**Introduction**

The recent crisis caused by Covid-19 has left schools, colleges and training providers rapidly rethinking how to re design curriculum to support online learning and continue to support inclusive, meaningful and supportive education for all. Mental Health education couldn’t be more important in many ways, supporting children, families and adults to sustain motivation and make sense of their experiences over the last few months and the unprecedent change in our lives. This is a model I have used for many years in education and, if designed well, it can be used and adapted to incorporate class time, online webinars, independent learning, peer support and guided and instructional support.

It is somewhat time consuming to get it right for your learner group but I have found feedback from learners to be overwhelmingly positive. I am an advocate of enquiry-based learning, but I would also stress that any enquiry must be scaffolded and paced at the level of the learning. The design of the curriculum should incorporate the development of soft learning skills such as organisational skills, ability to follow instruction, team building, critical thinking and everything in between. It is important to get ‘the flow’ correct and ensure it’s pitched at the correct level so that learners *remain* focused, motivated and are incrementally developing confidence and competence in their study skills as well as knowledge and understanding of the subject as they go.

**Delivery for training providers (level 5)**

This model of delivery is pitched and paced at a level that is reflective of adult learners who have already acquired competence in independent study skills.

The proposed Ready Steady Go (RSG) pattern would be repeated for each of the learning outcomes.

* One introduction tutorial to explain learning mode, learning outcomes and requirements.
* Factors influencing - 2 learning outcomes 2 x RSG
* Understanding Mental Health - 3 Learning outcomes 3 x RSG
* Coping strategies and resilience - 3 learning outcomes 3 x RSG
* One Final review tutorial for feedback and reflection.

Scheduled tutorials will require consistent group attendance and are an essential aspect of the learning. They will support interactive and facilitated discussion as opposed to a lecture style approach. Tutorials should be 1-1.5 hours maximum.

Some assessment tasks will be completed individually and some may require group work, therefore opportunity for the group to communicate independently whilst adhering to social distancing guidance will be essential. There are a range of tools which could be utilised to support remote group presentations such as Prezi, Powtoons and Google classroom. All assessment tasks will be detailed and provided in advance with a downloadable study handbook. Alternatively, if an e-portfolio tool is available in-house this would also work and assessment tasks could be embedded within this format.

**Delivery for schools and colleges (Level 4 &5)**

If this approach was adapted for delivery to young people or an adult learning group who are developing their independent study skills, I would suggest increasing the frequency of tutorials to at least one for each of the performance criteria.

The proposed Ready Steady Go (RSG) pattern would be repeated for each of the performance criteria.

* One introduction tutorial to explain learning mode, learning outcomes and requirements.
* Factors influencing - 9 Performance Criteria 9 x RSG
* Understanding Mental Health - 13 Performance Criteria 13 x RSG
* Coping strategies and resilience - 15 Performance Criteria 15 x RSG
* One Final review tutorial for feedback and reflection.

 Video tutorials and reading material should be pitched and paced in accordance with the learner’s needs, age and stage. Appropriate skills scaffolding should be embedded throughout the range of learning and assessment activities. This may also require reducing length of tutorials to 30 minutes to account for demands on mental and emotional concentration. Tutorials are an opportunity for guidance, reflection, and critical thinking. Assessment activity will be project based and orientated to develop learning skills, cognitive processing, and evidence of knowledge and understanding.

For the level 4 award there will be assessment materials available through SQA SOLAR to support with assessment.

**Assessment Process**

* All assignments would be marked and remediation given to each candidate in writing in the first instance by the facilitator; this will be internally verified by an SQA Approved member of staff within the organisation.
* Appropriate verification paperwork will be attached to each submitted portfolio.
* Registration of candidates with SQA for assessment would be facilitated by the host organisation, if this is a school or college it will already be preapproved for delivery. If it is a training centre, please seek preapproval through SQA. <https://www.sqa.org.uk/sqa/70525.html>
* SQA would encourage that any *new* assessment material is prior verified by SQA’s verification team prior to delivery.