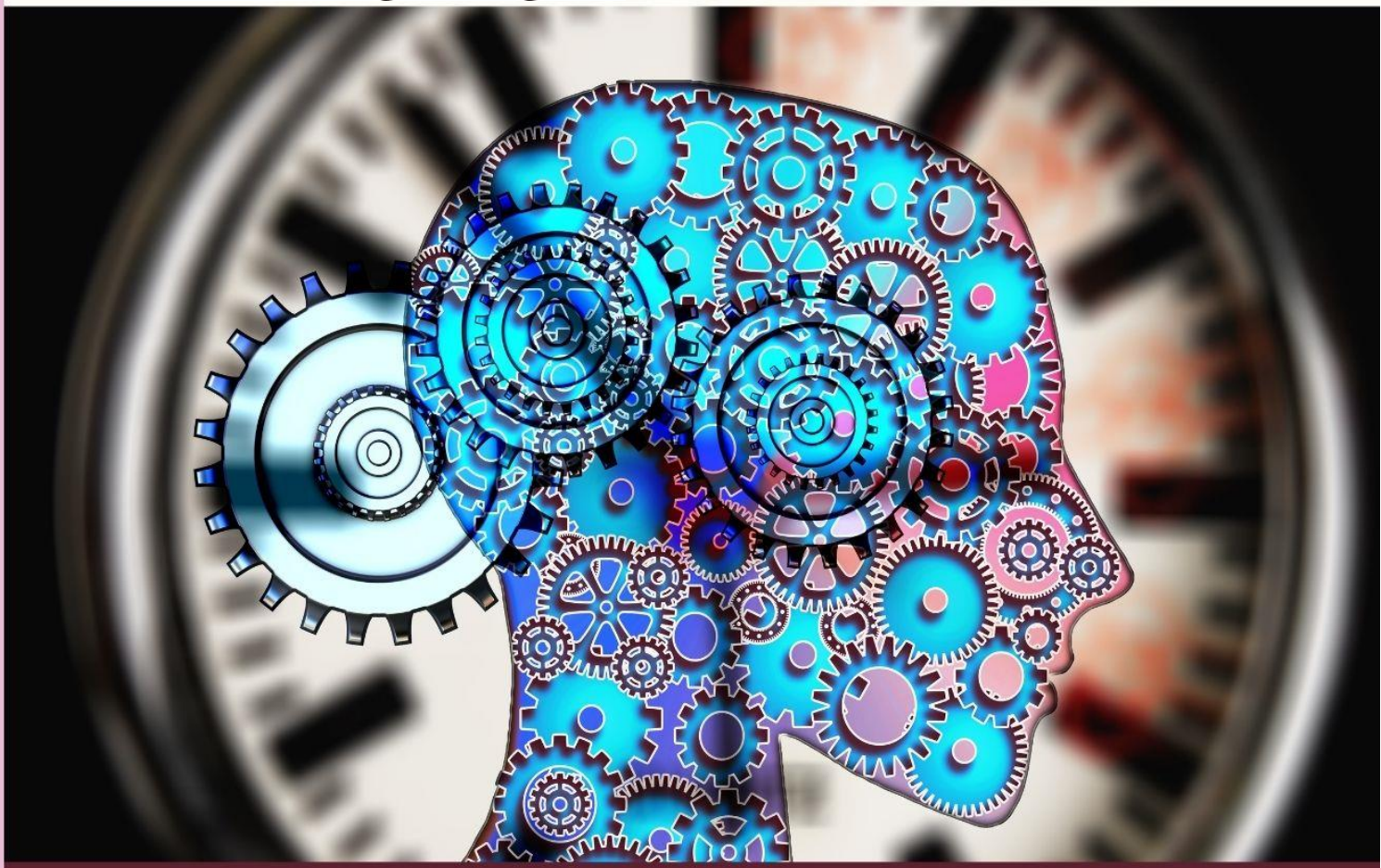
MAY 2021

MENTAL HEALTH TRAINING NEED AT COLEG SIR GAR AND COLEG CEREDIGION



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Date: 18 May 2021

Glossary of Terms

- CSG and CC – Coleg Sir Gar and Coleg Ceredigion
- PEST – Political, Economic, Social and Technology
- L&D - Learning and Development
- LNA – Learning Needs Analysis
- KSA – Knowledge, Skills and Attitudes
- VUCA – Volatile, Uncertain, Complex and Ambiguous

Executive Summary

This report outlines the need for management to develop and learn new skills and knowledge on how to manage, support and improve mental health and wellbeing of employees. The overall aim is to decrease mental health absences in the workplace as internal data has indicated an 11% increase in levels of mental health absence amongst employees since March 2020 to March 2021. Discussions with employees has also indicated a need for managers to undertake training surrounding this. The main reasons for the increase in mental health absences are down to changes in the external environment such as Covid-19 as identified through a PEST analysis (Appendix 1).

The report evaluates methods that can be utilised to create the training to address the high absences relating to mental health by looking at emerging trends/technology within L&D. L&D trends for 2021 consist of blended learning, gamification and mobile learning (Patterson, 2021), (Harper, 2019). Research indicates that organisations such as Pembrokeshire college and Virgin have implemented MHFA for line managers which consists of blending learning (Mental Health Foundation, 2020). Mind (2021) also offer an E-Learning training package for line managers on mental health and wellbeing in the organisation. Organisations such as Towergate insurance and Fijitsu

have implemented a gamification app called Wellspace to increase wellbeing (Wellspace, 2021).

Based on this research, the best option to implement for CC and CSG is the blended learning approach delivered by MHFA Wales which is made up of E-learning modules and face to face sessions. This accommodates for all learning styles and generations in comparison to Mind (2021). The E-learning package is also available on mobile devices which is also a L&D trend for 2021 (Patterson, 2021). CSG and CC would also benefit from implementing the Wellspace App which helps employees to improve their wellbeing by using a gamification element to make it engaging. The aim of the app is for employees to become more productive and energised which will result in a decrease in mental health absences (Wellspace, 2021).

The MHFA training will be delivered to 16 line managers based at Jobs Well campus and will be evaluated through Kirkpatrick's evaluation model. The training costs £2,200 for 16 managers and will be delivered at the beginning of September 2021 (MHFA Wales, 2021). Although the training is expensive, the cost of doing nothing is greater. Similarly, the Wellspace App will be implemented on Jobs Well campus at a cost of £1.00 per employee (Wellspace, 2021). Once we are certain that this reduces absences, the college can implement this for the whole organisation in the next academic year.

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2.0 Introduction

At Coleg Sir Gar and Coleg Ceredigion (CSG and CC) there has been an 11% increase in the levels of mental health absences amongst employees since March 2020 to March 2021.The purpose of this report is to identify a learning need as a result of changes in the external environment through a PEST (Political, Economic, Social and Technological) analysis to address the issue of the increased levels of mental health absences within the organisation.

This report will critically evaluate methods that will be utilised to create a learning experience addressing the identified gap through a demonstration of emerging trends/technology within the Learning & Development (L&D) arena. This will be done through researching various literature to assess the appropriateness in meeting the identified learning need. Based on the literature review, recommendations will be drawn to meet the identified learning need through an action plan along with an indication of how it will be evaluated.

The aim and objective of the report is therefore to:

Aim

- To reduce the levels of mental health absences and to identify a learning need that has emerged at CSG and CC as a result of changes in the external environment to address the issue of the increased levels of mental health absences over the last year.

Objective

- To create a learning experience for the learning need to reduce the levels of mental health absences in the workplace.
- The learner experience addressing the learning need will be evaluated through its effectiveness in reducing mental health absences. Other ways of evaluating the training will be through Kirkpatrick (1994) and (1996) four level model on evaluating a training programme.

This report is produced for consideration by the Executive board. Formal approval will need to be given in order to implement the learning experience at the college.

According to the Mental Health Foundation (2021), mental health is the leading cause of sickness absence in the UK. 70 million work days are lost each year due to this which costs employers approximately 2.4 billion per year. According to CIPD (2021a) supporting and improving mental health in the workplace can improve thinking, decision making, workflow and relationships. These translate to increased productivity and decrease in absenteeism rates which in turn translates to cost savings. The cost of doing nothing to address the high levels of mental health absences in the workplace will only lead to a continued rise in sickness and turnover rates.

CSG and CC background

CSG and CC are a Further Education College. In total there are approximately 1000 students and 850 employees. Figure 1 outlines the values and behaviours that the college champions. Care is one of the values and behaviours championed by the college however, high absenteeism rates relating to

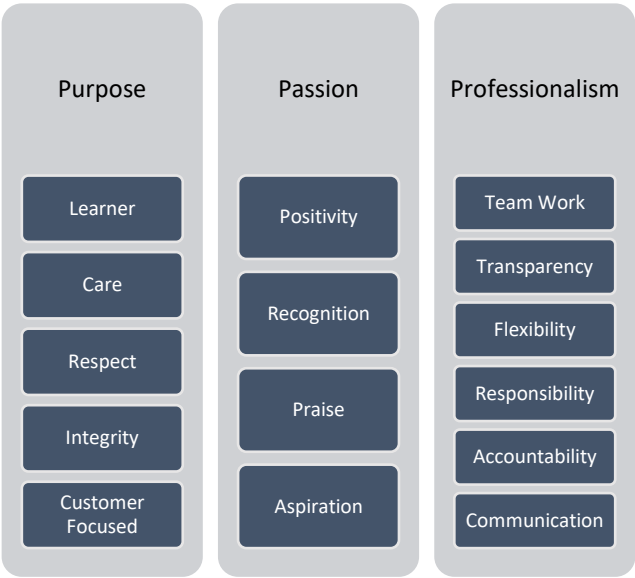


Figure 1 – CSG & CC Values and Behaviours (Coleg Sir Gar, 2021)

mental health highlights otherwise. This is something that needs to be addressed in order for employees to buy into the value and behaviours of the organisation.

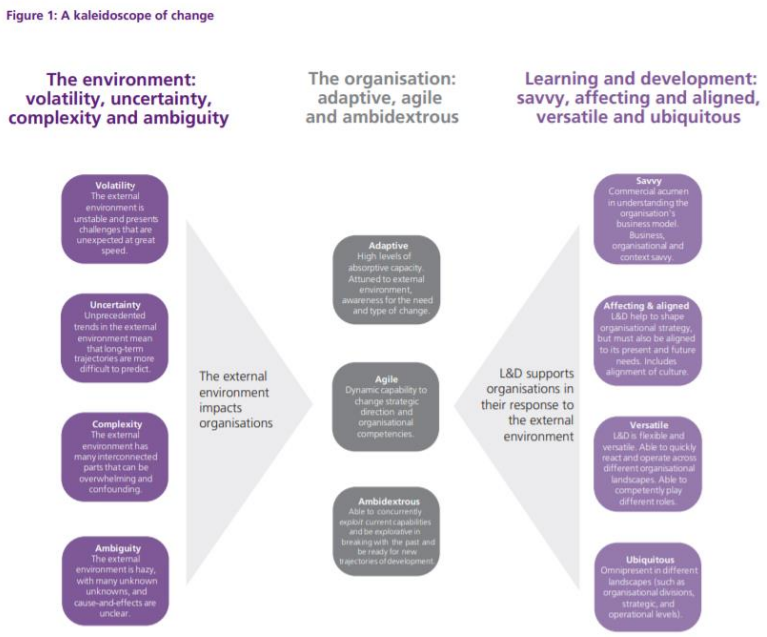
CSG and CC recognise that L&D is an important part of growth for the organisation and for individuals and recognise the benefits that L&D brings as identified by CIPD (2020c). From the employee perspective, employees have had to endure many changes over the last 5-6 years with the biggest change being the merge between CSG and CC. Employees have become less welcoming of L&D opportunities because of their past experiences where processes and policies were changed in order for harmonisation between the two colleges. This has resulted in employees feeling less motivated and enthusiastic for any future L&D opportunities and has caused a low trust culture (Coleg Sir Gar, 2021).

3.0 Literature Review

CIPD (2021b) defines L&D as *"creating a culture and environment where individuals and organisations learn to grow. It is about knowing the current and future capability needs of an organisation as well as creating a learning culture".* The learning needs to be effective in order to transfer to the learner. This will impact on the individual and the organisation.

According to CIPD (2014), L&D is defined as being savvy, affecting and aligned, versatile and ubiquitous and it supports organisations in their response to the external environment. It defines the external environment as volatile, uncertain, complex and ambiguous (VUCA) (Kraaijenbrink, 2018). The external environment impacts on organisations. CIPD (2014) also defines the organisation as adaptive, agile and ambidextrous. Figure 2 outlines the role of L&D in more detail.

Figure 2 – A kaleidoscope of change (CIPD, 2014)



3.1 External Factors

According to Stewart and Cureton (2014) and CIPD (2010), it is important for organisations to understand external factors influencing the design, delivery and evaluation of L&D in the workplace. A useful method for exploring these factors is through a PEST analysis. Appendix 1 is an evaluation of the external environment and how it is impacting on L&D at CSG and CC.

- Economic

According to ONS (2021a), there has been a downturn in the economy where GDP has dropped in the last quarter of December 2020 because of the COVID-19 pandemic to 94.4 in comparison to December 2019 where GDP was 101.5. GDP has dropped further in January 2021 to 92.1. With a downturn in economy in 2020, the UK entered its worst recession since records began. L&D during the pandemic has not been the main focus for organisations and tends to be the first budget that organisations cut back on during difficult times. CSG and CC's main focus has been survival, and during these periods the focus has been to deliver cost effective and innovative ways to deliver learning solutions (Stewart and Cureton, 2014).

During the pandemic, there has been cuts in L&D budgets. According to CIPD (2020a) in public organisations such as CSG and CC there is less of a L&D budget compared to private organisations. 26% of private organisations have a budget of £750 per employee compared with just 15% of public sector employees. Public sector

organisations are more likely to have seen a budget reduction (40%) compared with 24% and 20% in the private and the voluntary sector over the last year.

- Social/Cultural

According to The Health Foundation (2020), isolation, working from home, job and financial losses, housing insecurity and reduced access to mental health services during the pandemic have caused an increase in mental health. Working from home has made it difficult for managers to manage their staff with mental health and wellbeing. With the decrease in L&D budgets, managers have not received the support and relevant training to support employees and as a result mental health has increased at CSG and CC (CIPD, 2021c).

3.2 Learning Needs Analysis

As well as scanning the external environment, a way of identifying a learning need is through a learning needs analysis (LNA). Learning needs can be based on an individual, team or organisation level (Stewart and Cureton, 2014).

Harrison (2009) defines it as *"a process of identifying what successful task, job or role performance looks like and what is needed from individuals in order to achieve those results".* A basic framework to understand the levels of LNA was developed by

McGehee and Thayer (1961). This framework outlines the three levels of learning needs which is outlined in appendix 2.

The four common methods of undertaking an LNA was designed by Harrison (2009) which include comprehensive, key task, problem centred and competency-based analysis. CSG and CC do not currently have a formal LNA process in place however, there are many sources of data within the organisation that provide information that can be utilised to identify a specific learning need (See figure 3).

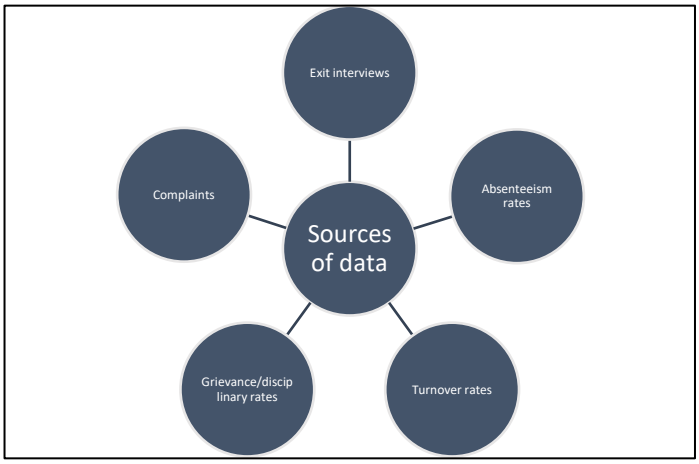


Figure 3 – Sources of data (Stewart and Cureton, 2014)

3.3 Identified learning need

From analysing data such as absenteeism levels and carrying out the empathy stage of the design thinking process by meeting with employees and asking them questions has highlighted the need ***for management to develop skills and knowledge on how***

best to manage, support and improve mental health and wellbeing of employees (Mortensen, 2020), (Razzouk and Shute, 2012, p.43).

The main changes in the external environment has been caused by COVID-19 and as a result this has caused a rise in mental health absences among employees as identified from above (The Health Foundation, 2020). The decrease in L&D budget has meant that CSG and CC have focused less on L&D and developing managers to learn the skills and knowledge to support employees with mental health.

3.4 Importance of Mental Health and Wellbeing Training for Managers

According to CIPD (2021a) and Mental health training (2019), the manager has an important role to play with managing mental health and enabling wellbeing for instance, managing workloads, spotting signs, having wellbeing conversations and encouraging wellbeing activities at work.

According to IOSH (2020), it is vital that managers understand how to manage fluctuations in workers' mental health, what the causes of ill-health can be, how to recognise when employees may be unwell, and how to advise on where to access further support. Armed with this knowledge, they can shape the work environment to be conducive to positive mental health and wellbeing.

Effective leadership encourages high performance and cultivates a culture of success in the workplace. Poor leadership leads to high turnover, absenteeism, decrease in motivation, engagement and performance (Acas, 2016).

3.5 Designing learning interventions

The learning intervention must have an aim for instance, to enhance skills and knowledge of management around mental health and wellbeing. It is important that when designing the learning intervention that organisations recognise that not “one size fits all” (Urwin, 2004). Different generations/mindsets learn differently for instance, baby boomers tend to learn better face to face in comparison to generation Y and Z where they prefer learning online, through simulation and gamification. It is important to adapt the learning to make it accessible to different groups of learners (Adecco, 2013), (Rosenberg, 2001).

When designing the learning intervention, age, cultural background, diversity and how the learning is pitched needs to be considered to ensure that the learning is not excluding anybody from any particular background/culture (CIPD, 2020b). According to CIPD (2021d), it is important when designing and delivering the learning that it adheres to professional and ethical practice. The learning also needs to fit with the organisation’s values and behaviours for instance, in this case, the learning need identified is associated with the “care” value and behaviour of the college where all employees have a duty of care for one another (Coleg Sir Gar, 2021).

Individual learning needs also needs to be considered through recognising the different contemporary theories of individual learning styles identified by Kolb et al (1984) and Honey and Mumford (1992). Consideration needs to be given to the Adult Learning Theory where adults need components such as motivation, relevance, life experience, preparation and self-impact to learn as identified by Knowles (1973) and Knowles et al (2005). The learner accessibility and disability also need to be considered to ensure fair access for all learners. As well as these, adult learners have individual characteristics which may affect the learning outcome. Motivation theories such as Maslow's Hierarchy of Needs place self-actualisation as an important factor in motivation (Kremer and Hammond, 2013), (Ford and Weissbein, 1997).

Barriers to learning also needs to be recognised. Barriers can include, difficulties with the accessibility, technological issues, individual barriers and organisational issues such as those identified by Crouse et al (2011).

3.6 Contemporary methods and emerging trends to create a learning experience

This section relates to the ideate stage of the design thinking process where it is important to brain storm ideas by looking at what other organisations are using and identifying an innovative way to address the problem of high mental health absences within the organisation (Razzouk and Shute, 2012, p.43). There are also emerging trends/technology within the L&D arena that need to be considered for the learning need identified.

- Blended learning

Pembrokeshire College and Virgin have sent their managers on an external training course delivered by MHFA Wales/England on ‘Mental Health knowledge and skills for Managers’ (Mental health foundation, 2020). Prior to lockdown, MHFA trainers would deliver the training face to face bringing in real life experience and scenarios to train managers on different modules of the course. Between each session, managers are asked to complete E-learning modules which consist of supporting and spotting mental health. The E-learning package consist of quizzes to test knowledge, videos, images, case studies and theory (MHFA England, 2021), (MHFA Wales, 2021). Line managers at Pembrokeshire college recently undertook the course online via lockdown where the face to face was replaced by delivery over Microsoft Teams. Appendix 3 lists the advantages and disadvantages of using E-learning and face to face learning.

Having a blended learning approach in place as delivered by MHFA will cater for those individuals that prefer to learn online via E-learning, and those that prefer to learn face to face where they enjoy interaction and sharing ideas with others. Combining the two ways and making it a blended learning approach will appeal to the majority of generations and learning styles identified by Kolb et al (1984) and Honey and Mumford (1993). According to Patterson (2021) E-learning is one of the key trends for 2021, where it will be around a new style of blended learning with face to face and E-learning to adapt to external circumstances such as Covid-19.

- E-learning

Similarly, Mind (2021) also offers E-Learning training for managers around this topic. Mind however, does not offer a blended approach like MHFA and therefore does not cater for all generations as identified above. This option would not be suitable to implement at CSG and CC as the college has a varied generation workforce.

- Gamification

According to Harper (2019), gamification is an emerging trend/technology within the L&D arena. Gamification helps to *"enhance skills and knowledge of the person playing the game in a subconscious way".* Some aspect of gamification can be found in training developed by MHFA in the E-learning package as the learner has to pass the quizzes to move through each module to get the certificate at the end (MHFA England, 2021).

Organisations such as Fijitsu and Towergate Insurance have implemented the Wellspace App to increase wellbeing amongst employees (Wellspace, 2021). This app is colourful, intuitive and easy to use and the gamification element makes it engaging. The idea of the app is to celebrate how far the colleague has progressed and how committed they are to their health and wellbeing. There are three elements to the App which is outlined in figure 4.

Figure 4 – Three elements to the Wellspace App (Wellspace, 2021)

There are advantages and disadvantages to gamification and using the Wellness App in learning which is outlined in appendix 4. This type of learning appeals more to millennials and generation Z within the workplace.

- Mobile learning

According to Patterson (2021) mobile learning will become a L&D trend in 2021. Mobile phones are becoming an essential part of our lives. The pandemic has emphasised the need for mobile learning as in person training is no longer feasible. L&D courses that are easily accessible through mobile devices will be most popular. This links back to gamification where mobile learning provides a clear room for gamification-based learning that can be deployed on mobile devices in formats that appeal to learners. When implementing a learning package, it is important to consider if the learning can be accessed on a mobile device as there are many advantages to this type of learning as identified in appendix 5.

3.7 Design of the learning experience

From analysing what other organisations have implemented, and analysing the emerging trends and technology the most suitable method to implement at CSG and CC is the MHFA training which consists of a blended learning approach. As mentioned previously, this approach will cater for individuals that prefer to learn face to face and those who prefer to learn online. It will also cater for the different generations of line managers within the college in comparison to the training offered by Mind (2021). It is therefore important that line managers at the college undertake the MHFA training to support employees with mental health absences and to improve wellbeing. As identified, this training delivered by MHFA also has elements of gamification within which is one of the trends of L&D moving forward. E-learning delivered as part of this training can also be accessed on mobile devices which is another trend of L&D this year.

Although this training is £2,200 for 16 line managers, the cost of doing nothing is far greater with 70 million work days being lost each year due to this which costs employers approximately 2.4 billion per year in the UK (MHFA Wales, 2021), (Mental Health Foundation, 2021). This is something that should be prioritised to avoid further increase. Testing it out on 16 managers on Jobs Well campus first and evaluating the training will indicate if the training has achieved the aim of decreasing mental health

absences within the organisation. This relates to the test stage of the design thinking process (Razzouk and Shute, 2012, p.43).

This training links back to the adult learning theory where line managers will be able to be more self-directed rather than being instructor-led with a blended approach. They will be ready to learn the information because of how relatable and current the issue of mental health is from changes in the external environment. They will also be able to draw from their own experience surrounding the topic and apply it to their work and personal lives. They will be motivated to learn because of these reasons and to become better line managers with supporting their employees (Knowles, 1973).

As well as implementing the above training for line managers, it is also important to improve the wellbeing within the college as this is one of the contributing factors to an increase in mental health absences. Implementing the Wellspace App within CSG and CC will help with employee wellbeing. This App uses gamification to encourage learning surrounding wellbeing and health. Organisations that have implementing this app has led to a more productive, energised and more effective team which has led to a decrease in absenteeism and turnover rates (Wellspace, 2021). The benefits of this app therefore outweigh the disadvantages outlined in appendix 4. With a downturn in the economy, budget decreases in the public sector and the MHFA training costing £2,200 it would be sensible to test the app out with a small group of people first as the app costs £1.00 per employee. Once we are certain that the app delivers the benefits,

this could be something that can be considered for the whole organisation for the next academic budget/year. This also relates to the test stage of the design thinking process.

The above learning interventions will be evaluated through Kirkpatrick's (1996) four level model of training evaluation (figure 5) which will be outlined under recommendations, section 5.0.

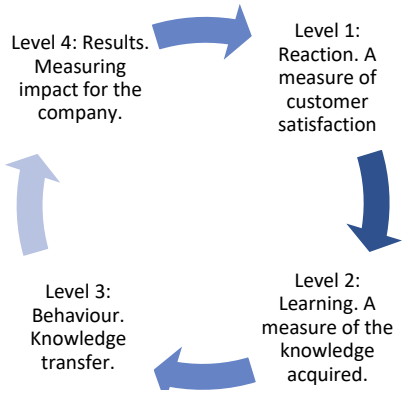


Figure 5 – Kirkpatrick's Four Levels Model (Kirkpatrick, 1996)

The aim of the intervention is to achieve customer satisfaction, acquired knowledge, knowledge transfer and a decrease in absenteeism related to mental health. The purpose of evaluation is to ensure that the training has worked and had an impact and to understand what can be done differently to improve the programme (Easterby-Smith, 1986 p11).

4.0 Conclusion

To conclude, absenteeism surrounding mental health within the organisation has increased by 11% since March 2020 to March 2021. This is due to changes in the external environment caused by COVID-19. Primary research obtained from questioning employees highlighted the need for management to develop and learn new skills and knowledge on how best to manage, support and improve mental health and wellbeing of employees (Mortensen, 2020).

From analysing what other organisations use the best option to implement for CC and CSG is the blended learning approach delivered by MHFA which is made up of E-learning modules and face to face sessions. This accommodates for all learning styles and ages. Blended learning is one of the L&D trends in 2021 along with gamification which is used within the E-learning package. The E-learning aspect of the course is also available on mobile devices which is another trend within L&D for 2021 (Patterson, 2021), (Harper,2019).

CSG and CC would also benefit from implementing the Wellspace App which helps employees to improve their wellbeing by using a gamification element to make it engaging. The aim of the app is for employees to become more productive and energised which will result in a decrease in mental health absences (Wellspace, 2021).

These two learning interventions will be evaluated through Kirkpatrick's (1994) evaluation theory.

5.0 Recommendation

Appendix 6 outlines an action plan for the following recommendations.

5.1 MHFA Training

This training will be delivered by MHFA Wales for 16 managers based at Jobs Well campus at a cost of £2,200. This will be delivered through blended learning via E-learning and face to face delivery. The E-learning package consists of videos, images, quizzes, case studies and theory to cater for different learning styles. This E-learning package is also available on mobile devices which means that it is accessible anywhere. Having a blended learning approach in place as delivered by MHFA will appeal to the majority of generations and learning styles identified by Kolb et al (1984) and Honey and Mumford (1993).

Training will be conducted in a lecturer theatre at Graig campus where there is plenty of room for social distancing. Training can be organised for staff development day in September 2021 before term begins. This will be organised by myself by liaising with the staff development officer and MHFA Wales.

5.2 Evaluation of MHFA Training

This training will be evaluated through Kirkpatrick's evaluation model as outlined in figure 6 and appendix 6.

Level 1 - reaction (customer satisfaction)	Level 2 - learning	Level 3- behaviour	Level 4 - Results
• To measure customer satisfaction, HR will ask line managers to complete an evaluation survey on their experience from undertaking the training (Hamblin, 1974).This will be evaluated in September 2021 after they have completed the training.	• To evaluate if learning has taken place, a quiz will be used to measure their knowledge before the training and afterwards to see if there has been a change in knowledge, skill and attitude. This will be evaluated in September 2021 during the training.	• To evaluate if behaviour has changed as a result of the training, a focus group will be set up to see if the trainees have put any of their learning to use with employees. This will be evaluated in November 2021 to give line managers time to put the theory into practice.	• The overall aim is to decrease mental health absences within the college. The purpose of the training is to deliver this aim. To determine if the training is successful, mental health absences are expected to decrease on Jobs Well campus. This will be evaluated in September 2022.

Figure 6 - Evaluation of MHFA Training at CSG and CC (Kirkpatrick, 1996)

Testing it out on 16 managers on Jobs Well campus first and evaluating the training will indicate if the training has achieved the aim of decreasing mental health absences within the organisation. When we are certain that that it delivers results, it can be rolled out to other campuses.

5.3 Wellspace App

The Wellspace App costs £1.00 per employee. This is a gamification app which helps employees to improve their wellbeing. This combined with the training for line managers will decrease mental health absences in the workplace. The app is free to download for employees and it can also be available on smart watches. It appeals more to the millennial workforce and generation Z however, 97% of businesses recommend the app to colleagues, friends and family regardless of their age. This demonstrates that the advantages of gamification and the app outweighs the disadvantages. In order to implement the app, HR and the Staff Development Officer will need to set up a meeting with Wellspace to organise implementation.

The app will be implemented in September 2021 alongside the MHFA training. With the MHFA training already costing £2,200 it would be sensible to test the app out with

a small group of people first (100 based at Jobswell campus). Once we are certain that the app delivers the benefits, this could be something to be considered for the whole organisation for the next academic budget/year.

5.4 Evaluation of Wellspace App

This training will be evaluated through Kirkpatrick's evaluation model as outlined in figure 7 and appendix 6.

Level 1 - reaction (customer satisfaction)	Level 2 - learning	Level 3- behaviour	Level 4 - Results
• To evaluate the effectiveness of the app a satisfaction survey will be distributed to employees on jobs well campus to find out if they find the app beneficial to their wellbeing. This will be evaluated in January 2022.	• To measure if learning has taken place from the app we can measure the wellbeing of employees before and afterwards to see if employees have learnt anything new and implemented it into their life to improve their wellbeing. This will be evaluated in January 2022	• Conducting focus groups will highlight if employees found the app useful to improving their wellbeing.This will be organised for January 2022.	• The aim of the app is to improve wellbeing which will lead to a decrease in mental health absences. To determine if the app is successful, mental health absences are expected to decrease on Jobs Well campus. This will be evaluated over a year period (September 2022) by looking at sickness absence rates.

Figure 7 - Evaluation of Wellspace App (Kirkpatrick, 1996)

According to Giangreco et al (2010), only 15% to 31% of organisations use every stage of the Kirkpatrick 1996 model. Reasons for this is that it is expensive, complex and time consuming. It is important that organisations engage in evaluation as training is costly. If a company is to invest in this then it is prudent that they understand the importance of evaluation (Easterby-Smith, 1986, p11).

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7.0 Appendix

- Appendix 1 – PEST Analysis

Political	➢ Changes in government initiatives ➢ Development of NVQs ➢ Increase in apprenticeships and vocational learning (Stewart and Cureton, 2014), (GOV.UK, 2021).
Economic	➢ **Downturn in the economy and impact of recession** • GDP dropped in the last quarter in December 2020 because of the lockdown to 94.4 in comparison to December 2019 where GDP was 101.5 (ONS, 2021a). • GDP has dropped further in January 2021 to 92.1 (ONS,2021a). • L&D is not the main focus of organisations during a period of recession (Stewart and Cureton, 2014). Survival is the main focus for organisations. ➢ Focus of organisations during periods of uncertainty is to deliver cost effective and innovative ways to deliver learning solutions (Stewart and Cureton, 2014). ➢ **Redundancies** • Impact of the recession can bring redundancies. • Organisations such as CSG and CC need to carefully manage their finance to avoid redundancies. • Organisations tend to cut back budgets on L&D during these periods. • From November 2020 to January 2021 redundancy figures are 11 per 1,000 employees. Slight decrease from September to November where redundancies were 14.2 per 1,000 employees. Redundancy figures are declining (ONS,2021b). ➢ **L&D Budget** • Cuts in budget after COVID-19 (CIPD, 2020a) • Private sector organisations are more likely to have larger L&D budgets compared to public organisations such as CSG and CC (CIPD, 2020a). • 26% of private organisations have a budget of £750 per employee compared with just £15% of public sector employees (CIPD, 2020a). • Public sector organisation are more likely to have seen a budget reduction (40%) compared with 24% and 20% of the voluntary sector over the last year (CIPD, 2020a).
Social/cultural	➢ **Increase in education, qualification and skills.** • There were approximately 730,000 applications for full time undergraduate places through UCAS in 2020, and 570,000 were accepted. Both figures are new records. • Stronger emphasis on education and learning (UK Parliament, 2021). • Widely accepted flexibility in training approaches.

	➢ **COVID effect on social and L&D:** • Isolation, working from home, job and financial losses, housing insecurity, loss of coping mechanisms and reduced access to mental health services have caused an increase in mental health especially depression and anxiety (The Health Foundation, 2020). • 75% of respondents during a Mind Survey agreed that they found the current lockdown harder to cope than the previous ones in 2020 (Mind, 2021). • 65% believed that the pandemic will have a long-term negative effect on their mental health (Mind, 2021). • Mental health has increased at CSG and CC since the pandemic. • Working from home has made it difficult for managers to manage their staff with mental health (CIPD, 2021c). • Difficult to support employees during a pandemic and through their absences. • Because of the decrease in L&D budget, managers have not had the relevant training to support mental health in the workplace and as a result mental health has increased.
Technological	➢ **Positive impact of Technology on L&D since COVID:** • Employees have been able to upskill themselves with IT since working from home (Smith, 2020). • Employees have found new ways of working. Before March 2020, only 5% of organisations worked from home (CIPD,2020d). • Employees are making use of online platforms such as Google Meet, Microsoft Teams and Zoom to help with delivery (Smith, 2020). • Technology has allowed for employees to continue learning and developing from other colleagues using those platforms mentioned above (social learning) (Stewart and Cureton, 2014). • Employees have become more IT savvy. • Allows for L&D to be taken place at any location. CSG and CC is made up of 7 campuses. Before the pandemic, employees were expected to travel from North to South to attend L&D training (CIPD, 2017). • Can access online L&D on any device. • No issue surrounding capacity like there would be if the training was delivered in person. Online L&D can cater for more employees (CIPD, 2017). • Can access training at any time just not real time as they can be recorded for those that are unable to attend training sessions (Stewart and Cureton, 2014). • L&D online is beneficial for employees with other commitments such as caring responsibilities. L&D can

	occur in the home and allow for caring responsibilities to continue.
	➢ **Negative impact of Technology on L&D since COVID:**
	• Not covering different learning techniques. In person, it is easier for different learning techniques to be catered for. Online, it is delivered in one way.
	• Technological issues - This was an issue for CSG and CC at the beginning of the pandemic where the organisation was not prepared and did not have enough laptops for employees to work from home. L&D was affected as this was hold until laptops became available.
	• Working from home can also bring technological issues such as poor WIFI to continue with L&D. Could end up isolating people because of these issues (Stewart and Cureton, 2014).
	• Budget restraints – some organisations have larger budgets and therefore can offer different platforms and ways of developing the workforce. Budgets in the public sector are much less than the private and therefore CSG and CC have struggled to adapt new ways of delivering L&D because of the budget size and the need to survive as a result of economic factors (CIPD, 2020a).
	➢ **Changes in generations**
	• Different generations communicate and learn in different ways (Stewart and Cureton, 2014):
	  ○ Baby Boomers (1946-1964) communicate through telephone and television.
	  ○ Generation X (1965-1976) communicate through personal computer email and telephone.
	  ○ Millennials or Generation Y (1977-1995) communicate through text, social media, tablet and smartphone.
	  ○ Generation Z (1996 and later) – hand-held communication devices, accessories such as smartwatches.
	• Baby boomers find it more difficult in using technology compared to millennials. Although internet usage between the ages of 65 and 74 are increasing, they need the most support with technology and during the pandemic they have found it the most difficult in shifting from face to face to online, therefore online L&D is not suited this generation of employees (Tabassum, 2020).
	➢ **Future of Technology**
	• According to McKinsey Global Institute (2020), the adaption of artificial intelligence (AI) in the future will increase and will bring about higher productivity, GDP growth and it will change the skills required of human workers.
	• There will be an increase in demand for certain jobs such as data analytics and scientists and there will be a decline in demand for data entry clerks and administrative roles as

	AI will be able to easily perform these roles (McKinsey Global Institute (2020). • This may lead to employees retraining and being educated in occupations that will be harder to perform by AI (McKinsey Global Institute, 2020).

- Appendix 2 – Level of LNA

Organisations	Organisational level learning needs are generally two types, the first being a synopsis of all needs and those are required by the vast majority or all members of the organisation for instance a learning need could be in relation to a specific organisational change like a change in strategy or policy where there is a training need for all staff. It is necessary for an organisational analysis to enable the organisation to maintain and meet future performance expectations (Stewart and Cureton, 2014).
Job Analysis	All jobs have specific requirements and demands. The job will require staff to have an appropriate knowledge, skills and attitudes (KSA). In order to achieve high performance, it is important that all staff have developed these to the needed level or proficiency (Stewart and Cureton, 2014).
Individual Analysis	Individuals require different personal development needs. Individuals will join an organisation with their own set of KSA but in the vast majority of cases these will not be an exact fit to the KSA identified for the job. Therefore, there will be a gap to be filled through training or other development interventions. An example of a way to identify these are through the performance management system (Stewart and Cureton, 2014).

- Appendix 3 – Advantages and Disadvantages to E-learning and Face to Face

E-Learning	
Advantages (Shackleton-Jones, 2019):	• Employees can access the learning from anywhere and on any device (Glaister et al, 2013). • Employees can complete the modules in their own time working around their work commitments. • E-learning packages are visually appealing and include images and videos which appeal to the visual, audio and reading learners. • Allows for activity for instance, a quiz.
Disadvantages (Shackleton-Jones 2019):	• Not all generations prefer this way of learning. • Some employees may feel unfairly considered. • Some employees may see E-learning as a “tick box” exercise and may complete it quickly to get the certificate. No learning therefore, takes place and the learning is not put into action. • Potential issues with access to technology. • Costly - £2,200 for a commissioned cohort of up to 16 people (MHFA England, 2021), (MHFA Wales, 2021).
Face to Face	
Advantages (Stewart and Cureton, 2014):	• Employees are able to learn from one another, share ideas and listen to real life examples. This appeals to Kinaesthetic learners where they learn best through observation and activities. This also links to social learning theory where learners learn best through observing others.
Disadvantages (Stewart and Cureton, 2014):	• Not all generations prefer this way of learning especially generation X and Y where they are more than likely to prefer learning via the use of technology. • These employees will feel unfairly considered. • Learning may not take place because of the type of learning intervention selection. • Capacity – limited to how many people can attend face to face training.

- Appendix 4 – Advantages and Disadvantages of Gamification learning

Gamification	
Advantages (Shackleton-Jones, 2019) (Pandey, 2019)	• Motivating • Engaging • Encourages learning only when learning is the only way to achieve the end result. • Appeals to the millennial workforce • Provides instant feedback • Provides the learner with sense of achievement • Promotes behavioural change • Creates enthusiasm • Impact on bottom line • Wellspace App can be downloaded on the phone for free and synched to smart watches such as Fitbit. • Wellspace App provides for fun competition with colleagues. • 97% of businesses recommend Wellspace to colleagues, friends and family. • Wellspace has received positive reviews on Trustapilot.com • 45,000 employees have shifted to using Wellspace.
Disadvantages (Shackleton-Jones, 2019)	• Cost – Expensive. Wellspace App consists of 3 different packages: Silver, Bronze and Gold. Each package offers different benefits. The cheapest is £1.00 per employee. • Different generations learn in different ways. • Accessibility.

- Appendix 5 – Advantages and disadvantages of using mobile learning

Mobile learning	
Advantages (Stewart and Cureton, 2014)	• Accessibility • Support self-paced learning • Creates enthusiasm • Can suit multiple learning styles – text, image, video, quiz, podcast. • Motivation – make learning fun and engaging • Appeals more to the younger generations.
Disadvantages (Stewart and Cureton, 2014)	• Prone to distractions • Accessibility – poor internet • Lack of standardisation • Not the preferred learning method for older generations. This can lead to poor engagement and lack of learning.

- Appendix 6 - Action plan for recommendations including evaluation

Action	Training	Provider	Training Type and location	Participants	Cost	Completed by
Need for management to develop and learn new skills and knowledge on how best to manage, support and improve mental health and wellbeing of employees. The overall aim is to decrease mental health absences in the workplace.	MHFA for line managers	MHFA Wales	E-learning and face to face delivery (blended learning). The training will be delivered on site, in the lecturer theatre where there is plenty of room for social distancing.	16 Line managers based at Jobs Well Campus.	£2,200	01 September 2021 during staff development day.
Need for management to develop and learn new skills and knowledge on how best to manage, support and improve mental health and wellbeing of employees. The overall aim is to decrease mental health absences in the workplace.	Wellspace App	Wellspace	Gamification App to help employees to improve their wellbeing.	100 Employees based at Jobswell campus.	£1.00 per employee. Total = £100 per annum	Implement in September 2021 alongside MHFA training for managers.

Evaluation Action Plan -MHFA Training

Level 1				
How will I measure Reaction (Customer Satisfaction)?	When will I measure it?	Who will measure it?	Participants	Cost involved?
To measure customer satisfaction, HR will ask line managers to complete an evaluation survey on their experience from undertaking the training (Hamblin, 1974).	This will be measured in September 2022 after they have completed the training.	HR	Line managers that have undertaken the training.	Only cost involved is time producing the survey and evaluating results.
Level 2				
How will I measure learning?	When will I measure it?	Who will measure it?	Participants?	Cost involved?
To evaluate if learning has taken place, a quiz will be used to measure their knowledge before the training and afterwards to see if there has been a change in knowledge, skill and attitude.	This will be evaluated in September 2021 during the training.	HR	Line managers that have undertaken the training.	Only cost involved is creating the quiz and the time taken to evaluate the results.

Level 3				
How will I measure learning?	When will I measure it?	Who will measure it?	Participants?	Cost involved?
To evaluate if behaviour has changed as a result of the training, a focus group will be set up to see if the trainees have put any of their learning to use with employees.	This will be evaluated in November 2021 to give line managers time to put the theory into practice.	HR	Line managers	Management time and organising focus group questions and evaluating responses.
Level 4				
How will I measure learning?	When will I measure it?	Who will measure it?	Participants?	Cost involved?
The overall aim is to decrease mental health absences within the college. The purpose of the training is to deliver this aim. To determine if the training is successful, mental health absences are expected to decrease on Jobs Well campus.	This will be evaluated in September 2022 to see if absences have decreased over a year period.	HR	HR	HR time with producing reports and evaluating data.

Evaluation Action Plan – Wellspace App

Level 1				
How will I measure Reaction (Customer Satisfaction)	When will I measure it?	Who Will measure it?	Participants	Cost involved?
To evaluate the effectiveness of the app a satisfaction survey will be distributed to employees on Jobs Well campus to find out if they find the app beneficial to their wellbeing.	January 2022	HR	Employees that have used the app	Time to create survey and to analyse the results.
Level 2				
How will I measure learning?	When will I measure it?	Who Will measure it?	Participants?	Cost involved?
To measure if learning has taken place from the app we can measure the wellbeing of employees before and afterwards to see if employees have learnt anything new and implemented it into their	This will be evaluated in January 2022	HR	Employees	Time to analyse the results.

life to improve their wellbeing.				
Level 3				
How will I measure learning?	When will I measure it?	Who will measure it?	Participants?	Cost involved?
Conducting focus groups will highlight if employees found the app useful to improving their wellbeing.	January 2022	HR	Employees who have used the app.	Employee time to attend and HR time for organising and analysing responses.
Level 4				
How will I measure learning?	When will I measure it?	Who will measure it?	Participants?	Cost involved?
The aim of the app is to improve wellbeing which will lead to a decrease in mental health absences. To determine if the app is successful, mental health absences are expected to decrease on Jobs Well campus.	This will be evaluated over a year period (September 2022) by looking at sickness absence rates	HR	HR	Creating report and HR time with analysing data.