Dear Colleague,  
  
You are invited to take part in the Emotional Health & Well-being and Mental Health Training Analysis survey.   
  
This survey is being run to understand training needs for those working with child and young people across Greater Manchester. Results will be used to identify skills within the Children and Young People workforce, including areas that require more training, and areas of strength we can build on.   
  
The survey gives you the chance to report on your own skills and competencies and provides you with the opportunity to identify any training needs. Each section illustrates a task you may encounter at work, and you are asked to comment on how you feel handling the task. The survey will also ask you to comment on the importance of the task to your role and ask you about any relevant training or qualifications you may have completed. Afterwards you are asked to identify any training that you feel would be helpful should a similar task occur while you are at work. This could include training courses, mentoring, work shadowing, or any other ideas.   
  
The survey is being conducted by the GM i-THRIVE team. Once collected and analysed the survey responses will help us see the training needs, gaps and strengths across the region. We’ll use this to develop specific and relevant training offers for the Children and Young People workforce in GM.  
  
This should take around 20mins to complete  
  
Your responses to this survey are strictly confidential, however, you may wish to use this in your own appraisal.  
  
The survey is administered in accordance with the requirements of the General Data Protection Regulation (GDPR).   
  
If you have any questions about this, or the survey in general please contact: gm.thrive@mft.nhs.uk  
  
Thank you in advance for taking the time to complete this survey, your input is really helpful in developing the Greater Manchester workforce to be the best it can be.

# About You

## 1. Job Title

|  |
| --- |
|  |

## 2. Employer

|  |
| --- |
|  |

## 3. Employer Type

|  |  |
| --- | --- |
| **Local Authority** |  |
| **Schools** |  |
| **Voluntary, Community and Social Enterprise** |  |
| **Health** |  |
|  | |
| ***Other (Please Specify)*** | |
|  | |

## 4. Locality

|  |  |  |  |
| --- | --- | --- | --- |
| **Bolton** |  | **Bury** |  |
| **Manchester** |  | **Salford** |  |
| **Tameside** |  | **Oldham** |  |
| **Stockport** |  | **Rochdale** |  |
| **Trafford** |  | **Wigan** |  |

The aim of the next section is to help you assess the training you require to assist you in your role. This information is **NOT** being used to appraise your performance.

# Task One

## *Spot early signs of mental health issues in Children and Young People*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
|  | | | |

# Task two

## *Understand resilience and protective factors and their role in promoting good mental health.*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
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# Task three

## *Talking with children, young people and families about mental health*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
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# Task four

## *Recognising when to refer to specialist services*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
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# Task five

## *Recognising safeguarding issues in relation to a CYP’s mental health*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
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| **Other comments** | | | |
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# Task six

## *Understanding attachment theory and the implication of early relationships on emotional wellbeing*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
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| **Other comments** | | | |
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# Task seven

## *Understanding low mood, the impact of stress and how this might lead to more serious issues, including depression and anxiety*

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| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
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| **Other comments** | | | |
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# Task eight

## *Understanding serious mental health presentations such as psychosis and bipolar disorder*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
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# Task nine

## *Understanding the context and factors that may lead to self-harm and suicide and how you can be involved in helping young people in these circumstances*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
|  | | | |

# Task ten

## *Understanding the context and factors that may lead young people to develop eating disorders, and how to identify and help young people in these circumstances*

|  |  |  |  |
| --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | |
| **Don’t feel competent at all** | **Would feel more competent with additional training** | **Feel I have adequate skills / training to carry out this task** | **Feel more than competent. Could train someone else in this task** |
|  |  |  |  |
| **Important of task to role** | | | |
| **Not Important** | **Average Importance** | **Important** | **Very Important** |
|  |  |  |  |
| **Relevant training / qualifications already completed** | | | |
|  | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | |
|  | | | |
| **Other comments** | | | |
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# Task eleven

## *Understanding the context and factors that may influence emotional behavioural issues (for example: Bullying; ADHD; Autism; Emotional, Behavioural and Sensory Needs)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **How competent do you feel at this task?** | | | | | | | |
| **Don’t feel competent at all** | | **Would feel more competent with additional training** | | **Feel I have adequate skills / training to carry out this task** | | **Feel more than competent. Could train someone else in this task** | |
|  | |  | |  | |  | |
| **Important of task to role** | | | | | | | |
| **Not Important** | | **Average Importance** | | **Important** | | **Very Important** | |
|  | |  | |  | |  | |
| **Relevant training / qualifications already completed** | | | | | | | |
|  | | | | | | | |
| **Action:**  **e.g. Training/Learning identified**  **(Can include work shadowing / mentoring / training course (citing internal or external) / Information session / workshop).**  **Your response to this question is confidential, however, you may wish to share it with your line manage to form part of the discussions within staff appraisals.** | | | | | | | |
|  | | | | | | | |
| **Action: Of the above examples (Bullying; ADHD; Autism; Emotional; Behavioural and Sensory Needs) is there any that you would like further training on?** | | | | | | | |
| **Bullying** | **ADHD** | | **Autism** | | **Emotional** | | **Behavioural and Sensory Needs** |
|  |  | |  | |  | |  |
| **Action: What other factor(s) do you feel are important when considering these task, what training would you require?** | | | | | | | |
|  | | | | | | | |
| **Other Comments** | | | | | | | |
|  | | | | | | | |