Course Brochure

Children and Young People’s Psychological Trainings (CYP PT)

CYP Mental Health (MH) Leadership

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Please note that this brochure is a guide only. Those delivering the programme content will vary it based on the needs of the higher education institution (HEI), the needs of the service region covered, and the audience this brochure is aimed at, for example commissioners or prospective course participants.

# Introduction

Children and young people’s mental health (CYP MH) services continuously need to change and adapt in the face of national and local policies, the needs of children, young people and families, and workforce and other challenges. All this needs to happen in line with the principles of CYP MH (formerly CYP Improving Access to Psychological Therapies (CYP IAPT)). These changes require skilled and dedicated leadership and partnership working across all relevant sectors (health, social care and education within the NHS, schools, other statutory bodies and the voluntary, community and faith sector) and at all levels of the system to implement the transformation.

# Programme aims

This programme aims to support those in CYP MH leadership roles to implement transformational change in their services. It seeks to develop participants’ knowledge, both personally and professionally, of their leadership role. It will:

* develop participants’ knowledge of and ability to critically appraise the theoretical, policy, research, systemic and implementation literature that underpins service delivery, change and the leadership role
* provide and consider practical tools to manage change effectively and support workforce planning
* develop partnership working
* develop participants’ understanding of and ability to implement evidence-based leadership
* support the consideration and development of personal and interpersonal leadership skills and values
* encourage participants to consider equity, diversity and inclusion (EDI) in relation to those who use their service, as well as their workforce and organisation, and what this means for leadership and service delivery
* develop a framework that supports reflective practice in relation to both the implementation of change and their practice in the leadership role

This programme aims to be a resource for participants in supporting their own leadership development, as well as in identifying need and implementing service change in their local area. The course and the assignments are designed to support real-world challenges and change facing participants who already manage high levels of demand in their work settings.

The course teams, and the managers and leads who attend the programme, are all highly experienced in CYP MH services. This course recognises that the problems being addressed are not new. The intention of the programme is to provide a supportive space in which participants learn current ideas, reflect on their existing knowledge and expertise, learn from each other to address challenges, and solve implementation issues.

# Who is the course for?

The course is relevant for all leaders and service managers with clinical and/or operational responsibility for delivering CYP MH services and supporting service transformation and workforce development in education, social care, NHS settings and voluntary, community and faith sector.

The Leadership course is a postgraduate certificate programme. HEIs should outline the entry requirements for their individual programmes.

# What will participants learn?

The 2015 Leadership programme curriculum was revised in 2024 by experienced CYP MH service leads in NHS, local authority and voluntary, community and faith sector organisations across England, with input from HEIs, to bring it in line with the current context for CYP MH provision. The programme draws on relevant policy, principles, theory and research that shape and inform CYP MH service delivery. Importantly, it also supports critical thinking and reflexive practice. It encourages participants to view things through a lens of EDI in relation to the needs of both service users and the workforce in their local area.

The programme is delivered in 12 teaching days across the year, with 3 additional study days to facilitate learning and support participants in meeting the course requirements. In some areas it is also available as a continuing professional development programme. It includes a mix of lectures, academic teaching and smaller group sessions. These smaller group sessions help participants link the content of the larger sessions to their own work context, facilitate reflective practice and personal leadership development, and support participants with a service transformation project that they engage in during the year.

The table below provides information about the themes, aims and learning objectives that are covered in the curriculum of all CYP MH Leadership programmes.

**Table 1. Overview of CYP MH Leadership training curriculum**

| **Theme/aim** | **Learning objectives** |
| --- | --- |
| **Theme: Policy and the national and local CYP MH service landscape**  **Aim:** For participants to be aware of national and local policies that shape CYP MH provision, including how to use these to inform workforce planning. | By the end of the course, participants will:   * be aware of the policy landscape in the UK in relation to the mental health of children and young people * have knowledge of the timeline for key policy drivers that have shaped the development of CYP MH services in England * have an overview of the development of CYP MH training, including the economic argument for training and developing the workforce * have an understanding of the needs of the population and communities local to their service * understand how to use national and local policies and knowledge of needs in their local area to inform workforce planning for their service |
| **Theme: Equity/diversity/ inclusion/intersectionality**  **Aim:** For participants to develop an understanding of and an ability to promote EDI in the context of their CYP MH leadership role, both in relation to their local population and their organisation and workforce. | By the end of the course, participants will:   * understand the importance of having inclusive, diverse organisations * understand the following concepts:   + equity and diversity, and the legal and ethical considerations associated with them   + intersectionality * be able to reflect upon the processes and structures that may promote or impede diverse and inclusive organisations * be able to reflect upon the qualities and behaviours of inclusive leaders * have developed skills that promote and foster diverse and inclusive organisational cultures, such as conflict management, and be able to apply these to ‘real world’ leadership scenarios * recognise the importance of creating ongoing plans to implement, monitor and assess initiatives and practices that underpin inclusive and diverse cultures |
| **Theme: Partnership working/systemic thinking**  **Aim:** For participants to develop an understanding of the importance of different types of partnership working in CYP MH provision, and skills in ways of facilitating this. | **Learning objectives**  By the end of the course, participants will:   * understand the principles and aims of different types of partnership working * understand the relevant legislation and guidance relating to strategic partnerships between organisations/agencies and how this applies to their area of work * reflect on their role as leaders in establishing and maintaining effective partnership working * understand key partnerships that drive effective outcomes in their area of work, including:   + service users and communities   + internal partners   + external partners   + strategic bodies in their area/region |
| **Theme: Leadership theory and personal leadership values and style**  **Aim:** To introduce different theories and models of leadership so that the participants can apply these to their own work as leaders. | By the end of the course, participants will:   * + understand and apply relevant leadership models and self-assessment and feedback tools to understand their own leadership practices and their impact on people, teams and outcomes   + be able to reflect on their own leadership behaviours, their impact on others, and their leadership development |
| **Theme: Interpersonal leadership styles and organisational culture**  **Aim:** For participants to examine their interpersonal leadership skills, gain knowledge in organisational culture, and learn how to support others, applying these skills in their workplace. | By the end of the course, participants will:   * develop knowledge and skills in working with, and influencing, others * develop knowledge and skills in building interpersonal relationships within and outside their own team * understand how to address interpersonal difficulties and conflict * develop knowledge and skills relating to the development of others and promoting staff retention * develop knowledge and skills in leading with care and developing psychological safety for staff and service users * assess the current culture of an organisation/system, ways they contribute to it, and levers that can be used to change it |
| **Theme: Service transformation in practice**  **Aim:** To develop knowledge of models, frameworks and theory that will enable participants to implement effective service transformation, driven by national and local policy and need. | By the end of the course, participants will:   * understand how the five core principles of CYP MH (formerly CYP IAPT) inform and impact the transformation process * understand national and local commissioning arrangements relevant to CYP MH * develop knowledge about their own local transformation/strategy for CYP MH and how their organisation engages with this * develop knowledge of models, frameworks and theory for effective implementation and service transformation, and how to use these to develop and implement a transformation plan for service change * understand the role of workforce planning in transformation and be aware of the range of resources available to support the process * understand a range of options to measure the impact of the service transformation |
| **Theme: Evidence-based practice and service evaluation**  **Aim:** For participants to understand how to effectively make use of evidence-based practice and service evaluation to inform and guide service development and workforce planning. | By the end of the course, participants will:   * understand how to access and critically evaluate the evidence base in relation to CYP MH interventions and service delivery:   + to benefit children, young people and their families/carers and promote wider reporting   + to improve efficiency and effectiveness and inform workforce development * effectively engage with and support clinical, operational and management staff to make use of evidence and outcomes data to inform workforce development * effectively engage with feedback from children, young people and their families/carers on their experience of services and ensure this feedback is used in a meaningful way to support service improvement * have knowledge and awareness of both the benefits and common challenges/pitfalls of service evaluation * understand how outcomes data can be made accessible to all partners (including children, young people, parents and carers) and can be effectively used to create an authentic participatory feedback process that guides workforce development and strategic and business plans |
| **Theme: Ensuring meaningful participation at all levels of services**  **Aim:** For participants to understand the importance of meaningful participation across service design and delivery, and develop methods of embedding this effectively in their service. | By the end of the course, participants will:   * understand the importance of participation by children, young people, parents, carers and the community across service design and delivery * understand models of effective participation and practical tools for CYP MH services * understand how to embed a culture of participation in their service and ensure there are appropriate systems in place to do this * demonstrate ideas about what participation with service users and communities can mean in practice |

**Assessments:** In addition to participating in the teaching days, those attending the postgraduate programme will undertake some written and/or practical assignments during the year:

1. **Service transformation project:** Students plan and undertake a service transformation project during the year.
2. **Leadership skills and reflexivity:** Students also take assignment(s) that relate to their leadership skills and reflexivity in their leadership role.

# The offer

The course is available at no cost to participants, with tuition fees fully funded by NHS England Workforce, Training and Education. However, it is the responsibility of the individual services to ensure uninterrupted operation while their candidates attend the training sessions and meet the course requirements.

# Summary

CYP MH services require skilled and dedicated leadership and partnership working across all relevant sectors to adapt to changing national and local policies and needs.

This programme has been designed by experienced CYP MH service leads, academics and experts by experience to support leaders in this task. It draws on important policy, principles, theory and research that shape and inform CYP MH service delivery. It provides a safe and supportive space for participants to explore their own leadership values and style, develop critical thinking and reflexive practice, and apply a lens of EDI in relation to the needs of their local service users and workforce.

The overall aim is to assist CYP MH service leads in supporting their workforce, implementing and sustaining service-appropriate transformation to meet national and local need, and developing and realising their leadership potential.

# Case studies/success stories

Higher education institutions should insert feedback from trainees who have accessed the course here.