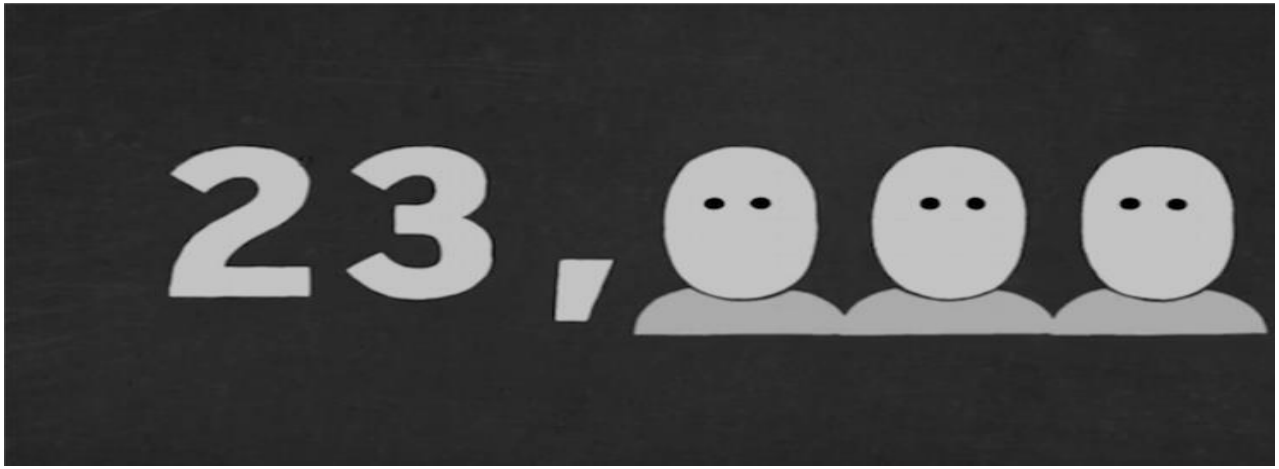
What's the point of evidence in education?



EAAL England Impact Forum

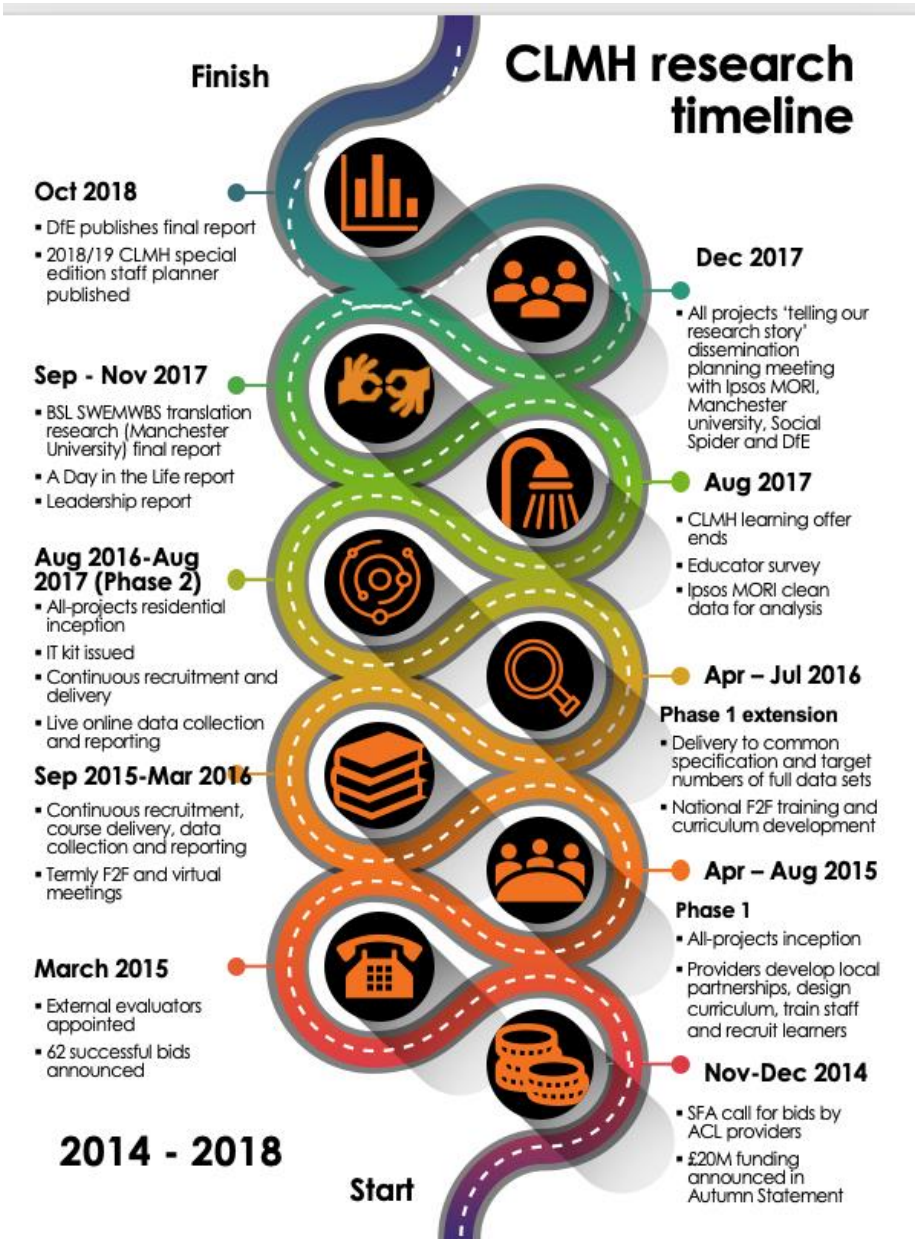
29 January 2019

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

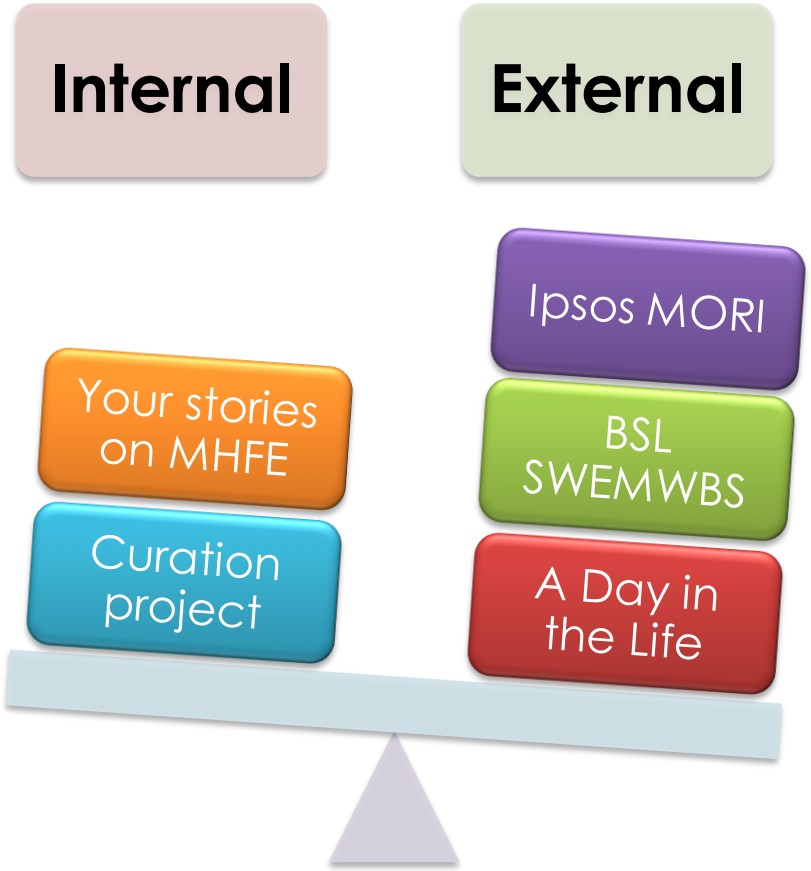
Courses on **traditional community learning topics** (e.g. yoga, digital skills, painting).

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

The recipe

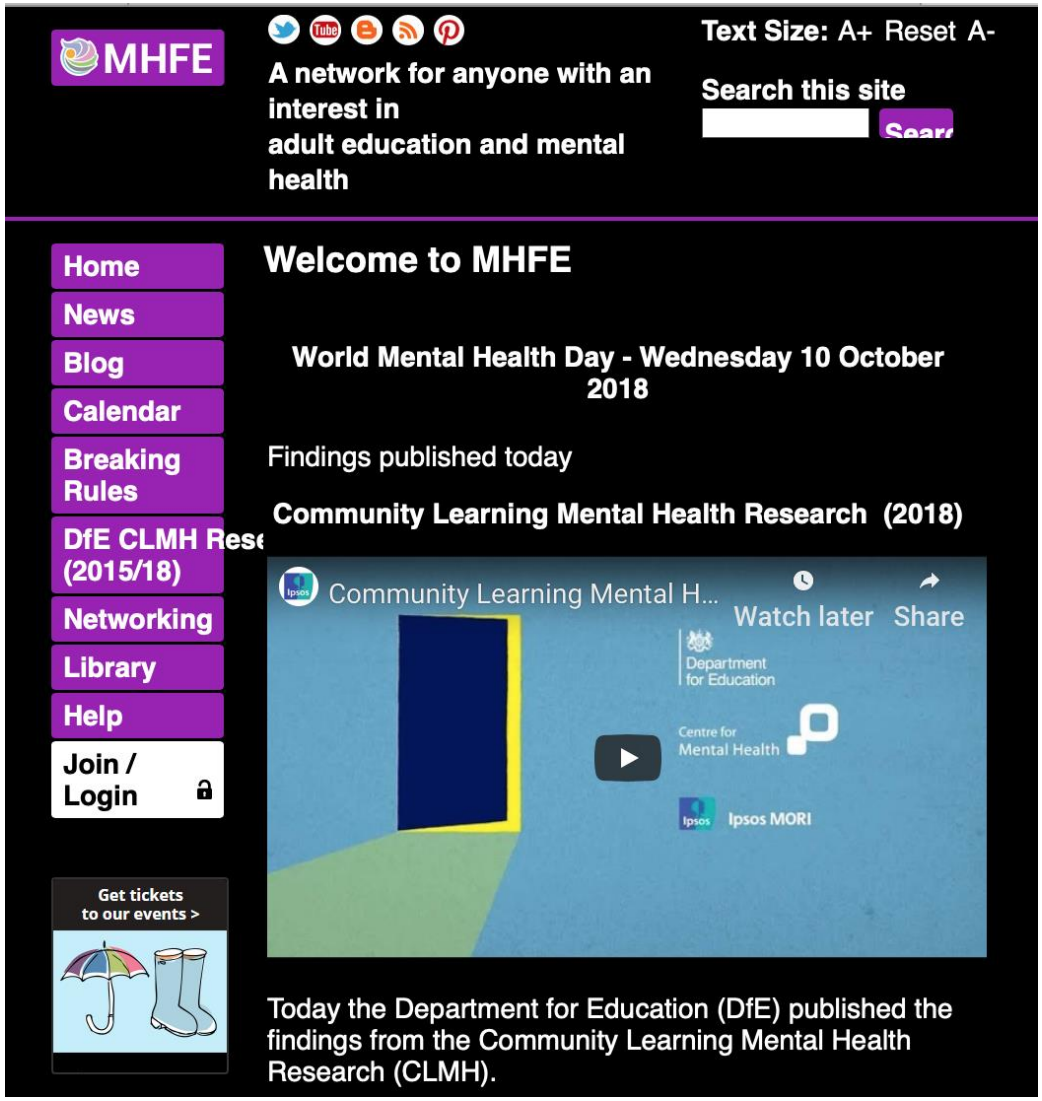
- Up to 3 hours of 1: guidance – using Discovering Potential
- Short non-formal courses
- Post-course top-up sessions
- Collecting and reporting process and outcome data

Q. Difference?



Thick evaluation

Reports



https://mhfe.org.uk

Academic research

The University of Manchester

MANCHESTER 1824

SORD

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

Curation team research

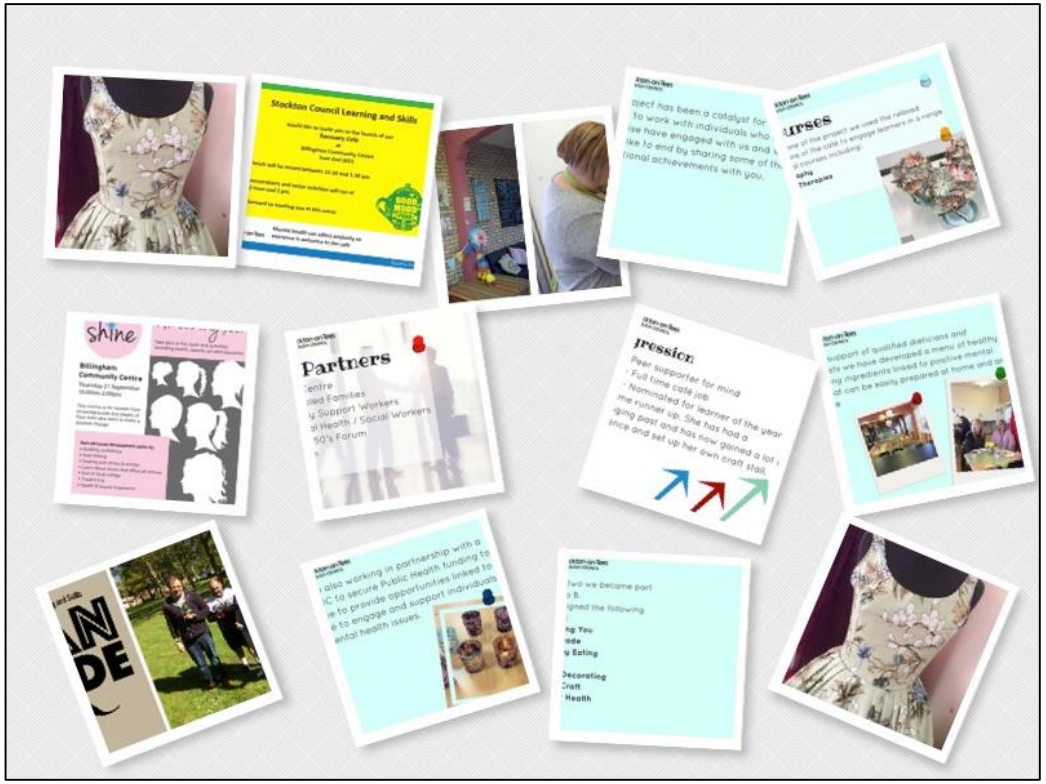
Staff CPD and wellbeing: Findings from the CLMH Educators Survey

4 December 2017

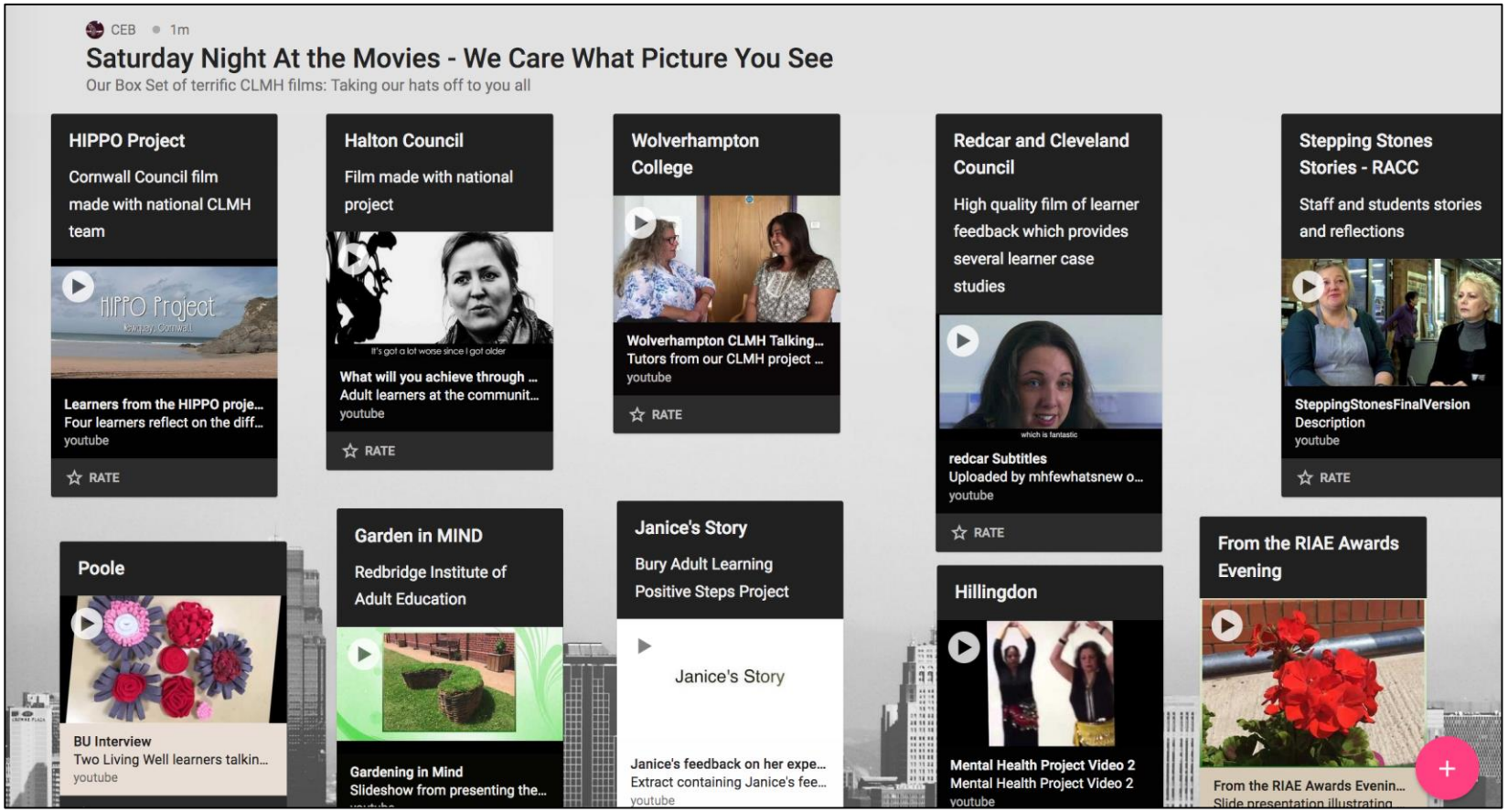
Lou Mycroft

@teachnorthern

Seeing comes before words…



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

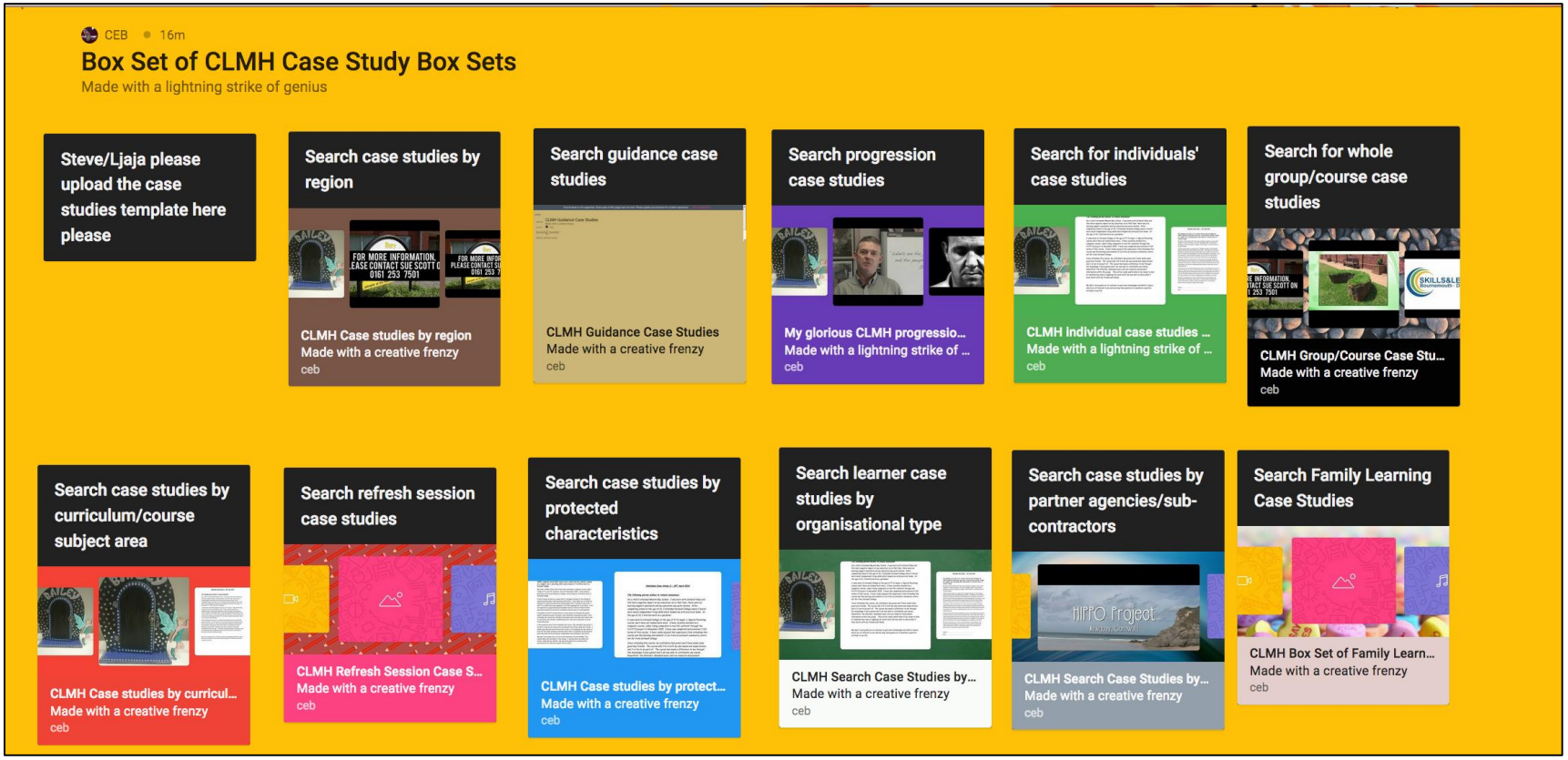


https://padlet.com/Librarycat/CLMH_Films_boxset

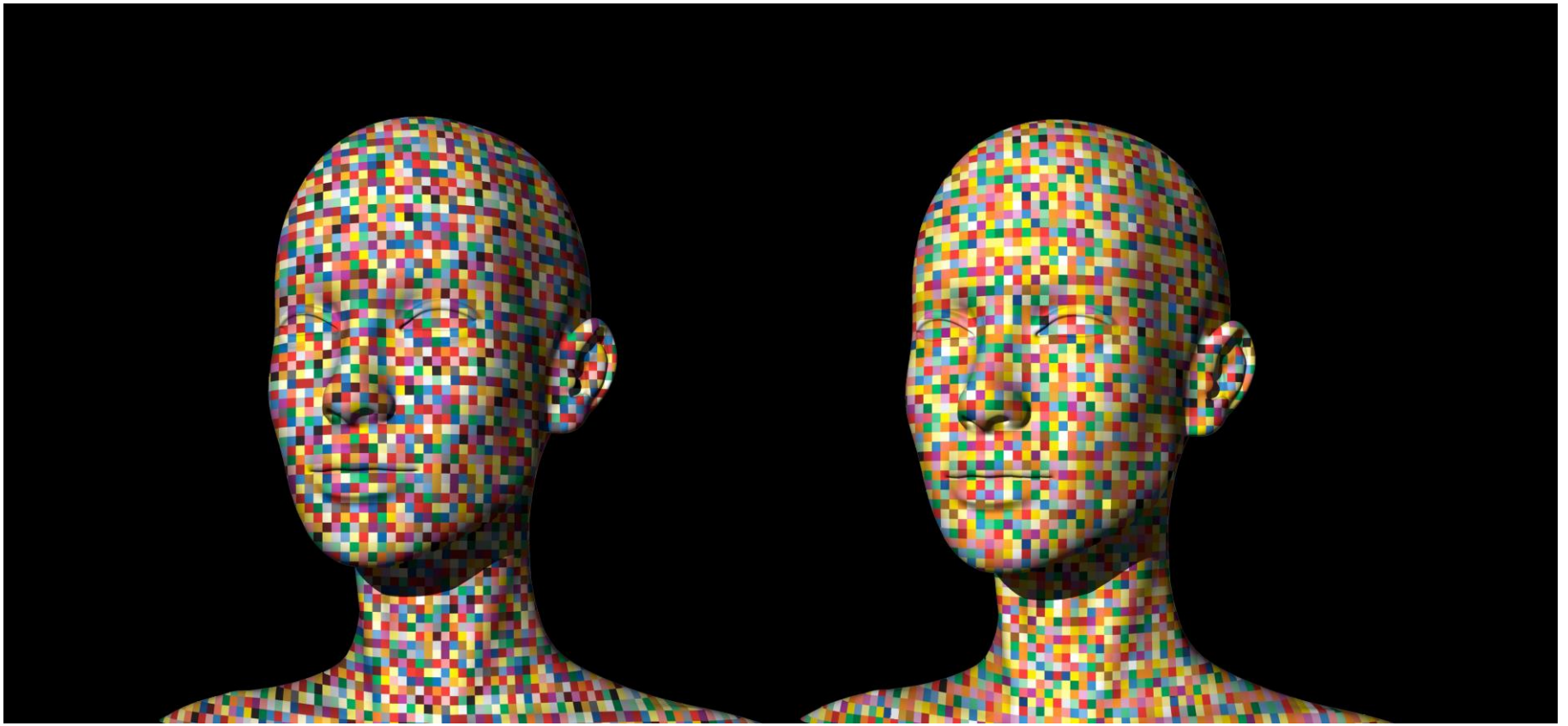
Lessons learned

Case studies

From arrogance



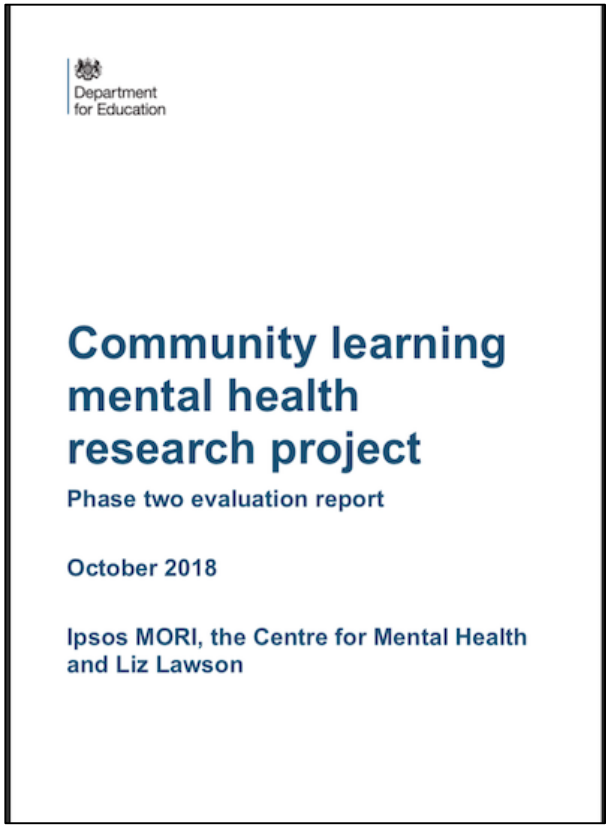
https://padlet.com/Librarycat/CLMH_Case_Studies



To realisation and

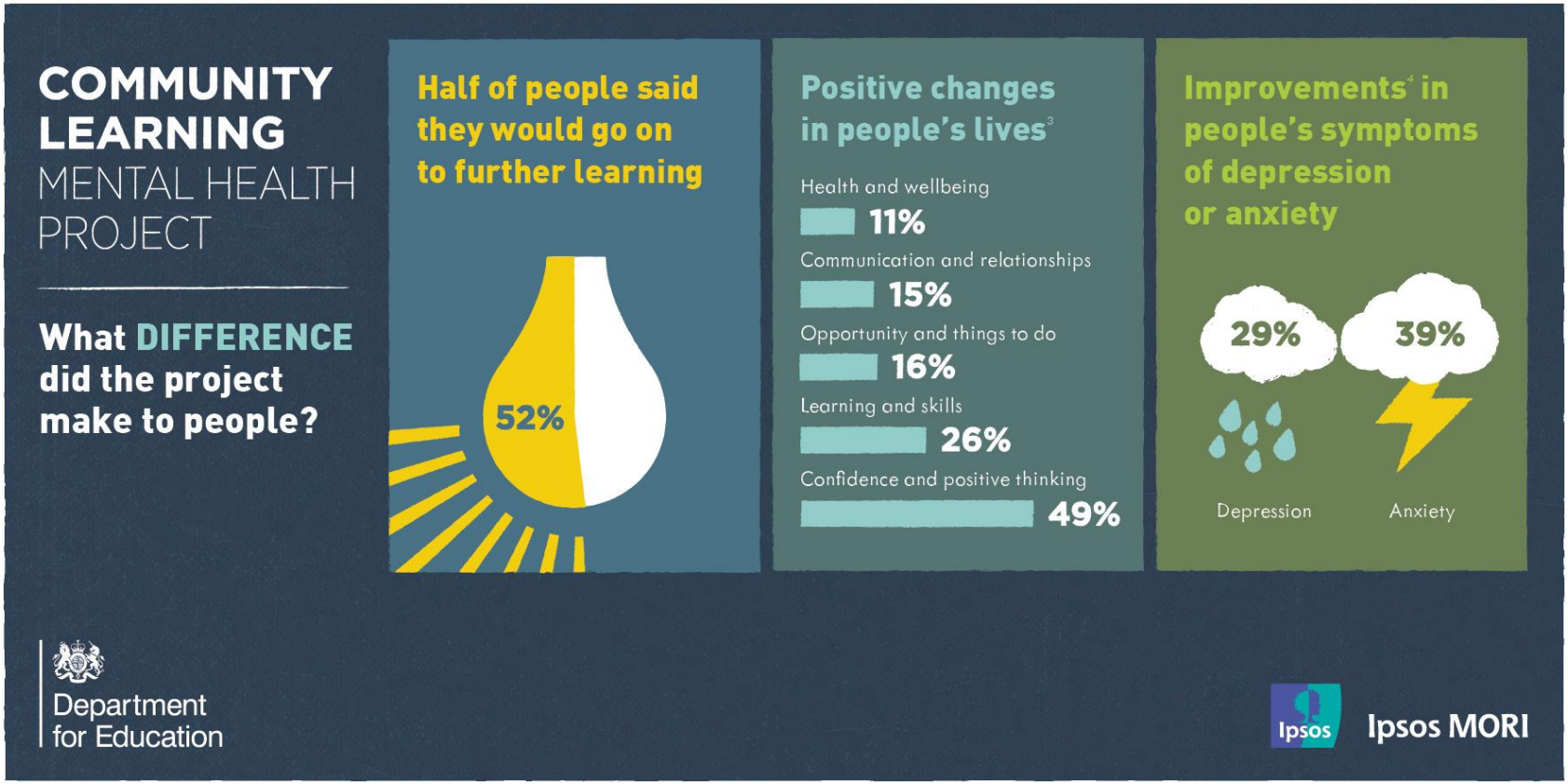
The humility of ethical practice

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



Findings: Government – Ipsos MORI

Findings: Government – Ipsos MORI



Findings: Government – Ipsos MORI

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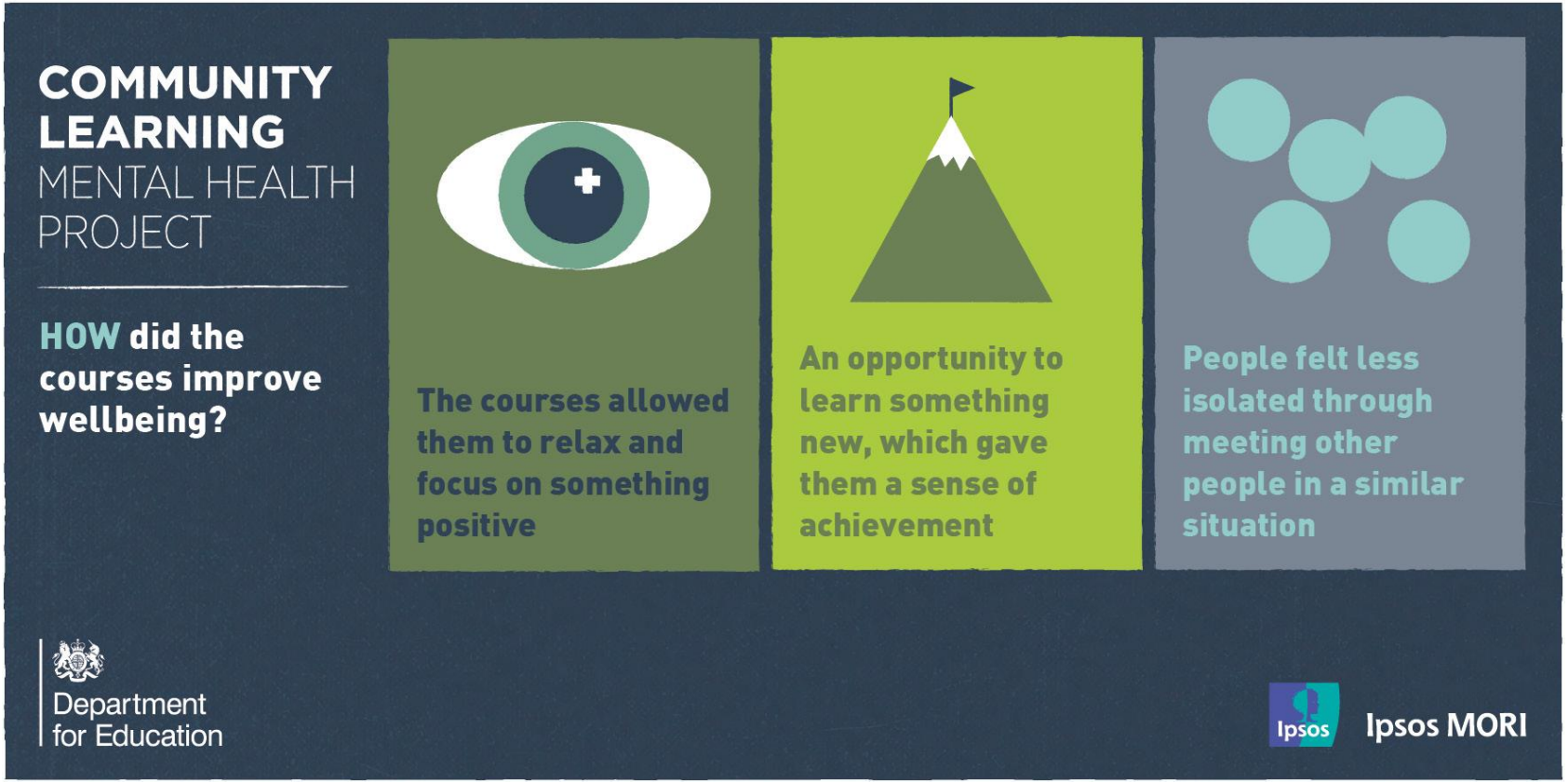


Findings – from learners

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 MHSA 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.

Base: 5,568 phase two learners in the CLMH target group and 897 Group C learners without symptoms of mental health problems recording a measure on short WEMWBS before and after starting their course. Source: Ipsos MORI analysis of DfE survey data.

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	☐	☐	☐	☐	☐
I feel confident to ask for help if I get stuck	☐	☐	☐	☐	☐
I share what I've learned with others	☐	☐	☐	☐	☐
I know what I want to learn next	☐	☐	☐	☐	☐
I can talk about what I'm good at	☐	☐	☐	☐	☐

Important findings for all (4) - About Learning

Ipsos MORI recommended:

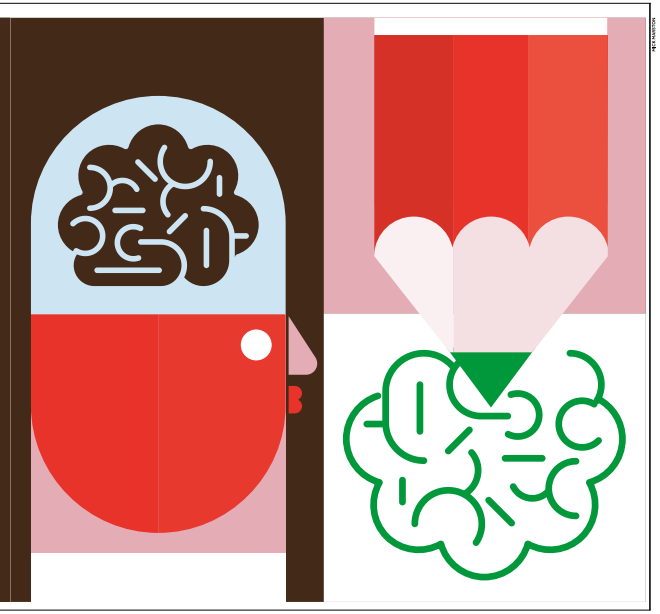
The About Learning tool, used to measure learning self-efficacy, developed by DfE team for use in this project (because no suitable tool existed for this purpose) should be tested and validated by researchers in order to create a validated learning self-efficacy measurement tool for future research.

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?

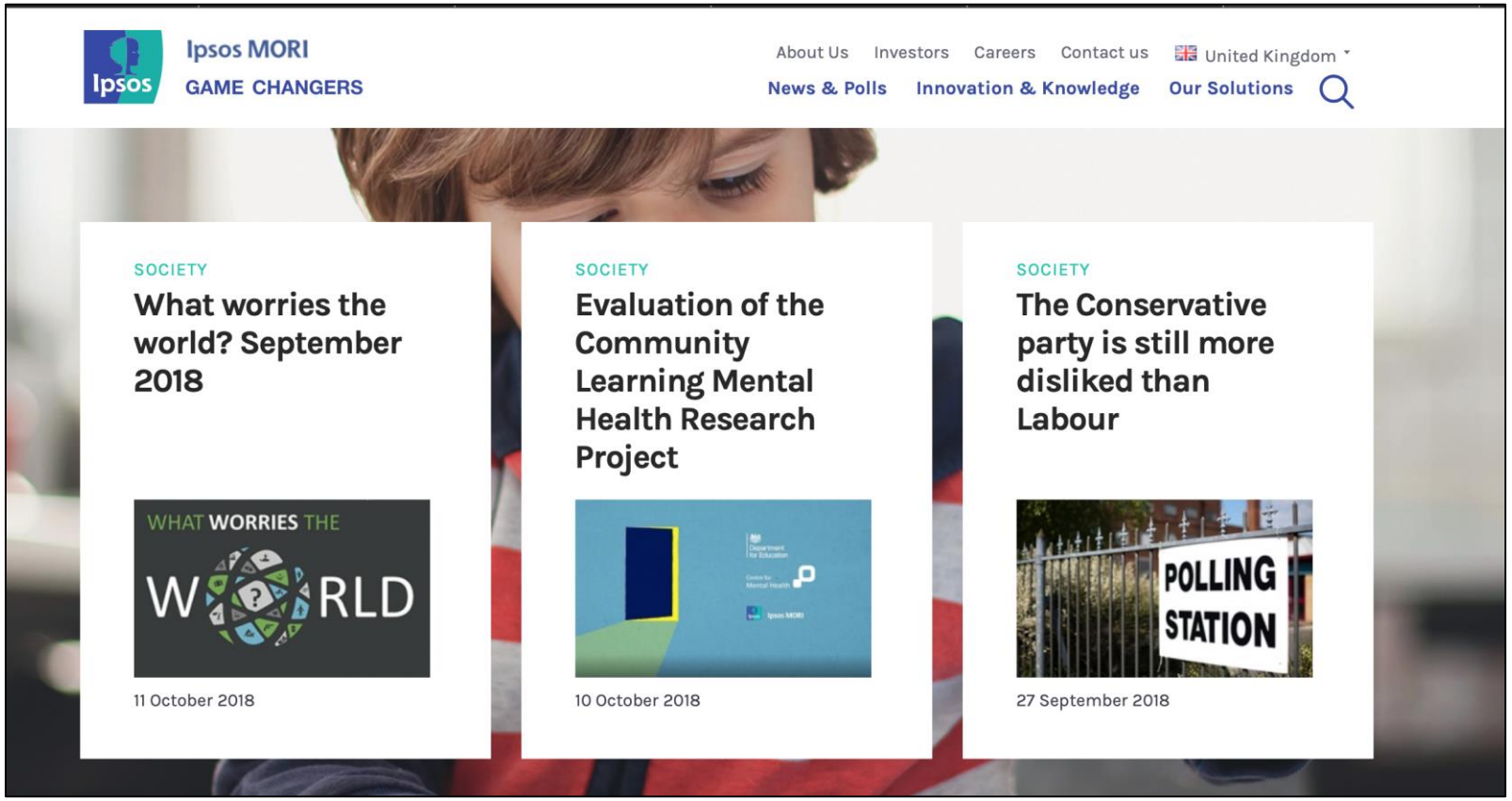
Press release

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 …



Juxtaposition of the report on Ipsos website on WMHD 2018