

## Suitability criteria

This document sets out the suitability criteria for tools and resources for the senior mental health lead hub.

All tools and resources submitted to the hub will be assessed against the following set of suitability criteria for the purposes of selecting the most appropriate products for inclusion in the hub.

**Resources will be assessed on 6 key areas:**

1. Content quality.
2. Content value.
3. Relevance for the [mental health lead resource hub](#).
4. Appropriate for intended audience or learner.
5. Equity, diversity and inclusion.
6. Evidence-informed information/evidence-base.

	<u>Area</u>	<u>Criteria</u>
1	<u>Content quality</u>	Content is clear.  Content is accessible.  Good grammar, spelling, punctuation is used.  Content has clear objectives and clear delivery guidance.  It avoids clinical and academic jargon.  Positive and value-free language is used.
2	<u>Content value</u>	Content is of high value: it is informative, comprehensive, useful and fills a content gap on the hub.  Content builds on knowledge, understanding, and awareness of mental wellbeing.  Content promotes positive attitudes and values towards mental wellbeing.  It avoids triggering content or imagery which perpetuates negative stereotypes.
3	<u>Relevance to mental health lead hub</u>	The resource is clearly for a senior mental health lead or someone with the responsibility for mental health to use in their setting.

		<p>The resource provides appropriate knowledge, understanding and awareness to help them lead a <b>whole school or college approach</b>.</p> <p>The resource has been designed to be practical, optimise usability and reduce burden on education staff.</p> <p>Any training materials/e-learning for staff do not exceed 5 hours' time commitment in total.</p>
4	<u><b>Appropriate for intended audience or learner</b></u>	<p>Resource specifies which cohort, age or key stage it is targeted at, and the content is relevant and suitable for that audience.</p> <p>The resource takes into consideration child protection, pastoral and/or safeguarding concerns where appropriate.</p> <p>If aimed at CYP, resources are age and developmentally appropriate and sensitive to the needs of all, or can be adapted to suit need (e.g., SEND).</p>
5	<u><b>Equity, diversity inclusion</b></u>	<p>The content recognises the importance of creating an ethos and culture that promotes respect and values diversity.</p> <p>It uses current and appropriate language and does not perpetuate negative stereotypes.</p> <p>Content recognises the potential impact of cross-cultural contexts, health inequalities, disadvantage, discrimination and vulnerabilities within the school/college community.</p>
6	<u><b>Evidence-base / evidence informed</b></u>	<p>Resources and strategies are informed by high-quality research and underpinned by a reliable evidence-base.</p> <p>High-quality research and/or a reliable evidence base or sources may be found from trusted organisations, such as, e.g., Anna Freud, Young Minds, NSPCCC, Place2Be, EEF, EIF, NICE, Government/inspectorate guidance, etc. (not exhaustive).</p>