part**

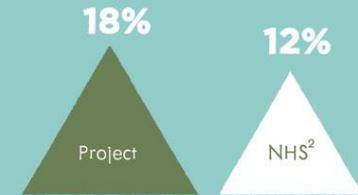
No qualifications  
**15%**

Employed  
**26%**

Unemployed or unable  
to work due to illness<sup>1</sup>  
**34%**

**A more  
representative  
range of ethnicities**

(compared with people using NHS  
mental health services)



People from ethnic minority  
backgrounds



Department  
for Education



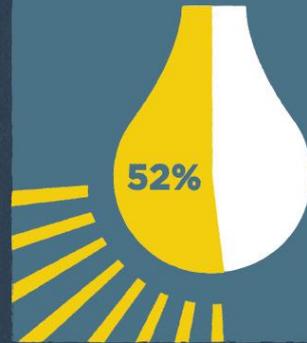
Ipsos MORI

# Findings: Government – Ipsos MORI

# COMMUNITY LEARNING MENTAL HEALTH PROJECT

What **DIFFERENCE**  
did the project  
make to people?

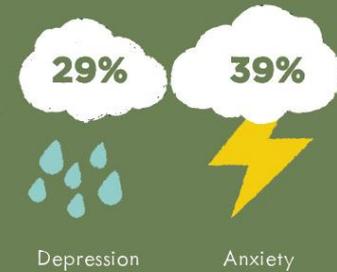
Half of people said  
they would go on  
to further learning



Positive changes  
in people's lives<sup>3</sup>



Improvements<sup>2</sup> in  
people's symptoms  
of depression  
or anxiety



Department  
for Education



Ipsos MORI

# Findings: Government – Ipsos MORI

# Findings: Government – Ipsos MORI

## COMMUNITY LEARNING MENTAL HEALTH PROJECT

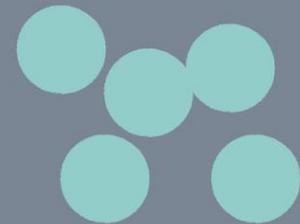
**HOW** did the  
courses improve  
wellbeing?



The courses allowed them to relax and focus on something positive



An opportunity to learn something new, which gave them a sense of achievement



People felt less isolated through meeting other people in a similar situation



Department  
for Education



Ipsos MORI

# Findings – from learners

---



<https://youtu.be/l-ZFuCvnjz8>

# Important findings?

In addition to comparing within groups, some broad comparisons were made between the outcomes achieved by the CLMH research project and the latest available data for the NHS IAPT service.

These are should indicative only, as analysis does not account for differences between the approaches, e.g.

- IAPT provision typically takes place over more weeks than the CLMH offer
- the latest information indicates IAPT patients, on average, have more severe mental health problems than those participating in the CLMH research project

# Important findings for FE (1)

## Group A

- had the largest proportion of learners from the target group who showed a significant improvement in their symptoms, for both depression and anxiety
- learners were more likely to report improvement in their overall mental health and in other aspects of their life such as taking a positive approach to things, making progress in learning, and handling knockbacks
- showed the greatest improvement in average wellbeing. The regression analysis shows that, all else being equal, learners in group B were less than two-thirds (0.65 times) as likely to recover from depression compared with learners in group A.

# Important findings for FE (2)

## Group A

- had the most positive outcomes, followed by group C
- outcomes for group B were the least positive.
- This may indicate that courses which are explicitly focused on managing mental health symptoms are more effective at improving mental health outcomes than general adult learning courses.
- Learners were more likely to report feeling more optimistic and relaxed as a result of participating, while learners in groups B and C were more likely to report increased confidence and skills as the biggest change for them.

# Important findings for FE (3)

- One in ten learners (10%) showed a significant deterioration in their symptoms of anxiety, depression, or both, which was not accompanied by an improvement on either MHS scale.
- The equivalent figure for the IAPT service was 6% in 2016-17.

How does CLMH compare with other ACL provision?

Data is not collected or reported for the recruitment or completion rates of general adult and community learning, and therefore comparisons are not possible.

# Important findings for health (1)

## CLMH

- Reached a similar **age** and **gender** demographic to NHS IAPT services and to Adult and Community Learning (ACL)
- Was successful in reaching some groups who are less likely to access traditional mental health services.

In particular:

- Ethnic background: The profile of learners in the project was more representative of the overall population in terms of ethnic background, compared to NHS mental health services

# Important findings for health (2)

## CLMH

- Reached a greater proportion of people who were unemployed or unable to work (around a quarter) compared with the Improving Access to Psychological Therapies (IAPT) service.
- Was more successful than IAPT service in reaching people with little experience or learning and few qualifications
- Self-referral was a key source of learners from the target group
- Some learning providers received lower than expected referrals from health services, despite 'partnerships' and publicising the study to these organisations

## Important findings for health (3)

- More than three-quarters (76%) of learners completed their course. Some of the reasons given by learners who were unable to complete their course included other commitments such as their caring responsibilities or medical appointments
- Average wellbeing of learners completing a course, compared to the overall population, moved from significantly below average to around the average following their participation.

## **Important findings for health (4)**

- **Indications of recovery for over half of CLMH learners with clinically significant symptoms.**
- **52% learners who started their course with clinically significant symptoms of anxiety and/or depression no longer had clinically significant symptoms at the end of their course.**
- **For some providers this rate was as high as 75%.**
- **While the research project and evaluation was not designed to compare the effectiveness of the CLMH approach to that of the NHS IAPT service, the recovery rate observed here was broadly similar to that of the IAPT service (49%).**

# Important findings for all? (1)

- Data for IAPT can be used to provide some context. However, differences in the nature of the service and of the users of the service mean these comparisons should be treated as indicative only.
- **Referral to start:** In 2016/17: 70% of 1.39m people being referred to IAPT started a course of treatment, compared to **80% of 9,662 people who undertook a CLMH IAG session**; and
- 59% of 965,379 people completed their course of treatment within the year, compared to **76% of 7,703 people starting a CLMH course.**

# Important findings for all (2) - Wellbeing

- On average, target group learners' wellbeing had improved by the end of their course (sWEMWBS)
- At IAG, average wellbeing was 20.0. (i.e. the bottom quarter of the population)
- At the time of final surveys, average wellbeing had increased to 22.4. (close to average wellbeing)
- Learners in Group C who did not have symptoms of mental health problems at IAG reported above-average wellbeing, with an average score of 25.5. Improved to 27.4 at the end of the course = top quarter of the population for wellbeing.

# Important findings for all (3)

## - About Learning

- Learners completed assessments of their learning self-efficacy, both at their initial IAG session and on completion of their course.
  - For all questions, there was an increase in the proportion of learners reporting positive attitudes towards learning “often” or “all of the time”.
  - Biggest change was in the number of learners who reported that they often or always felt confident to ask for help if they got stuck: 70% of learners reported that they could do this “often” or “all of the time” by the end of their course.

# How do you measure learning in ACL?

---

## About learning on your course and after

20. About Learning Below are some statements about learning. Please choose the ones that best describe your experience of each over the last 2 weeks

|                                                 | None of the time         | Rarely                   | Some of the time         | Often                    | All of the time          |
|-------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel ready and able to learn new things       | <input type="checkbox"/> |
| I feel confident to ask for help if I get stuck | <input type="checkbox"/> |
| I share what I've learned with others           | <input type="checkbox"/> |
| I know what I want to learn next                | <input type="checkbox"/> |
| I can talk about what I'm good at               | <input type="checkbox"/> |

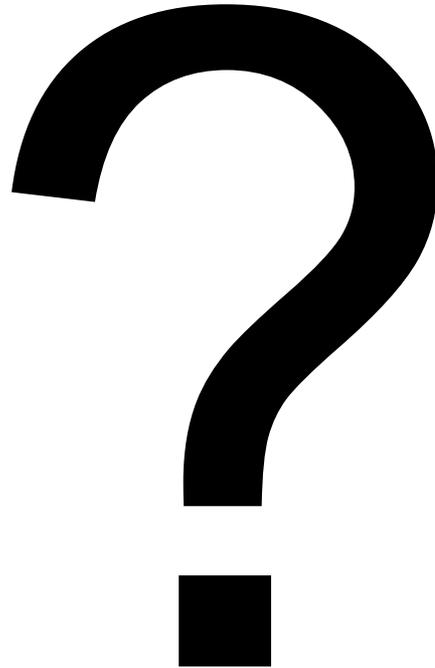
# Important findings for all (4)

## - About Learning

Ipsos MORI recommended:

**The About Learning tool, used to measure learning self-efficacy, developed by DfE team for use in this project (because no suitable tool existed for this purpose) should be tested and validated by researchers in order to create a validated learning self-efficacy measurement tool for future research.**

# Dissemination, implementation and impact

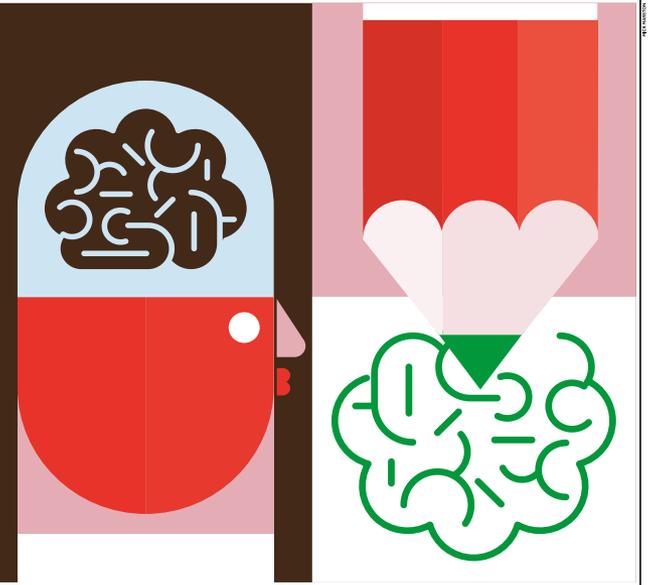


# Media

---

## Is learning the best medicine?

A major study revealing how community learning can be used to alleviate mental health problems has the potential to transform the status of the sector. So why has the government buried the report? **Jonathan Owen** investigates the barriers preventing more joined-up working between healthcare and education



# Commissions?

---



The image is a screenshot of the Centre for Mental Health website. At the top left, the logo for 'Centre for Mental Health' is displayed, with 'Centre for' in a smaller font above 'Mental Health'. To the right of the logo is a green square icon with a white circle inside. Further right is a search bar with the text 'Search' and a magnifying glass icon. Next to the search bar is a 'Direct Contacts' button. To the right of this are five circular social media icons for Facebook, Twitter, LinkedIn, YouTube, and Instagram. On the far right of the top navigation bar is an orange 'DONATE' button. Below the navigation bar is a horizontal menu with links for 'ABOUT US', 'SUPPORT US', 'NEWS', 'OUR WORK', 'BLOGS', 'WORK WITH US', and 'PUBLICATIONS'. The main content area features a large photograph of a busy city street with many pedestrians. Below the photograph is a news article headline in green text: 'Liz Sayce to chair new Commission for Equality at Centre for Mental Health'.

Centre for  
Mental Health

Search

Direct Contacts

DONATE

ABOUT US SUPPORT US NEWS OUR WORK BLOGS WORK WITH US PUBLICATIONS

Liz Sayce to chair new Commission for Equality at Centre for Mental Health

Press release

## Adults skills gap

Report highlighting that well-paid, highly-trained workers keep learning as low-skilled workers miss out

---

Published 29 January 2019

From: [Social Mobility Commission](#)



Or,  
maybe  
not ...

---



SOCIETY

## What worries the world? September 2018



11 October 2018

SOCIETY

## Evaluation of the Community Learning Mental Health Research Project



10 October 2018

SOCIETY

## The Conservative party is still more disliked than Labour



27 September 2018

Juxtaposition of the report on Ipsos website  
on WMHD 2018

---