

**NIACE/NIMHE
Partnership Project**

**Access to Adult Education for
People with Mental Health Difficulties**

**Report of a National Postal Survey of Colleges of
Further Education and Local Authority Adult
Education Services in the EAST MIDLANDS
Region**

March 2004

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Key findings

In partnership with the National Institute of Mental Health in England (NIMHE), the National Institute of Adult Continuing Education (NIACE) has conducted a national postal survey of all Colleges of Further Education and Local Authority Adult Education Services in England to ascertain the level of provision for adults with mental health difficulties.

In the East Midlands questionnaires were sent to twenty-nine Colleges of Further Education and nine Local Education Authorities (LEAs). Responses were received from twenty Colleges and four LEAs, giving an overall response rate of nearly two-thirds. This is compared to a response rate of just under half nationally, and was the highest of any of the regions.

- Of the twenty colleges and four LEAs who responded to the questionnaire, eleven colleges and four LEAs had provision, which was specifically targeted to engage adults with mental health difficulties. Follow-up of those providers who did not respond to the questionnaire would help us to further understand the access gap.
- Seven colleges and two LEAs are planning to establish new provision for adults with mental health difficulties. This includes setting up discrete provision specifically for learners with mental health needs and plans to support learners enrolling directly onto mainstream courses.
- As well as this growth in variety of learning opportunities, the research also shows there is a broad spectrum of curriculum on offer. There is increasing use of accreditation, and though providers clearly recognise other outcomes as measures of achievement, it is still unclear how they are doing this and how well learners are achieving and progressing.
- Only six colleges and three LEAs had awareness of Standard One of the National Service Framework for Mental Health. This is lower than the national average in the colleges and suggests that there is a need to explore, through greater partnership working, how adult education providers can contribute to local mental health promotion and in driving forward the National Service Framework.
- Only two colleges and one LEA in the region had addressed the needs of learners with mental health difficulties in their strategic plans. A further six colleges and two LEAs are planning to include this group of learners in their future plans. Again this is lower than the national average and needs attention. Putting the needs of adult learners with mental health difficulties into educational organisations strategic plans helps to embed provision and increases the likelihood of it being part of the providers plan for growth and development.
- All four LEAs and most of the colleges were working in partnership with mental health trusts, social services departments, voluntary organisations, Connexions and IAG (Information, Advice and Guidance) networks, mental health service user groups and primary care teams. Twelve of the twenty colleges and all four LEAs who responded to the questionnaire want stronger partnerships.

- Providers within the region consider their strengths and achievements to be 'identifying and meeting learners support needs' and 'flexible and responsive provision', 'partnerships', 'inclusion and widening participation', 'learner consultation and participation', 'staffing' and 'attitudes'. Providers with the regions consider the challenges and barriers to developing this area of work to be 'lack of time and resources', 'staffing', 'funding', 'policies and plans' and 'attitudes'. It is interesting that 'staffing' and 'attitudes' appears on both lists. This may be indicative of how some providers are able to embed this area of work across the whole organisation, while in other educational establishments it still remains marginalised and 'hidden'.
- Eighteen of the twenty colleges and all four of the LEAs who responded to the questionnaire want to be kept in touch with the project. Eleven of the twenty colleges and all four LEAs want to join a regional network.

The next stage

The second stage of the NIACE/NIMHE partnership project has been to set up Regional Networks in each of the eight NIMHE Regional Development Centres. These networks present a wonderful opportunity for us to build on the findings of this research in order to develop more accessible and inclusive educational provision for adults with mental health difficulties.

The partnership project

To encourage and assist adult and further education providers to promote opportunities for learning for adults with mental health difficulties, the National Institute of Mental Health in England (NIMHE) and the National Institute of Adult Continuing Education (NIACE) have established a partnership project. The first strand of the project has been a national postal survey of all Colleges of Further Education and Local Authority Adult Education Services in England and this report summarises the findings.

The survey repeats a similar exercise carried out in 1996 in England and Wales by FEDA (the Further Education Development Agency, now the Learning and Skills Development Agency) and NIACE. Some of these findings, together with case studies of twenty-one providers, were published in *Images of Possibility* (Wertheimer, 1997)

A further national questionnaire survey of voluntary organisations providing education and/or training for work for people with mental health difficulties has been carried out in 2003 and another report summarising its findings will shortly be available, adding to the national picture we are building up.

Mental health and adult learning: the survey

The survey provides an invaluable snapshot of existing provision made by colleges and local education authorities, and provides a satisfactory start to our mapping exercise. However, collating the findings from all the questionnaires has not been without its difficulties. To increase the response rate (see below), questionnaires were re-circulated to non-respondents after the first deadline and many replies were received by and beyond this second deadline. These have now been added to the survey findings, changing the data from the original draft report.

Some providers have not responded. A few contacted us to say that they were unable to complete the questionnaire because of lack of time and their current workload. With others, it is of course impossible to be clear as to why they did not respond. It may be that some providers are not making any targeted provision for adults with mental health difficulties, but it may also be possible that some providers have provision but the questionnaires failed to reach the right person for completion. We still welcome contact from such providers.

Some providers also sent in multiple responses, reflecting the range and diversity of provision across local education authorities and colleges. Where this has happened, we have counted them as individual responses.

Our original intention was to repeat the 1996 FEDA/NIACE survey (see above), so in order to introduce a comparative element we had to use an almost identical questionnaire. It was later found that the 1996 set of data was no longer available, so “then and now” comparisons in this report are limited. Despite this, we have been able to start building a good picture of current provision for adults with mental health difficulties.

Findings from both surveys will help us to identify patterns of provision at a regional level and individual regional reports, including this one, summarising local provision, are

being disseminated through NIMHEs Regional Development Centres. We very much hope that adult learning providers and mental health service providers will use these local “snapshots” to identify positive practice in their area, add further information about local provision, and take action to fill gaps in provision. This will enable us to obtain a fuller picture of current learning opportunities for adults with mental health difficulties.

This report separates out the findings from colleges and LEAs, but not particularly for comparative purposes. Although there are some interesting differences in the ways providers work, overall there are many similarities.

This partnership project represents a major step forward in building a national picture of current provision and there is enormous potential for further developments. By using these regional reports each region will be able to identify sites of good practice, gaps in provision, build partnerships and develop work around areas of joint concern. We hope that learners, practitioners, managers, funders and policy-makers will use this research to learn more about how they can promote greater social inclusion for people with mental health difficulties and widen their participation in learning opportunities.

The 2003 survey

The survey carried out by NIACE and NIMHE aimed to:

- ascertain whether provision for people with mental health difficulties is more widely available and accessible than in 1996;
- identify examples of positive practice; and
- identify gaps in existing provision.

Questionnaires were sent to twenty-nine Colleges of Further Education and nine Local Education Authorities (LEAs). By 30 June 2003, responses had been received from twenty colleges and four LEAs - an overall response rate of nearly two-thirds (63%), compared to a national response rate of just under a half (45.5%). Annexe 1 lists the Colleges and LEAs who returned the questionnaire.

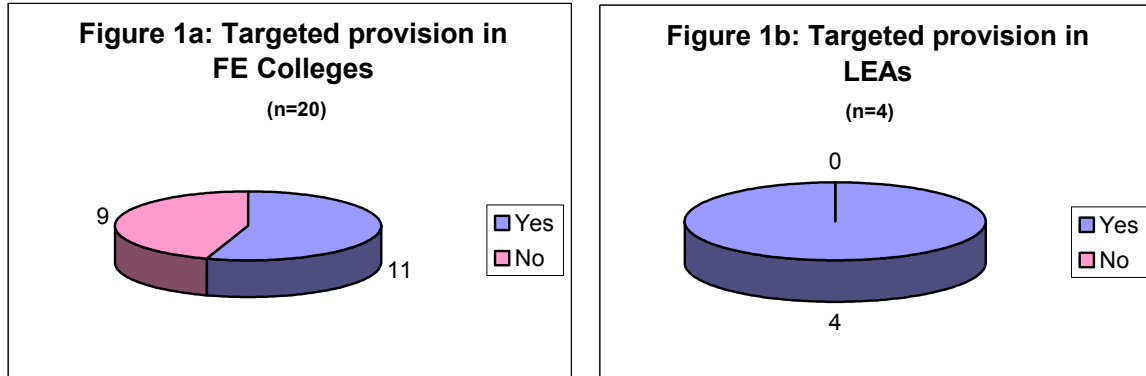
The findings

This summary report outlines the findings which covered the following areas:

- current provision;
- plans for new provision;
- responses to policy and legislative changes;
- learner consultation and participation;
- accessing learning opportunities;
- targeting specific groups of learners;
- support for learning;
- curriculum, outcomes and progression;
- funding;
- staffing;
- partnership with other agencies;
- providers' views: strengths and achievements; and
- providers' views: barriers and challenges.

The report also includes comments which survey participants wrote in their questionnaires.

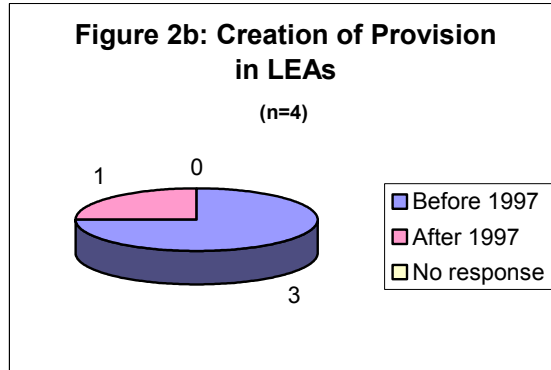
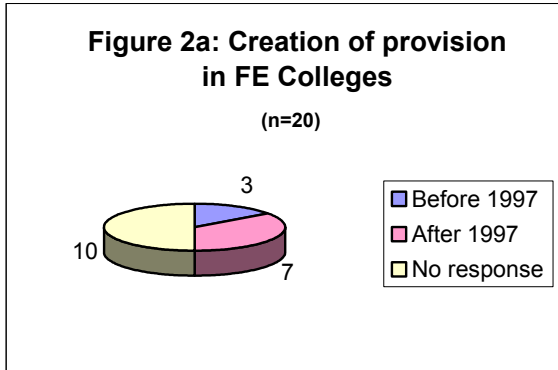
1. Current provision



To find out how many providers were seeking to engage with adults with mental health difficulties, we asked whether they made targeted provision for this group of learners. From Fig. 1a and 1b, we can see that eleven of the twenty colleges and all four of the LEAs who responded to the questionnaire were making targeted provision for adult learners with mental health difficulties. Annexe 1 also provides details of the number of adult learners with mental health difficulties enrolled with each provider.

Although these figures provide a useful insight into levels of current provision in the region, they must be seen in the context of the response rate (see above and Annexe 1) which needs to be taken into account throughout the report. Figure 1b, for example, indicates that four LEAs in the East Midlands region provide targeted provision. The four LEAs who responded to the questionnaire are all making targeted provision, but we do not know, however, whether the other LEAs in the region also have provision.

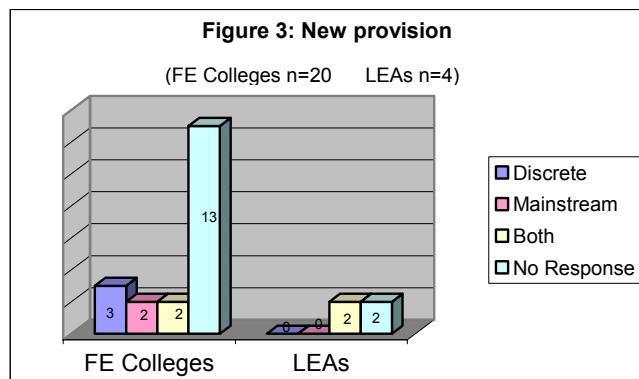
We also wanted to find out when this provision had been set up and whether policy drivers such as the Tomlinson Report (FEFC 1996) and the Kennedy Report (FEFC 1997) have led to increased provision. From Figs. 2a and 2b we can see that about a third of the colleges and one in four LEAs have set up their provision since 1997. This compares with about a third of colleges and nearly half of the LEAs nationally, so local authorities in this area may already have been providing for learners with mental health difficulties for a number of years.



Given the work currently being undertaken by the Social Exclusion Unit on mental health and social exclusion and the cross-government recommendations arising from this work, there is a need to ensure that learning providers are supported to meet and implement any forthcoming policy recommendations.

2. Plans for new provision

Providers were asked whether they planned to make any new provision, and if so, whether this would involve supporting learners with mental health difficulties on general/mainstream learning programmes, discrete provision set up specifically for adults with mental health difficulties, or developing both forms of provision. For the purposes of the survey, general/mainstream programmes are defined as being those courses and opportunities that are available to anyone to enrol on. Specific/discrete provision, on the other hand, is defined as being those courses that are set up specifically to meet the needs of adults with mental health needs onto them.



Discrete provision is valuable, because some people with mental health difficulties will not feel able to enrol directly onto mainstream courses and people need to be in a learning environment that is conducive to their learning. However, it is encouraging that some providers are not only planning to develop discrete provision but will also support learners to progress from there onto mainstream courses. Adults with mental health needs should be able to access whatever opportunity is appropriate and that they wish to attend.

It is interesting that in the East Midlands most providers who responded to this question were planning to set up both discrete provision and support for accessing mainstream provision. This denotes a recognition that learners want a choice of options and appropriate progression routes.

Three colleges will be setting up discrete provision, two will support learners on mainstream courses and two will be doing both; thirteen indicated that they were not planning any new provision or did not reply to the question; two LEAs were planning to set up both discrete provision and support on mainstream; two indicated that they were not planning any new provision or did not reply to the question.

Providers were asked whether they were currently planning any new provision for adults with mental health difficulties.

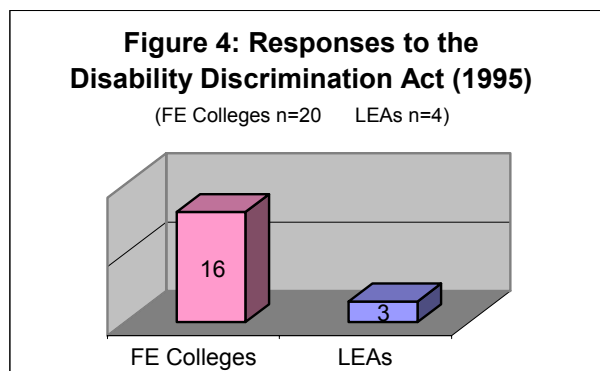
Providers' comments:

Discrete provision – considering Bridges summer school – taster courses relating to mainstream provision. The hope is that this will enable progression for learners.
(College)

Our targeted number is with discrete provision. Through our normal guidance work and contacts, we would also support our DMD to access mainstream courses. (LEA)

3. Responses to policy and legislative changes

The survey asked providers to describe what steps they were taking to anticipate and plan for meeting the likely needs of adult learners with mental health difficulties as required by the Disability Discrimination Act 1995 (Part 4) and Code of Practice.



One would hope that learning providers are taking the necessary steps to ensure compliance with the Act and as Fig. 4 indicates, an encouraging sixteen of the twenty colleges and three of the four LEAs who responded to the questionnaire described one or more ways in which they were responding to the Act's requirements.

Providers were asked what steps they were taking to anticipate and plan for meeting the likely needs of adults learners with mental health difficulties, as required by the Disability Discrimination Act 1995 (Part 4) and associated Code of Practice.

Providers' comments:

DDA 4 awareness training across the service. Gather information from 'user groups' about what are the issues for them accessing Adult Learning Services. (LEA)

Awareness raising for staff. Planning with social services/health/voluntary sector and appropriate provision through an adult mental health strategy group. (LEA)

I am attending the DDA steering group at college, which as well as addressing the needs of students with mental health difficulties looks at the need of all students with disabilities and the changing legal requirements. The support service tries to meet the needs of learners accessing college. (College)

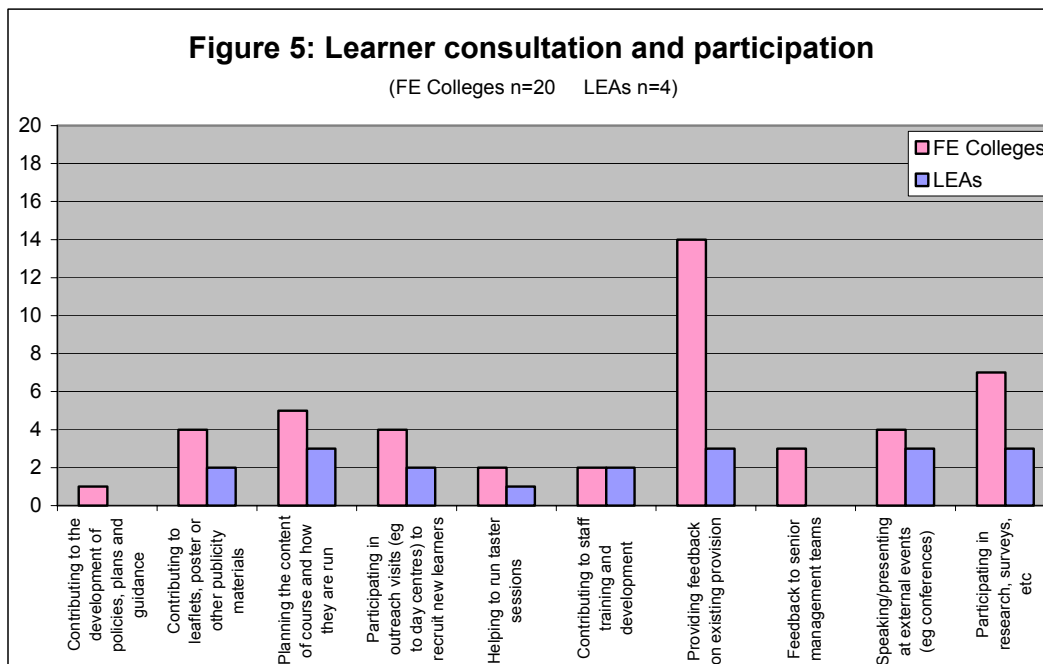
The survey also asked if providers were aware of Standard One of the National Service Framework (NSF) for Mental Health, which aims to ensure that health and social services "promote mental health and reduce the discrimination and social exclusion associated with mental health problems" (DoH, 1999: 14). Only six colleges and three LEAs are aware of Standard One. However, the establishment of regional multi-agency networks will provide an opportunity for mental health service providers and education providers to explore ways in which providers can contribute to local mental health promotion.

Learning opportunities for adults with mental health difficulties should be addressed in education providers' strategic plans (Wertheimer 1997) but the survey found that only two colleges and one LEA had done so. Putting the needs of learners with mental health difficulties into the organisations strategic plans gives this area of work greater visibility and it increases the likelihood that it becomes part of the providers overall plan for growth and development. More encouragingly, though, a further six colleges and two LEAs were planning to include this group of learners in their future plans. Again, the regional networks may provide opportunities to address this issue, perhaps by ensuring that education features in Joint Investment Plans and other community care plans, or by education providers joining NSF Implementation Groups.

4. Learner consultation and participation

Consultation with learners is crucial to developing inclusive and responsive adult education provision and within the consultation process, the voices of particular groups of learners need to be heard and acted upon. The survey asked providers how they involved and consulted learners.

Whereas the 1996 survey found that learners were “rarely involved” in contributing to policies and plans, it appears that learner consultation in general is becoming more widely facilitated, particularly within LEAs in the region.



Although it is the norm for all learners to provide feedback on their courses, the welcome increase in learner consultation and participation outlined here may partly reflect an increasingly articulate network of mental health service users speaking out on a range of issues. We hope that the regional networks will provide a forum for providers to discuss and explore additional and different ways of consulting with users.

Providers were asked how they involved learners in developing and delivering provision for adults with mental health difficulties.

Providers' comments:

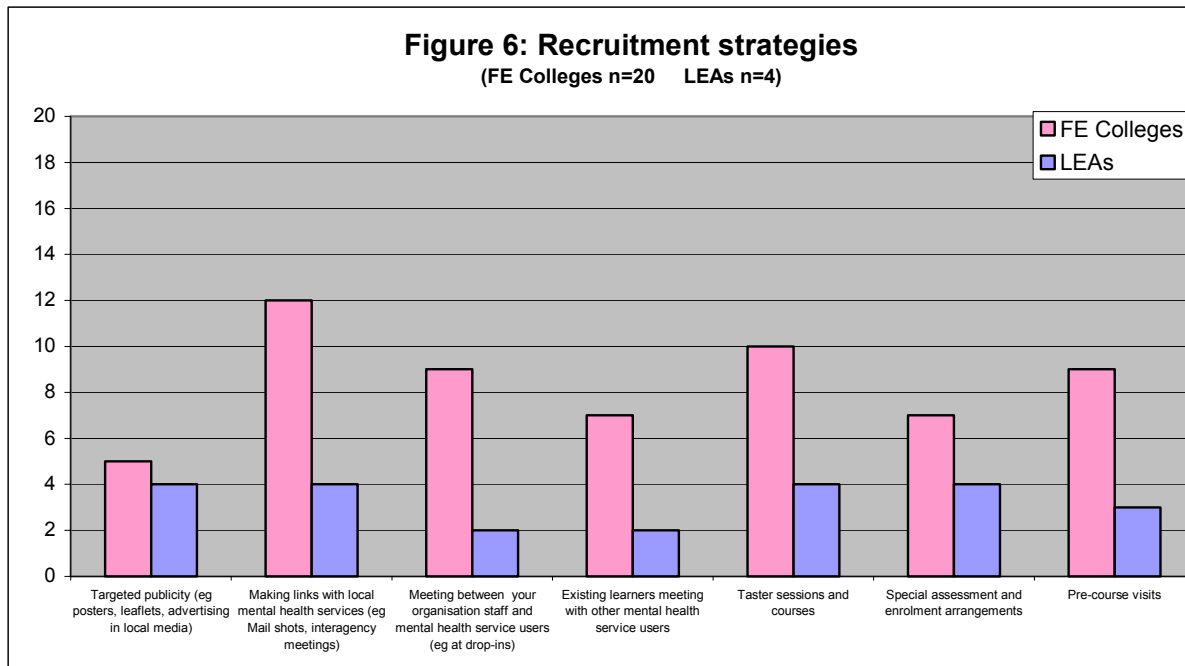
Some students have finished courses/qualifications, but wanted to carry on with the group, so have come back in a volunteer support capacity. (College)

Service users are paid to visit hospital wards and day hospitals to promote [the] service and provide information. (LEA)

5. Accessing learning opportunities

Providers were asked whether they actively recruited learners with mental health difficulties and if so, how they encouraged them to use their provision: thirteen colleges and four LEAs who responded to the questionnaire are actively recruiting this group of learners and described their recruitment strategies.

Forging links with local mental health services is one of the most popular recruitment strategies, followed by pre-course visits, taster sessions and courses, and education providers meeting with mental health service users.



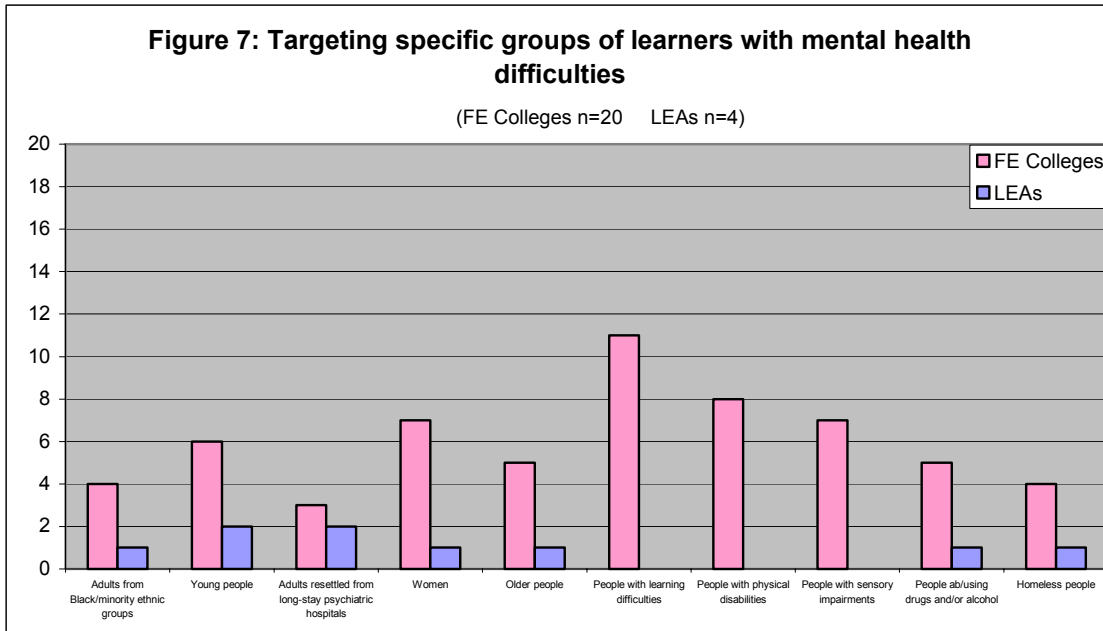
Providers were asked whether they identified learners with mental health needs: by encouraging self-identification before or at enrolment, through referral sources, at guidance interviews, by additional support needs interviews, or by staff referring existing students. Encouraging self-identification was most often used by colleges (eighteen), followed by the additional support needs interview (seventeen); LEAs most frequently identified learners with mental health difficulties through referral sources (seven) and/or through encouraging self-identification (three).

6. Targeting specific groups of learners with mental health difficulties

Adults with mental health difficulties are a diverse group of learners and we were interested to find out whether education providers were making provision for specific groups such as 14-19-year-olds with mental health difficulties or people with mental health difficulties from Black and minority ethnic groups, and/or targeting their provision at people using particular services

A note of caution is needed, however. The accuracy of responses (see Fig. 7) is questionable, probably because our question was misunderstood and the results overestimate actual provision. We wanted to find out whether colleges and LEAs were making any targeted provision for *particular* groups with mental health difficulties (e.g. for people with sensory impairments and mental health difficulties) rather than for people with mental health difficulties in general. Providers may well be running courses for people with hearing impairments (or supporting them to use mainstream provision) but not actually making provision for people who *also* have mental health difficulties. We

hope that the regional networks will take the opportunity to check out some of this information as we know there *is* some specialised provision for learners (.e.g. for young people, or for women) who may not choose to use general mental health provision.



In terms of targeting mental health services, providers were more likely to be working with day centres (seven colleges and four LEAs), community mental health teams (eight colleges and three LEAs) and day hospitals (three colleges and three LEAs). They were less likely to be working with hospital in-patient services (five colleges and two LEAs), supported accommodation (five colleges and one LEA) and regional secure units (three colleges and one LEA).

7. Learner support

Exploring individual learners' support needs and making arrangements to meet them can significantly affect whether they have a positive learning experience. The survey asked how they identified the support needs of learners with mental health difficulties, whether learners had individual support plans in place before their course started, the kinds of support available and who provided this.

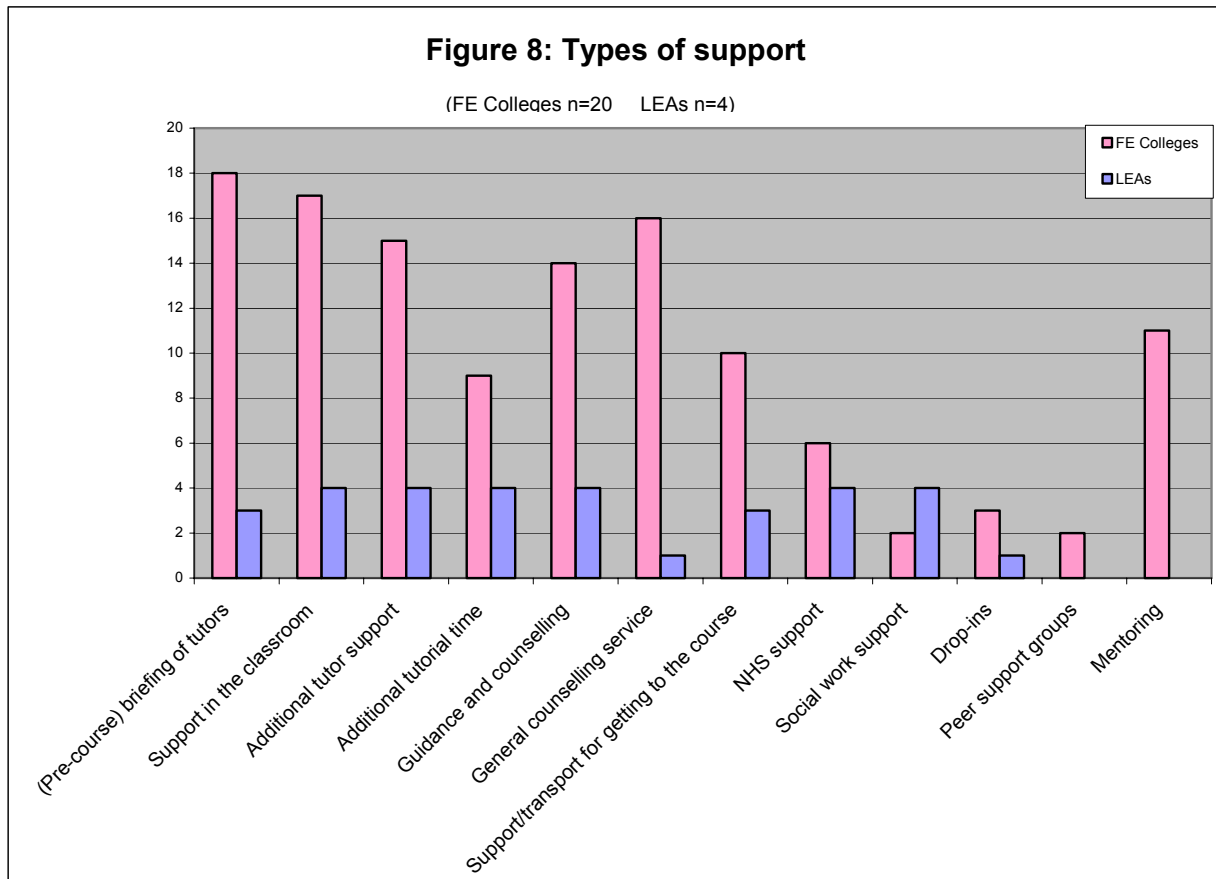
Learning support needs were most commonly identified through initial assessment and guidance (fourteen colleges and one LEA), and referral from mental health services (one LEA). Five colleges and one LEA used two or more ways of identifying learning support needs. No response was received from one college and one LEA.

Providers were asked to describe how they identified the support needs of learners with mental health difficulties before enrolment.

Providers' comments:

Our leaflets [and] enrolment form encourage people to disclose their disability. They are encouraged to meet and discuss their particular support needs with the ILDM. (LEA)

Through discussion with the student and where they give consent, with their family, friend or community MH worker, nurse or social worker. (College)

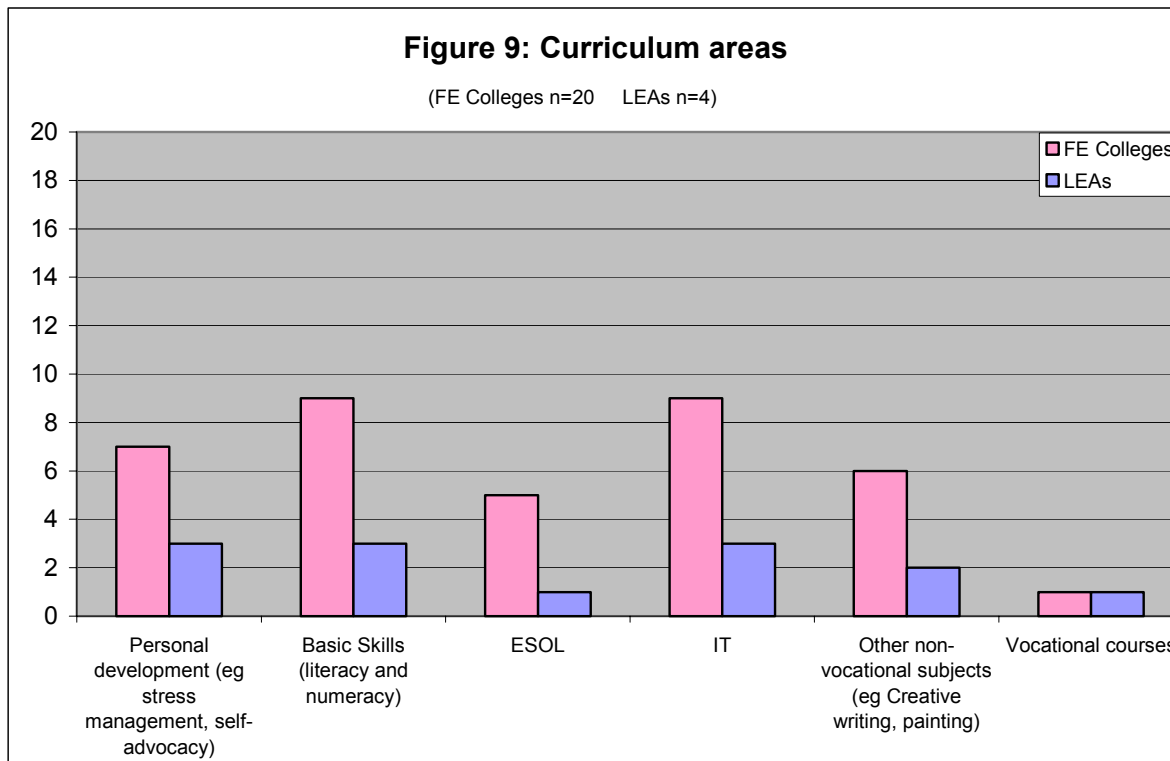


Although some learners may choose to negotiate their support needs after starting a course, the survey found that individual support plans were in place in thirteen colleges and three of the four LEAs.

With some variations between colleges and LEAs, the following kinds of support were more likely to be available to learners with mental health difficulties: additional time and support from teaching staff, pre-course briefing of tutors, support in the classroom, guidance and counselling, general student counselling service, health and social services staff. It would be encouraging to see an increased use of others types of support.

8. Curriculum, outcomes and progression

Adults with mental health difficulties should be able to access a curriculum to match their individual needs and interests, in either discrete provision or by being supported on mainstream courses.



The research indicates that (see Fig. 9) learners with mental health difficulties using targeted provision are most likely to be on basic skills, IT or personal development courses, followed by non-vocational subjects and ESOL. Although vocational courses were less common, this may be because learners wanting to access vocational courses were being supported on mainstream, rather than discrete/targeted provision

There are a number of possible reasons for the prevalence of basic skills courses. Although some people who develop mental health difficulties have university degrees or other qualifications, others will have had disrupted schooling due to their mental health difficulties in childhood and/or adolescence. As a result, they may not have acquired a sufficient grounding in basic skills to enrol on other courses. Experience also suggests that some people with mental health difficulties already have basic skills but lack self-confidence, so they choose to enrol on basic skills courses because they find the tutors receptive and welcoming but also appreciate learning in an adult environment.

Providers were asked which outcomes they used to measure progress. Although we could have included in the questionnaire other outcomes such as “learning a new skill” or “learning more about a particular subject”, we were also interested in finding out about the broader outcomes of learning for people with mental health difficulties which can enable them to make changes in different areas of their lives. Furthermore,

outcomes can be interchangeable: learning a new skills, for example, can enhance self-esteem (i.e. improve mental health) and can lead to a more independent lifestyle.

Outcome	FE Colleges (n=20)	LEAs (n=4)
Moving from discrete to mainstream further/adult education	10	3
Moving to higher education	11	2
Improved mental health	11	1
More independent lifestyle	6	2
Starting volunteering or unpaid work experience	5	3
Starting/retaining open employment	6	2
Starting/retaining sheltered employment	4	2

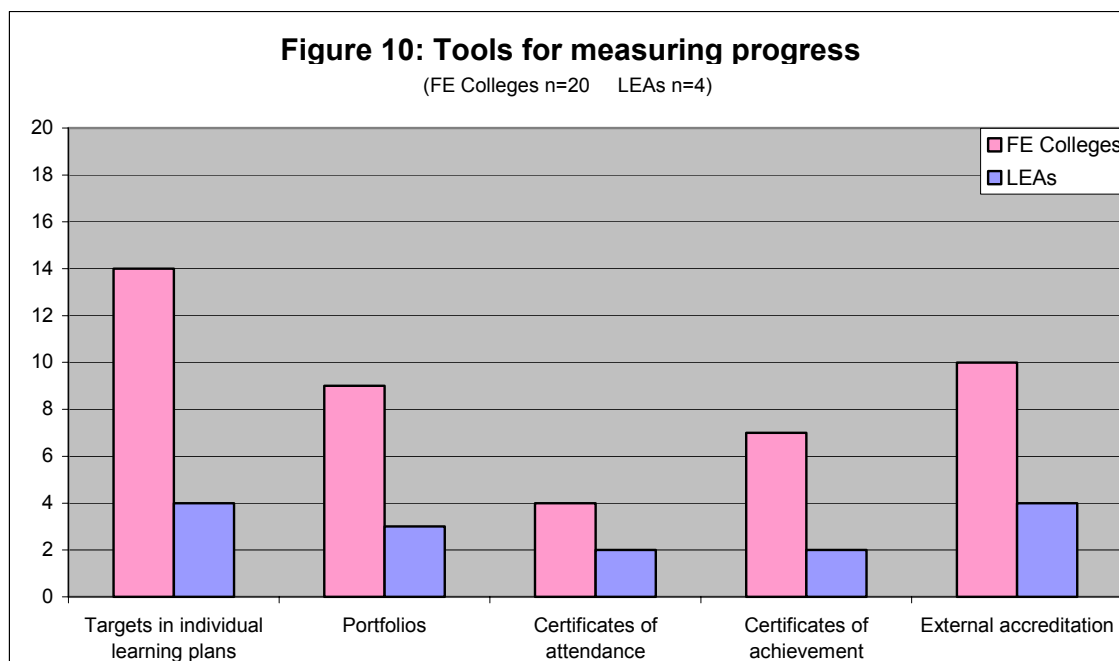
Providers were asked to describe other ways in which they measured progress.

Providers' comments:

Progress could be any of the above. Could also be things like turning up on time, staying for the whole session, feeling less nervous, more consistent attendance, and doing another course. (College)

Improved measures of confidence – e.g. eye contact – appropriate greeting, etc. Improved interaction with peers. (College)

Providers were also asked how they formally recognised and recorded learners' progress – i.e. what tools were used to record the kind of outcomes described above. Some, but not all, relate to formal accreditation and it seems likely that external accreditation (e.g. OCN) has become more widely used since the 1996 survey was undertaken.



These findings are interesting and reflect a recognition of the wider benefits of participation in learning for adults with mental health difficulties. However, further research into how providers record outcomes such as improved mental health or a more independent lifestyle would be useful and subsequent findings may have implications for mental health service providers. Furthermore, though providers may be measuring outcomes such as moving into or retaining employment, the findings cannot tell us how many learners do make the transition from education to employment. Again, this is an area that requires further investigation.

Providers were asked to describe ways in which learners progress was recognised and measured.

Provider's comment

Annual review of progress or shorter term if required. (LEA)

9. Funding of provision

Funding mechanisms have undergone considerable changes since the 1996 survey. Providers were asked to identify all their current funding sources but they were also asked to identify their single biggest source of funding: not surprisingly, for nineteen of the twenty colleges and all four of the LEAs who responded to the questionnaire, was the LSC.

A new question was added which did not feature in the 1996 survey. Providers were asked to describe any "support in kind" they received in addition to their funding. Free use of premises was the most common resource (three colleges and one LEA). Five colleges and two LEAs are receiving more than one type of support in kind. While these

resources obviously contribute to existing provision, they can also provide opportunities for partnership working – e.g. accessing other agencies’ training programmes or receiving staff supervision or support.

Providers were asked whether they received any support in kind for their provision for adults with mental health difficulties.

Providers’ comments:

Free use of off site premises, support/supervision from Mental Health staff in the premises. (College)

Use of site at Social Services Day Centre. (College)

Good support in all areas by venue, support staff, opportunities for “infill” on training etc. (LEA)

10. Staffing

The survey asked providers about designated posts for working with learners with mental health difficulties, overall staff numbers working with these learners, and staff training and development.

There are designated staff posts in nine of the colleges and three of the LEAs, although some will have a broader remit than mental health. Staff had access to a variety of training and development activities:

Activity	FE Colleges (n=20)	LEAs (n=4)
External training events	15	3
External conferences	10	4
Networking	10	4
In-house Training events	9	3
In-house briefing/information sessions	7	3
In-house conferences	5	2
Supervision	5	2
Mentoring	2	0

Relatively few education staff had access to supervision but this may be because it tends to be less prevalent than in health and social care services. However, when we asked about “support in kind” (see above) some education providers were receiving support and supervision from staff in mental health services and it may be possible to organise this more widely.

11. Partnerships

The survey asked providers about their contact with partner organisations. Those mentioned most frequently were:

Partnership Organisation	FE Colleges (n=20)	LEAs (n=4)
Connexions/IAG	14	4
Social Services Department	14	4
GPs/Primary care teams	9	4
Voluntary Organisations	9	4
Mental Health service user groups	8	4
Mental Health Trusts	8	4

Providers were also asked whether the effectiveness of their provision could be strengthened by closer partnerships and with which agencies they would like to work more closely: twelve of the twenty colleges and all four of the LEAs who responded to the questionnaire want stronger partnerships.

Providers were asked what kind of partnerships they had and whether the effectiveness of their provision could be strengthened by closer partnership working with other agencies.

Providers' comments:

User groups, Voluntary agencies (Mind, Team work, etc), Social Care and Health. (LEA)

Working closely with any agency helps to strengthen existing provision. Always open to feedback. (College)

Providers' views

We wanted to know what providers themselves thought were key developments and continuing concerns in their work. This part of the questionnaire asked providers what they thought were their strengths and achievements in this area of work and what were the barriers and challenges still facing them.

Strengths and achievements

Providers were asked to describe what they saw as the strengths and achievements of their provision.

Sixteen of the twenty colleges and all four of the LEAs described their strengths and achievements, which can be grouped under the following headings:

- identifying and meeting learners support needs;
- access to learning opportunities;
- flexible and responsive provision;
- partnerships;
- inclusion and widening participation;
- learner consultation and participation;
- staffing; and
- attitudes.

Providers' comments:

We are seen by learners as friendly and welcoming thus enabling them to step back into learning. (LEA)

We are continuing to build our networks across agencies/organisations. (LEA)

We have an inclusive, friendly and supportive environment and the flexibility to meet a variety and needs. (College)

The focus is on individuals' learning achievements not mental health difficulties. (LEA)

Having a close working relationships with external agencies. (College)

Currently learners tend to stay in a project in which they feel safe. (LEA)

Learners are on mainstream programmes with tutors who have understanding of Mental Health needs or are prepared to listen and support in a flexible manner. (College)

Barriers and challenges

Providers were asked to describe what they saw as the problems, barriers and challenges that they face in this area of work.

Fourteen of the twenty colleges and all four of the LEAs described barriers and challenges they encountered which can be grouped under the following headings:

- lack of time and resources;
- staffing;
- funding;
- policies and plans; and
- attitudes.

Providers' comments;

Lack of workers with appropriate level of skills experience to facilitate learning. (LEA)

People's fear of the stereotypical person who has a mental health problem/illness. (College)

Tendency of some referrers to see the service as an alternative to day care and to refer inappropriately. (LEA)

As a college, we need to work harder to create an atmosphere in which learners feel comfortable to disclose their needs. The college also needs to provide appropriate training of staff to increase their confidence in supporting learners with a variety of needs. (College)

The difficulty of identifying learners as having MH difficulties! (LEA)

Still stigma relating to Mental Health, some clients reluctant to disclose background, which can make it difficult to establish and offer support. (College)

Attendance can be irregular and this has implications for continuity for the learners and ultimately can impact on funding. (College)

In the East Midlands 'identifying and meeting learners support needs', 'partnership' and 'flexible and responsive provision' were the three areas that most learning providers regarded as their strength and where they had achieved most. Interestingly, some providers viewed 'staffing' and 'attitude' as a strength and 'achievement' but also a barrier and a challenge, within the same organisation. 'Lack of time' and 'resources' and 'funding' were thought of as the biggest barriers and challenges to developing this area of work.

The positive response from some providers to the question concerning strengths and achievements suggests that there is a level of expertise and experience in the region. This would suggest that there is a need to share positive practice, and provide mutual support and problem solving. There are many strengths to build on. This could be the legitimate basis for development with the regions.

In conclusion ...

Some very encouraging findings have emerged from this survey. Since the 1996 mapping exercise, new provision continues to be developed for adults with mental health difficulties in a variety of settings, enabling learners to access a curriculum which meets their individual needs and aspirations and supports them in a flexible and responsive manner. A decade or so ago, it was seen as a major achievement when providers set up discrete provision for adults with mental health difficulties. Now we can celebrate when learners move on to use mainstream provision. As many survey participants pointed out, the challenge now is to develop ways of supporting more learners on mainstream courses, while ensuring their success and achievement.

The survey will help each region to identify key issues for future agendas, shape future good practice and provide valuable guidance for providers starting to develop their provision for adults with mental health difficulties. And as the final part of the survey suggests – there is much to celebrate but still much to be done in the future if learning opportunities are to promote real social inclusion and individual well being.

This report sets out the main findings from the survey, but many colleges and LEAs also wrote further about their experiences, providing us with a wealth of qualitative evidence which we have drawn on to illustrate certain points. However, there is more we can learn from which needs to be disseminated further.

Providers were asked whether they wanted any future involvement with the NIACE/NIMHE partnership project and it was very encouraging that in the East Midlands region, eighteen of the twenty colleges and all four of the LEAs who responded to the questionnaire want to be kept in touch. Furthermore, eleven colleges and all four of the LEAs would like to join a regional network perhaps indicating the level of commitment to this area of work within the East Midlands. When this report is circulated we hope they will become actively involved with their partners in mental health services.

The next stage

The second stage of the NIACE/NIMHE partnership project has been to set up Regional Networks in each of the eight NIMHE Regional Development Centres. These networks present a wonderful opportunity for us to build on the findings of this research in order to develop more accessible and inclusive educational provision for adults with mental health difficulties.

Acknowledgments

We would like to thank Alison Wertheimer (NIACE Consultant), Susan Rees (NIACE) and Cinthya Beaman (NIACE) for their help with analysing the data and preparing the report.

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Glossary

This includes terms used in this report and by those working in education, health and social care services. We have included them here because people working in those individual services don't always speak the same language!

ACLF: Adult and Community Learning Fund
DDA: Disability Discrimination Act (1995)

ESOL: English for Speakers of Other Languages
FE: Further Education
GNVQ: General National Vocational Qualification
IAG: Information, Advice and Guidance (Network of Providers)
IT: Information Technology
LEA: Local Education Authority
LSA: Learning Support Assistant
LSC: Learning and Skills Council
NSF: National Service Framework
NVQ: National Vocational Qualification
OCN: Open College Network
PCT: Primary Care Trust
SSD: Social Services Department

Further information:

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Mapping Inclusive Education Projects East Midlands LEAs

1. What kind of current or planned provision is it?

Name of LEA	Mainstream (current)	Discrete (current)	Not Specified (current)	Mainstream (planned)	Discrete (planned)	Not Specified (planned)
Derby City Council			•			
Leicester City			•			
Leicestershire			•	•	•	
Northant's County Council	•	•		•	•	

2. Is there provision which targets specific groups of adults with mental health difficulties?

Name of LEA	Black / minority ethnic people	14-19 year-olds	Former long-stay hospital patients	Women	Older People	People with learning difficulties	People with physical / sensory / other disabilities	People abusing drugs/alcohol	Homeless people
Derby City Council									
Leicester City	•	•	•	•	•			•	•
Leicestershire		•							
Northant's County Council			•						

3. How are learners with mental health difficulties contributing to provision?

Name of LEA	Policies/plans/etc	Publicity materials	Planning courses	Visits to recruit new learners	Helping to run taster sessions or courses	Staff training and development	Feedback on current provision	Speaking at conferences etc	Research and surveys etc
Derby City Council		•	•	•	•		•		•
Leicester City			•	•		•	•	•	•
Leicestershire		•					•	•	
Northant's County Council			•			•		•	•

4. How do providers encourage people with mental health difficulties to access learning opportunities?

	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Name of LEA						
Derby City Council	•	•	•	•	•	•
Leicester City	•	•	•	•	•	•
Leicestershire	•	•		•	•	
Northant's County Council	•	•		•	•	•

5. Who supports learners with mental health difficulties?

	Teaching staff	Learning support staff	Staff from health and/or social care services	Mentors, volunteers, buddies, other learners	Other mental health service users
Name of LEA					
Derby City Council	•	•	•	•	•
Leicester City	•	•			
Leicestershire	•	•	•	•	
Northant's County Council		•	•	•	

6. How are learners with mental health difficulties supported?

	Pre-course briefing of tutors	Support in the classroom (e.g. from LSAs)	Additional time/support from tutors	Guidance and counselling	Student counselling service	Support/transport for getting to the course	Off-course support (e.g. drop-ins)	Peer support groups
Name of LEA								
Derby City Council		•	•	•		•		
Leicester City	•	•	•	•				
Leicestershire	•	•	•	•		•	•	
Northant's County Council	•	•	•	•	•	•		

7. What outcomes are used to measure learners' achievements?

	Discrete to mainstream	To higher education	Open paid employment	Unpaid work experience/ Volunteering	More independent living	Improved mental health
Name of LEA						
Derby City Council						
Leicester City	•		•	•		
Leicestershire	•	•	•	•	•	
Northant's County Council	•	•		•	•	•

8. Who funds the provision?

	Learning and Skills Council	LEA	ACLF	Social Services	Health services	Joint funding (NHS/Social Services)	Charitable Trust	National Lottery Fund	European funding	Other
Name of LEA										
Derby City Council	•		•						•	
Leicester City	•	•		•	•					•
Leicestershire	•									
Northant's County Council	•	•								

9. What kinds of training, development and support are available to staff working with learners with mental health difficulties?

	Supervision	Training (workshops etc.)	Conferences	Briefing/information sessions	Mentoring	Networking
Name of LEA						
Derby City Council			•	•		•
Leicester City	•	•	•	•		•
Leicestershire		•	•			•
Northant's County Council	•	•	•	•		•

10. What other organisations does the provider work in partnership with?

	F E Colleges	Connexions / IAGs	Social Services	Mental health services	Primary Care	Voluntary organisation	Mental health user group
Name of LEA							
Derby City Council		•	•	•	•	•	•
Leicester City	•	•	•	•	•	•	•
Leicestershire	•	•	•	•	•	•	•
Northant's County Council	•	•	•	•	•	•	•

11. What kinds of contact does the provider have with other organisations?

	Regular meetings	Telephone contact	Shared staff training/ development	Liaison re referrals/support	Co-tutoring or co-working	Giving or receiving supervision	Contributing to care planning meetings or reviews
Name of LEA							
Derby City Council	•	•		•	•		•
Leicester City	•	•	•	•	•		•
Leicestershire	•	•	•	•	•		
Northant's County Council	•	•	•	•	•	•	

Mapping Inclusive Education Projects East Midlands Colleges

1. What kind of current or planned provision is it?

	Mainstream (current)	Discrete (current)	Not Specified (current)	Mainstream (planned)	Discrete (planned)	Not Specified (planned)
Name of College						
Bilborough College	•					
Boston College	•					
Brooksby Melton College			•			
Broxtowe College		•			•	
Chesterfield College			•		•	
Derby College						
Gateway 6th Form College			•			
Grantham College			•			
Leicester College			•	•	•	
Loughborough College						
New College Nottingham	•	•		•	•	
North Lincolnshire College	•					
North Nottinghamshire College			•			
People's College, Nottingham			•	•		
Regent College						
South Nottingham College			•			
Stamford College			•			
Stephenson College	•	•		•		
Tresham Institute			•		•	
West Nottinghamshire College			•			

2. Is there provision which targets specific groups of adults with mental health difficulties?

Name of College	Black / minority ethnic people	14-19 year-olds	Former long-stay hospital patients	Women	Older People	People with learning difficulties	People with physical / sensory / other disabilities	People abusing drugs/alcohol	Homeless people
Bilborough College									
Boston	•	•		•	•	•	•		
Brooksby Melton College									
Broxtowe College	•	•	•	•	•	•	•		•
Chesterfield College				•	•	•	•	•	
Derby College									
Gateway 6th Form College						•	•		
Grantham College						•	•		
Leicester College		•		•		•			
Loughborough College									
New College Nottingham									
North Lincolnshire College	•	•		•	•	•	•	•	•
North Nottinghamshire College						•	•	•	
People's College, Nottingham	•	•		•		•			
Regent College									
South Nottingham College									
Stamford College									
Stephenson College									
Tresham Institute			•			•	•	•	•
West Nottinghamshire College		•	•	•	•	•	•	•	•

3. How are learners with mental health difficulties contributing to provision?

	Policies/plans/etc	Publicity materials	Planning courses	Visits to recruit new learners	Helping to run taster sessions and courses	Staff training and development	Feedback on current provision	Speaking at conferences etc	Research and surveys etc
Name of College	c								
Bilborough College		•					•		
Boston							•		•
Brooksby Melton College							•		•
Broxtowe College	•	•	•		•		•		•
Chesterfield College							•		
Derby College							•		
Gateway 6th Form College					•				•
Grantham College									
Leicester College									
Loughborough College									
New College Nottingham		•	•	•			•	•	•
North Lincolnshire College									•
North Nottinghamshire College		•	•	•			•		
People's College, Nottingham						•	•		
Regent College							•	•	•
South Nottingham College			•			•	•		
Stamford College							•		
Stephenson College				•				•	
Tresham Institute			•	•			•		
West Nottinghamshire College							•	•	

4. How do providers encourage people with mental health difficulties to access learning opportunities?

	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Name of College						
Bilborough College						
Boston		•		•	•	•
Brooksby Melton College		•	•			
Broxtowe College	•	•	•	•	•	•
Chesterfield College		•	•	•	•	•
Derby College						
Gateway 6th Form College			•			•
Grantham College						
Leicester College		•		•		•
Loughborough College						
New College Nottingham	•	•	•	•	•	•
North Lincolnshire College	•			•	•	•
North Nottinghamshire College		•		•	•	
People's College, Nottingham						
Regent College						
South Nottingham College		•	•	•		•
Stamford College		•				
Stephenson College		•	•	•		
Tresham Institute	•	•	•			
West Nottinghamshire College	•	•	•	•	•	•

5. Who supports learners with mental health difficulties?

Name of College	Teaching staff	Learning support assistants	Staff from health and/or social care services	Mentors, volunteers, buddies, other learners	Other mental health service users
Bilborough College	•	•			
Boston	•	•		•	
Brooksby Melton College	•	•	•	•	•
Broxtowe College	•	•	•	•	•
Chesterfield College	•	•			•
Derby College	•	•			
Gateway 6th Form College	•	•			
Grantham College	•	•	•		
Leicester College	•	•	•		
Loughborough College					
New College Nottingham	•	•	•	•	
North Lincolnshire College	•	•	•		
North Nottinghamshire College	•	•	•		
People's College, Nottingham	•	•			
Regent College					
South Nottingham College	•	•	•	•	
Stamford College	•	•	•		•
Stephenson College	•	•			
Tresham Institute	•	•	•	•	•
West Nottinghamshire College	•	•	•		

6. How are learners with mental health difficulties supported?

	Pre-course briefing of tutors	Support in the classroom (e.g. from LSAs)	Additional time/support from tutors	Guidance and counselling	Student counselling service	Support/transport for getting to the course	Off-course support (e.g. drop-ins)	Peer support groups
Name of College								
Bilborough College	•		•	•	•		•	
Boston	•	•	•	•	•			
Brooksby Melton College	•	•	•		•			
Broxtowe College	•	•		•	•		•	•
Chesterfield College	•	•	•	•	•	•		
Derby College	•	•	•		•			
Gateway 6th Form College	•	•	•	•	•	•		
Grantham College	•	•	•	•	•			
Leicester College	•	•		•	•	•		
Loughborough College								
New College Nottingham	•	•	•	•	•			
North Lincolnshire College	•	•	•	•	•	•		
North Nottinghamshire College	•	•	•	•	•	•	•	•
People's College, Nottingham	•	•	•					
Regent College								
South Nottingham College	•	•	•	•	•	•		
Stamford College	•	•	•	•	•	•		
Stephenson College	•	•			•	•		
Tresham Institute	•	•	•	•		•		
West Nottinghamshire College	•	•	•	•	•	•	•	

7. What outcomes are used to measure learners' achievements?

	Discrete to mainstream	To higher education	Open paid employment	Unpaid work experience / Volunteering	More independent living	Improved mental health
Name of College						
Bilborough College		•				
Boston	•	•	•	•		•
Brooksby Melton College						•
Broxtowe College	•	•	•	•	•	•
Chesterfield College						
Derby College		•	•			
Gateway 6th Form College					•	•
Grantham College	•	•				•
Leicester College	•	•			•	•
Loughborough College						
New College Nottingham	•	•	•	•	•	•
North Lincolnshire College	•	•	•			
North Nottinghamshire College						•
People's College, Nottingham						
Regent College						
South Nottingham College	•	•				
Stamford College	•	•		•		•
Stephenson College	•					
Tresham Institute					•	•
West Nottinghamshire College	•	•	•	•	•	•

8. Who funds the provision?

	Learning and Skills Council	LEA	ACLF	Social Services	Health services	Joint funding (NHS/Social Services)	Charitable Trust	National Lottery Fund	European funding	Other
Name of College										
Bilborough College	•									
Boston	•								•	
Brooksby Melton College	•	•		•						
Broxtowe College	•								•	
Chesterfield College	•									
Derby College	•									
Gateway 6th Form College	•									
Grantham College	•									
Leicester College	•			•						
Loughborough College	•									
New College Nottingham	•									
North Lincolnshire College	•									
North Nottinghamshire College	•									
People's College, Nottingham	•									
Regent College										
South Nottingham College	•									
Stamford College	•									
Stephenson College	•									
Tresham Institute	•	•								
West Nottinghamshire College	•			•					•	

9. What kinds of training, development and support are available to staff working with learners with mental health difficulties?

	Supervision	Training (workshops etc.)	Conferences	Briefing/information sessions	Mentoring	Networking
Name of College						
Bilborough College		•				•
Boston		•	•	•		
Brooksby Melton College						•
Broxtowe College	•	•	•	•		•
Chesterfield College						
Derby College		•	•			
Gateway 6th Form College		•		•		•
Grantham College		•		•		•
Leicester College		•				
Loughborough College		•				
New College Nottingham		•	•	•		•
North Lincolnshire College	•	•			•	•
North Nottinghamshire College	•	•	•			
People's College, Nottingham		•	•			
Regent College						
South Nottingham College	•	•	•	•		•
Stamford College						•
Stephenson College		•	•		•	
Tresham Institute		•	•			
West Nottinghamshire College	•	•	•	•		•

10. What other organisations does the provider work in partnership with?

	Other colleges	LEA	Connexions / IAGs	Social Services	Mental health services	Primary Care	Voluntary organisation	Mental health user group
Name of College								
Bilborough College			•	•		•		
Boston			•			•	•	
Brooksby Melton College				•				•
Broxtowe College	•			•	•	•	•	•
Chesterfield College					•	•		•
Derby College			•	•	•			
Gateway 6th Form College			•	•			•	
Grantham College			•	•	•			•
Leicester College	•		•	•			•	•
Loughborough College								
New College Nottingham	•	•	•	•	•	•	•	•
North Lincolnshire College			•	•		•	•	
North Nottinghamshire College			•	•		•	•	
People's College, Nottingham			•	•	•			
Regent College								
South Nottingham College		•	•			•		
Stamford College			•	•				•
Stephenson College								
Tresham Institute		•	•	•	•		•	
West Nottinghamshire College	•		•	•	•	•	•	•

11. What kinds of contact does the provider have with other organisations?

	Regular meetings	Telephone contact	Shared staff training/ development	Liaison re referrals/ support	Co-tutoring or co-working	Giving or receiving supervision	Contributing to care planning meetings or reviews
Name of College							
Bilborough College							
Boston		•		•			
Brooksby Melton College				•			•
Broxtowe College	•	•	•	•	•		
Chesterfield College		•	•				
Derby College							
Gateway 6th Form College		•	•	•			
Grantham College	•	•		•	•		•
Leicester College	•		•	•		•	
Loughborough College							
New College Nottingham	•	•	•	•	•	•	•
North Lincolnshire College		•		•			
North Nottinghamshire College		•		•			•
People's College, Nottingham		•		•			
Regent College							
South Nottingham College		•		•			
Stamford College		•		•			•
Stephenson College	•	•					
Tresham Institute		•	•				
West Nottinghamshire College	•	•	•	•	•	•	•

ANNEXE 1: EAST MIDLANDS

FE Colleges	Number of learners enrolled	LEAs	Number of learners enrolled
Bilborough College	6	Derby City Council	60
Boston College	3	Leicester City	0
Brooksby Melton College	0	Leicestershire	60
Broxtowe College	120	Northamptonshire County Council	12
Chesterfield College	45		
Derby College	1		
Gateway 6 th Form College	2		
Grantham College	0		
Leicester College	52		
Lincoln College	0		
Loughborough College	0		
New College, Nottingham	172		
North Lincolnshire College	30		
North Nottinghamshire College	35		
People's College, Nottingham	0		
Regent College	25		
South North Nottinghamshire College	35		
Stamford College	10		
Stephenson College	13		
Tresham Institute	80		
West Nottinghamshire College	200		

Note: 0 (numbers of learners enrolled) indicates that the provider stated they had no learners with mental health difficulties, did not know, or did not reply to the question.

Annexe 2: THE QUESTIONNAIRE
NIMHE/NIACE Mental Health Project
Questionnaire for LEAs/Colleges

Name of LEA/College:

Name of contact person:

Job / Title:

Address:

Tel. No:

Fax No:

E-mail:

Please return this form by 28 February 2003 to: Kathryn James, Project Manager, NIACE, 21 De Montfort Street, Leicester, LE1 7GE

- ***Mental health affects us all but the aim of this survey is to map provision that targets people who are or have been users of mental health services, or who may have mental health difficulties and be receiving support from primary care services.***
- We have sent you this two-part questionnaire as we are very interested in learning about your LEA's experiences of making provision for learners with mental health difficulties.
- Information from Part 1 will help us to build a national picture of existing provision.
- We hope you will also complete Part 2 so that we can learn at first hand about the issues arising in your work with this group of learners.
- Please complete as much of the questionnaire as you can, even if you can't complete every question.
- If there is insufficient space for any of your answers, please attach additional pages.
- Even if you're not currently making any targeted provision for learners with mental health difficulties, we would still like to hear from you, so please return the questionnaire anyway.

PART 1

POLICIES, PLANS AND CURRENT PROVISION

Q1a Does your LEA/College make targeted provision for learners with mental health difficulties? (Please circle)

Yes / No

Q1b If 'Yes', when did you start making this provision?

Q1c Approximately how many adults with mental health difficulties are currently enrolled on your courses or are being supported to use mainstream provision?

Q2a What steps are your LEA/College taking to anticipate and plan for meeting the likely needs of adult learners with mental health difficulties, as required by the Disability Discrimination Act 1995 (Part 4) and associated Code of Practice? Please describe:

Q2b Are you aware of Standard 1 of the National Service Framework for Mental Health which addresses mental health promotion and combats the discrimination and social exclusion associated with mental health problems, with educational establishments seen as key partners? (Please circle)

Yes/No

Q3a Does your LEA's/College's strategic plan refer specifically to people with mental health difficulties? (Please circle)

Yes / No

Q3b If 'No', will your future plans refer to this group of learners? (Please circle)

Yes / No

Q4 Do you have other written policies or guidance relating to learners with mental health difficulties? (Please circle)

Yes (*please enclose copies*) / No

Q5a Are you currently planning any new provision for adults with mental health difficulties? (Please circle)

Yes / No

Q5b If 'Yes', will this involve discrete provision or do you also plan to make provision across the curriculum? Please describe:

LEARNER CONSULTATION AND PARTICIPATION

Q6a Are learners involved in developing and delivering provision for adults with mental health difficulties in any of the following ways?

- a Contributing to the development of policies, plans and guidance
- b Contributing to leaflets, posters or other publicity materials
- c Planning the content of courses and how they are run
- d Participating in outreach visits (e.g. to day centres) to recruit new learners
- e Helping to run taster sessions
- f Contributing to staff training and development
- g Providing feedback on existing provision
- h Feedback to senior management teams

- i Speaking/presenting at external events (e.g. conferences)
- j Participating in research, surveys etc.
- k Other (please describe below)

Q6b Do learners with mental health difficulties participate in one or more of the above activities by?

- a Taking part in groups
- b Having one to one sessions
- c Completing questionnaires
- d Other (please describe below)

RECRUITMENT, GUIDANCE AND ASSESSMENT

Q7a Does your LEA/College actively seek to recruit learners with mental health difficulties? (Please circle)

Yes / No

Q7b If 'Yes', does your LEA/College encourage adults with mental health difficulties to access your provision through?

- a Targeted publicity (e.g. posters, leaflets, advertising in local media)
- b Making links with local mental health services (e.g. mail shots, inter-agency meetings)
- c Meetings between LEA/College staff and mental health service users (e.g. at drop-ins)
- d Existing learners meeting with other mental health service users
- e Taster sessions and courses
- f Special assessment and enrolment arrangements
- g Pre-course visits
- h Other (please describe)

Q8 Does your LEA/ also seek to identify learners with mental health difficulties?

- a By encouraging self-identification before/at enrolment
- b Through referral sources (e.g. day centres)
- c At the guidance interview
- d At an additional support needs interview
- e By tutors or other LEA/College staff referring existing students
- f Other (please describe below)

Q9a Do you make provision which targets any of the following groups of people with mental health difficulties:

- a Adults from Black and minority ethnic groups
- b Young people (aged 14-19)
- c Adults resettled from long-stay psychiatric hospitals
- d Women
- e Older people
- f People with learning disabilities
- g People with physical disabilities
- h People with sensory impairments
- i People ab/using drugs and/or alcohol
- j Homeless people
- k Other (please describe below)

Q9b Do you make provision which targets individuals who have or are recovering from severe mental health difficulties, through the following services:

- a Day hospitals
- b Hospital in-patient services
- c Day centres

- d Supported accommodation
- e Community mental health teams
- f Regional secure units
- g Other (please describe below)

SUPPORT FOR LEARNERS

Q10a How do you identify the support needs of learners with mental health difficulties before enrolment? Please describe below:

Q10b Do learners with mental health difficulties have individual support plans before their course starts? (Please circle)

Yes / No

Q11 Which of the following kinds of support are available to your learners with mental health difficulties:

- a (Pre-course) briefing of tutors
- b Support in the classroom (e.g. from an LSA)
- c Additional tutor support
- d Additional tutorial time
- e Guidance and counselling
- f General student counselling service
- g Support/transport for getting to the course
- h NHS support (e.g. keyworker, community psychiatric nurse)
- i Social work support
- j Drop-ins (off-course support)
- k Peer support groups
- l Mentoring
- m Other (please specify below)

Q12 Which of the following people and/or agencies currently provides this support:

- a LEA teaching staff
- b LEA learning support staff
- c LEA guidance staff
- d LEA's designated mental health support staff
- e Volunteers / befrienders / buddies
- f Social Services
- g Voluntary organisation
- h Mental health service users group
- i Telephone helplines
- j NHS Trusts, including Mental Health Trusts and Primary Care Trusts
- k Private mental health service providers
- l Other (please specify below)

CURRICULUM, ACCREDITATION AND PROGRESSION
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Q13 Does your targeted provision for adults with mental health difficulties include any of the following courses?

- a Personal development (e.g. stress management, self-advocacy)
- b Basic skills (literacy and numeracy)
- c ESOL
- d IT
- e Other non-vocational subjects (e.g. creative writing)

- f Vocational courses (e.g. NVQ, GNVQ)
- g Other (please describe below)

Q14 Do you use any of the following outcomes to measure progress?

- a Moving from discrete to mainstream adult/community learning provision
- b Moving from adult/community learning provision to higher education
- c Starting or retaining full- or part-time sheltered employment
- d Starting or retaining full- or part-time paid open employment
- e Starting unpaid employment (volunteering or work experience)
- f Achieving a more independent lifestyle (e.g. moving to own house/flat)
- g Improved mental health (e.g. social skills, confidence, self-esteem)
- h Other (please specify below)

Q15 Is learners' progress recognised and measured in any of the following ways?

- a Targets in individual learning plans
- b Portfolios
- c Certificates of attendance
- d Certificates of achievement
- e External accreditation (e.g. OCN)
- f Other (please describe below)

FUNDING

Q16a Are you currently funded for your provision for learners with mental health difficulties from any of these sources?

- a Learning and Skills Council
- b Local Education Authority
- c Adult and Community Learning Fund (ACLF)
- d Social Services
- e Mental Illness Specific Grant
- f Mental Health, Primary Care (or other) NHS Trust
- g Health and Social Services pooled funding (Health Act 2000)
- h Voluntary organisation
- i Charitable trust
- j National Lottery Fund
- k European Community
- l City Challenge
- m Joint Funding
- n Other (please describe below)

Q16b Which of the above is your single biggest funder? Please describe below.

Q16c Do you receive any support in kind for your provision for adults with mental health difficulties (e.g. free use of premises, support or supervision from mental health staff, free training)? Please describe:

STAFFING, STAFF SUPPORT AND TRAINING

Q17 Is there a designated member of the LEA's/College's staff responsible for learners with mental health difficulties? (Please circle)

Yes / No

Q18 Approximately how many staff in your LEA/College are currently working with adults with mental health difficulties:

- a teaching staff:
- b guidance staff:
- c support staff:
- d other (please specify below)

Q19 Which of the following support, training and development opportunities focusing on work with learners with mental health difficulties are available to your staff:

- a Supervision
- b In-house training events (e.g. workshops)
- c In-house conferences
- d External training events
- e External conferences
- f In-house briefing/information sessions
- g Mentoring
- h Networking (e.g. for mutual support / information exchange)
- i Other (please describe below)

PARTNERSHIP WORKING WITH OTHER AGENCIES
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Q20a Are LEA/College staff in contact with any of the following agencies regarding learners with mental health difficulties?

- a FE colleges
- b Connexions / IAGs
- c Social Services Department
- d Mental Health and Primary Care Trusts
- e Primary care teams/GP practices
- f Voluntary organisations
- g Mental health user groups
- h Private mental health service providers
- i Other (please specify below)

Q20b Does your contact with other agencies include any of the following?

- a Multi-agency networks/networking
- b Regular meetings
- c Telephone contact
- d Shared staff training/development
- e Liaison about referrals
- f Liaison about support
- g Co-tutoring or other co-working
- h Supervision for specialist staff
- i Contributing to learners' care planning meetings and reviews
- j Other (please describe below)

Q21 Have LEA/College staff been involved with drawing up any of the following strategic plans:

- a Joint Investment Plans
- b Community Plans
- c Health Improvement Plans
- d Other (please specify below)

Q22a Could the effectiveness of your provision be strengthened by closer partnership working with other agencies? (Please circle)

Yes / No

Q22b If Yes, please specify which agencies:

Part 2

We would like to hear from you about what you consider to be the strengths and achievements of your provision for learners with mental health difficulties as well as the challenges and barriers you face. Your experience can help us to identify key issues for future agendas and will provide valuable guidance to providers who are planning to develop their learning opportunities for adults with mental health difficulties.

Q23 Please describe what you see as the strengths and achievements of your provision.

Q24 Please describe what you see as the problems, challenges and barriers you are currently facing.

Would you like to be kept in touch with the project? (Please circle)

Yes/No

Would you be interested in joining a Regional Network? (Please circle)

Yes/No

We may want to explore in more detail some of the issues raised in this survey by visiting your provision and talking to staff and learners. Would you be willing for one of the project staff to visit you? (Please circle)

Yes/No

Are you aware of any other learning opportunities in your area, for adults with mental health difficulties? Can you give us contact details?

Thank you very much for taking the time to complete this questionnaire!