

**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 EASTERN 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 Eastern region, questionnaires were sent to thirty-four College of Further Education and ten Local Education Authorities (LEAs). Responses were received from fifteen Colleges and seven LEAs, giving an overall response rate of just under half. Two Colleges sent two responses, reflecting the range and diversity of their provision.

- Eight colleges and five LEAs within the region are targeting provision specifically 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 in the Eastern region.
- Eight providers within the region are planning to set up new learning provision for adults with mental health difficulties. Some of this will be in discrete provision set up specifically for learners with mental health needs, while others plan to support learners within general/mainstream learning programmes.
- As well as this growth in variety of learning opportunities, the research also shows there is a broad spectrum of curriculum on offer available to learners. There is increasing use of accreditation, and though providers clearly recognise other outcomes as measures of achievement, such as improved mental health or transition to employment, it is still unclear how they are doing this and how well learners are achieving and progressing.
- Disappointingly, only three colleges and three LEAs were aware of Standard One of the National Service Framework (NSF) for Mental Health. This is lower than the national average in the Colleges and suggest 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.
- One college and four LEAs had included the needs of adult learners with mental health difficulties in their strategic plans, though a further five colleges and two LEAs were planning to include this group of learners in their future plans. 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.
- Learning providers in the region are working in partnership with Mental Health Trusts, Social Services Departments, voluntary organisations, mental health service user groups and Primary Care Teams. However, ten of the seventeen colleges and five of the seven LEAs who responded to the questionnaire would welcome stronger partnerships.
- Fourteen of the seventeen colleges and five of the seven LEAs who responded to the questionnaire described their strengths and achievements in this area of work as being 'staffing', 'access to learning opportunities', 'partnerships', 'flexible and responsive provision', 'identifying and meeting learners support needs', 'curriculum content and

delivery' and 'inclusion and widening participation'. Fourteen of the seventeen colleges and six of the seven LEAs who responded to the questionnaire described the barriers and challenges in this area of work as being 'funding', 'staffing', 'identifying and meeting learners support needs', 'curriculum content and delivery', 'flexible and responsive provision', 'outcomes and progression' and 'policies and plans'. It is interesting that 'staffing', 'identifying and meeting learners support needs' and 'curriculum content and delivery' appear 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 adult education establishments it can remain marginalised and under-resourced.

## **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 NIMHE's 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 thirty-four Colleges of Further Education and ten Local Education Authorities (LEAs). By 30 June 2003, responses had been received from seventeen colleges and seven LEAs, an overall response rate of just under half, close to the national rate. Annexe 1 lists the colleges and LEAs who returned the questionnaire.

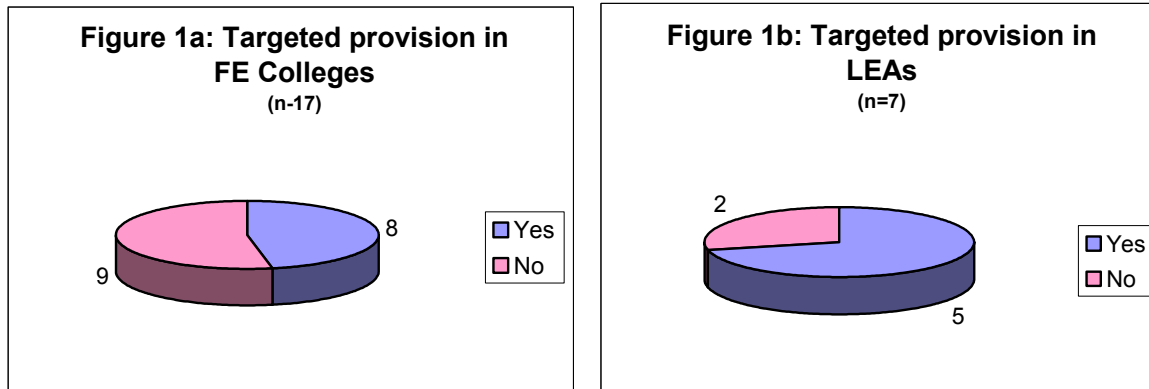
## The findings

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.

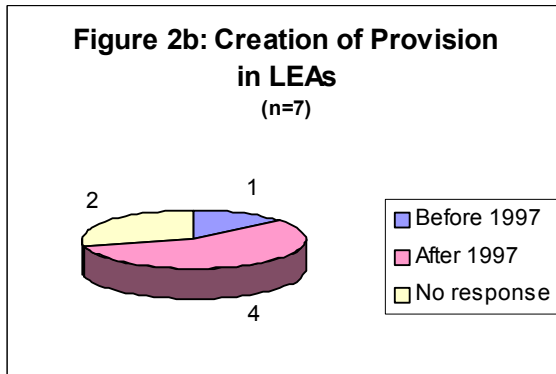
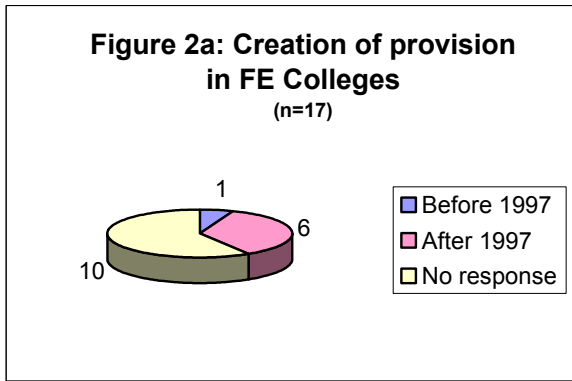
This report also includes comments which survey participants wrote in their questionnaires.

### 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 Figs. 1a and 1b we can see that eight colleges and five LEAs 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.

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 six colleges and four LEAs have set up their provision since 1997.

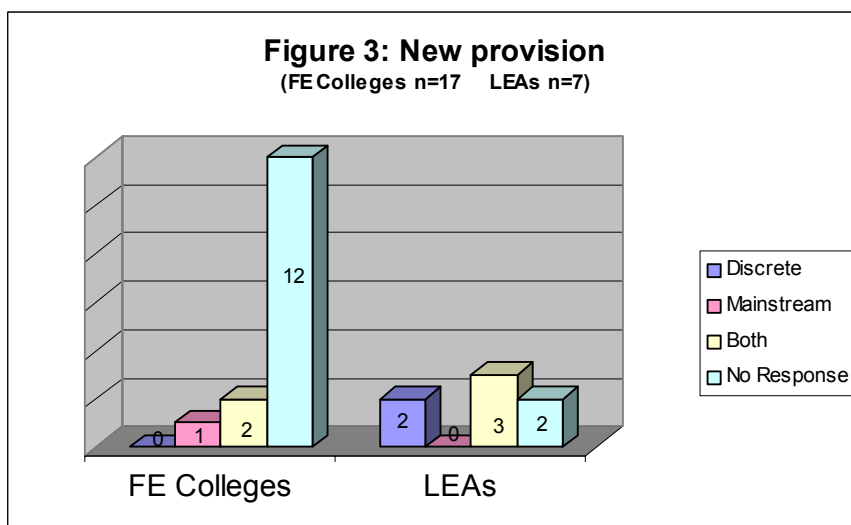


Given the work currently being undertaken by the Social Exclusion Unit on mental health and social exclusion and the cross-government recommendations arising from this work, there is a need to ensure that learning providers are supported to meet and implement any forthcoming policy recommendations.

## 2. Plans for new provision

Providers were asked whether they planned to make any new provision, and if so, to describe whether this would involve supporting learners with mental health difficulties on general/mainstream learning programmes, discrete provision set up specifically for people with mental health difficulties, or developing both kinds 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 difficulties and only recruit learners with mental health needs onto them.



Most colleges (twelve) are not planning any new provision or did not respond to this question. One college will be supporting learners on mainstream courses and two

colleges will be setting up discrete provision and planning to support learners on mainstream courses. Most LEAs (three) will be setting up new discrete provision and planning to develop support on mainstream courses and setting up discrete provision. Two LEAs will be setting up new discrete provision.

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 an environment they feel 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 to mainstream courses.

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

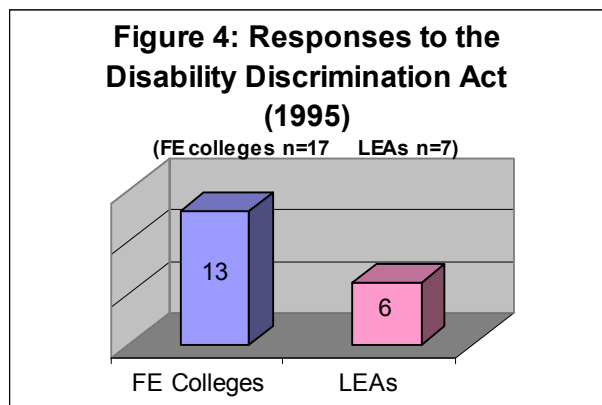
Providers' comments:

*Mostly discrete provision but with more emphasis on progression into mainstream provision. (College)*

*Working with Bridges to Education to evaluate current discrete and mainstream provision. (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 now 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 thirteen of the seventeen colleges and six of the seven 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:

*Revised disability statement training for summer 2003 for managers/enrolment staff on implications of DDA Part 4 especially disclosure issue. (LEA)*

*Greater opportunities for disclosure, increased learner support, access to learning funds, greater publicity to encourage more inclusive learning. (LEA)*

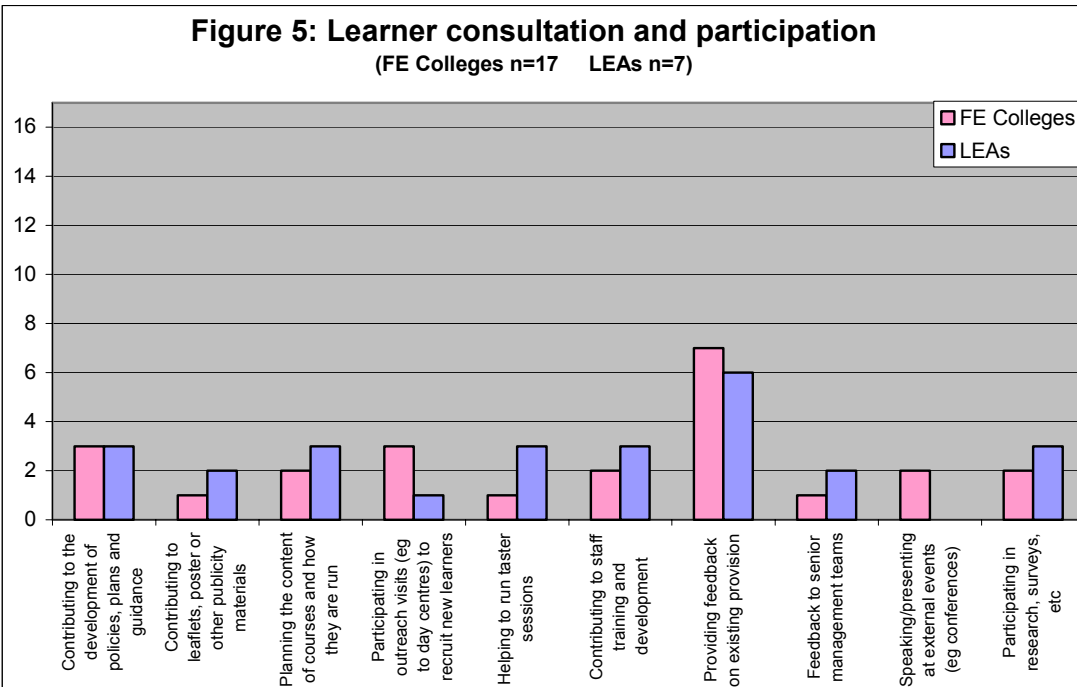
*Staff have received mental health awareness training and have the necessary support networks to call on. (College)*

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). Disappointingly, only three colleges and three LEAs are aware of Standard One which is lower than the national average. 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 they 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 one college and four LEAs had done so. Again this was lower than the national average in Colleges in the region. More encouragingly, though, a further five colleges and two LEAs were planning to include this group of learners in their future plans. Putting the needs of learners with mental health difficulties into the organisations strategic plans gives this area of work greater visibility and it increase the likelihood that it becomes part of the providers overall plan for growth and development. 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 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.



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 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.

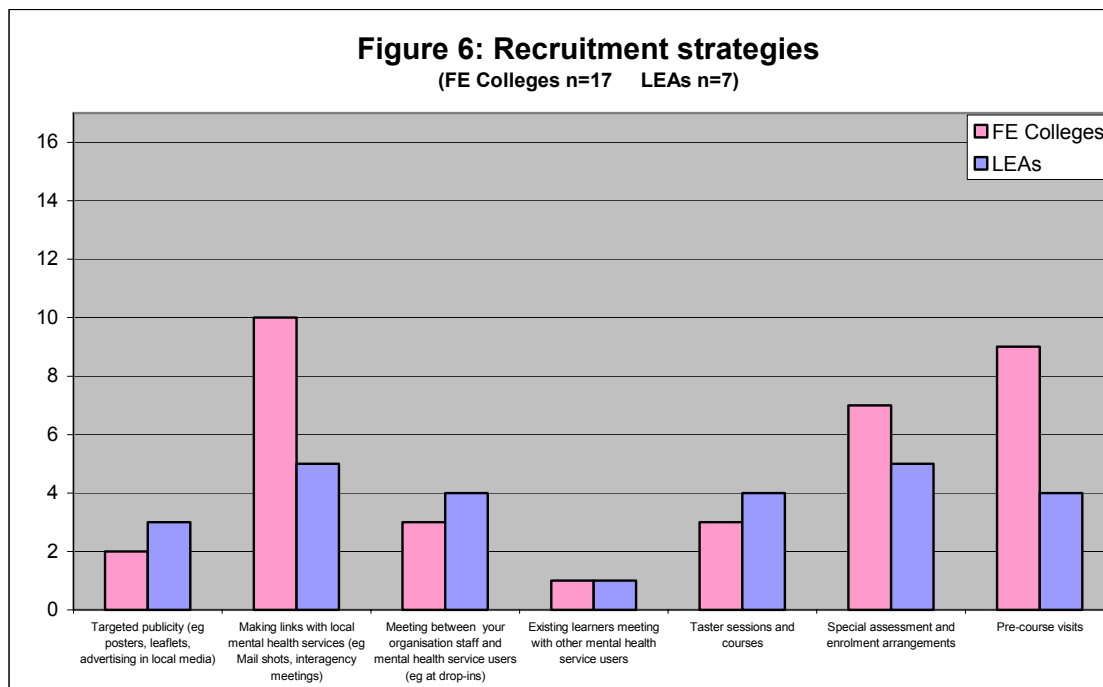
Providers' comments:

*Informal feedback given to tutors. (College)*

*Via learning partnerships and student support. (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: nine colleges and five LEAs are actively recruiting these learners and described their recruitment strategies.



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

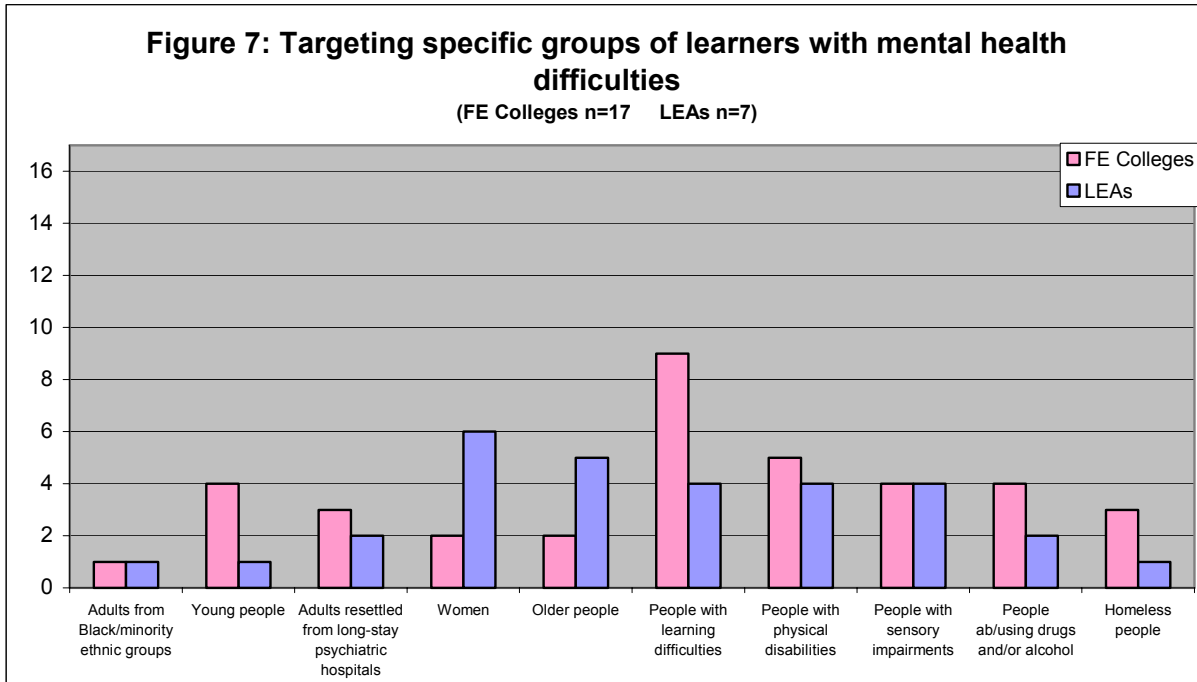
Providers were also asked whether they identified learners with mental health difficulties: by encouraging self-identification before or at enrolment, through referral sources, at guidance interviews, at additional support needs interviews or by staff referring existing students. Colleges used self-identification most often (fourteen), followed by staff referring existing students (eleven). The most common means used in the LEAs were via referral sources (five) and at the guidance interview (five).

## 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 therefore 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. people with sensory impairments and mental health difficulties) rather than 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

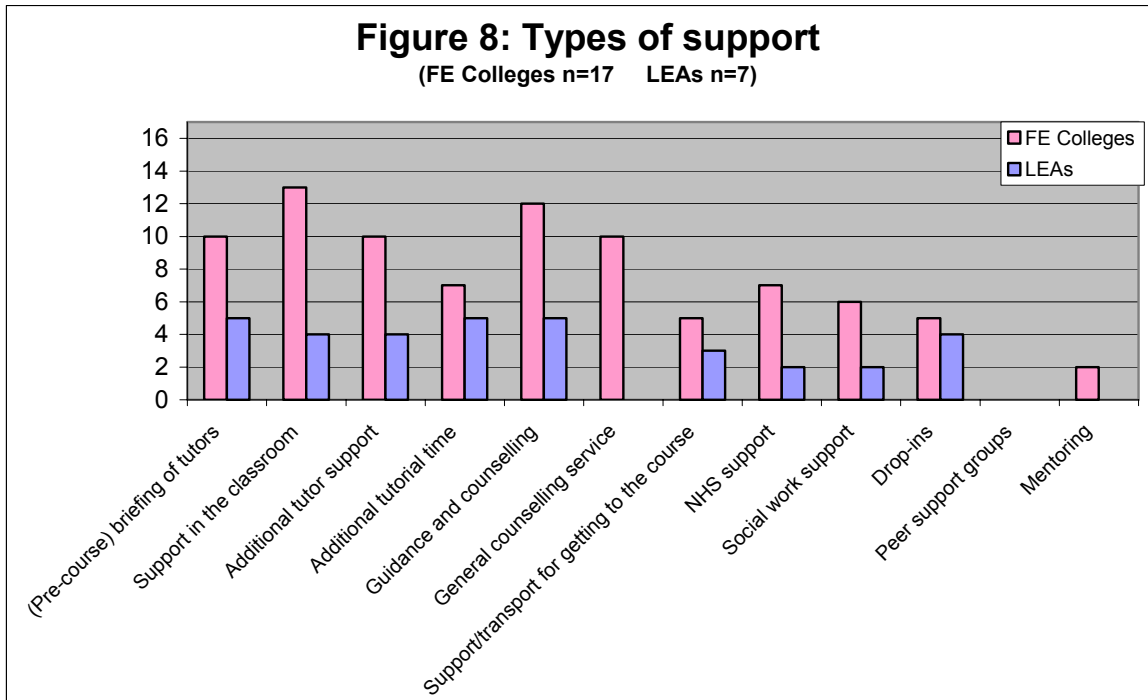
difficulties. We hope that the regional networks will take the opportunity to check out some of this information as we know there *is* some specialised provision (e.g. for young people or for women) for those who may not choose to use general mental health provision.



In terms of targeting specific mental health services, providers were more likely to be working with day centres (seven colleges and four LEAs), community mental health teams (three colleges and three LEAs) and supported accommodation (five colleges and three LEAs). They were less likely to be working with hospital in-patient services (two colleges and two LEAs), day hospitals (one college and two LEAs) and regional secure units (one college and two LEAs). However, the work done by LEAs in regional secure units is much higher than the national average, this may be a reflection of the large provision organised by Norfolk Adult Education Service.

## 7. Learner support

Exploring individual learners' support needs and arranging how these will be met 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.



Of the seventeen colleges and seven LEAs who replied to the survey, learning support needs were most commonly identified through initial assessment and guidance (nine colleges and two LEAs), and self-referral (three colleges). Three colleges and two LEAs used two or more ways to identify learning support needs. No response was received from one college and two LEAs.

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

Providers' comments:

*Offering an initial assessment meeting if person feels they can cope with this or meet for a cup of tea and chat. (LEA)*

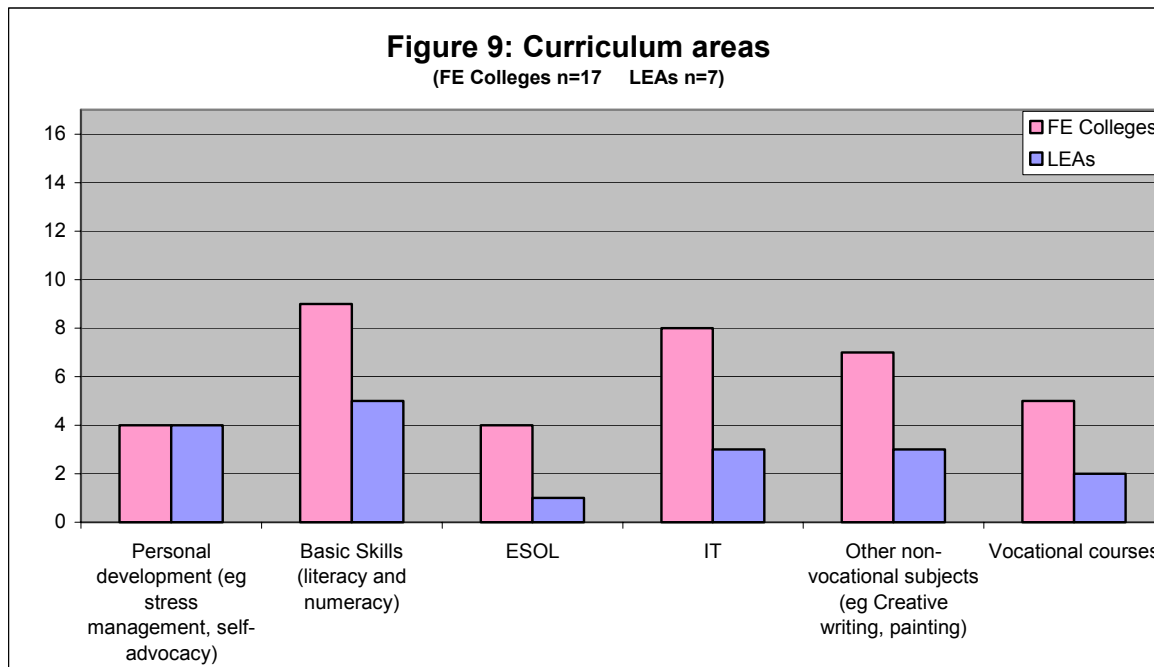
*Initially by inter-agency working pre-entry. During the entry/induction phase through application form, additional support interview and assessment. Students can also self refer. (College)*

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 seven of the seventeen colleges and four of the seven LEAs who responded to the questionnaire.

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 teaching staff, support in the classroom, guidance and counselling, general student counselling service, drop-ins and health and social services staff. It would be encouraging to see an increased use of other 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 (see Fig. 9) indicates that learners with mental health difficulties using targeted provision are most likely to be on basic skills, IT, or non-vocational subjects, followed by personal development courses. Although vocational courses were slightly less common, this may be because learners wanting to access vocational courses are being supported to use 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. There may however, be assumptions made about the level of basic skills needs among adults with mental health difficulties.

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 skill, for example, can enhance self-esteem (i.e. improve mental health) and can lead to a more independent lifestyle.

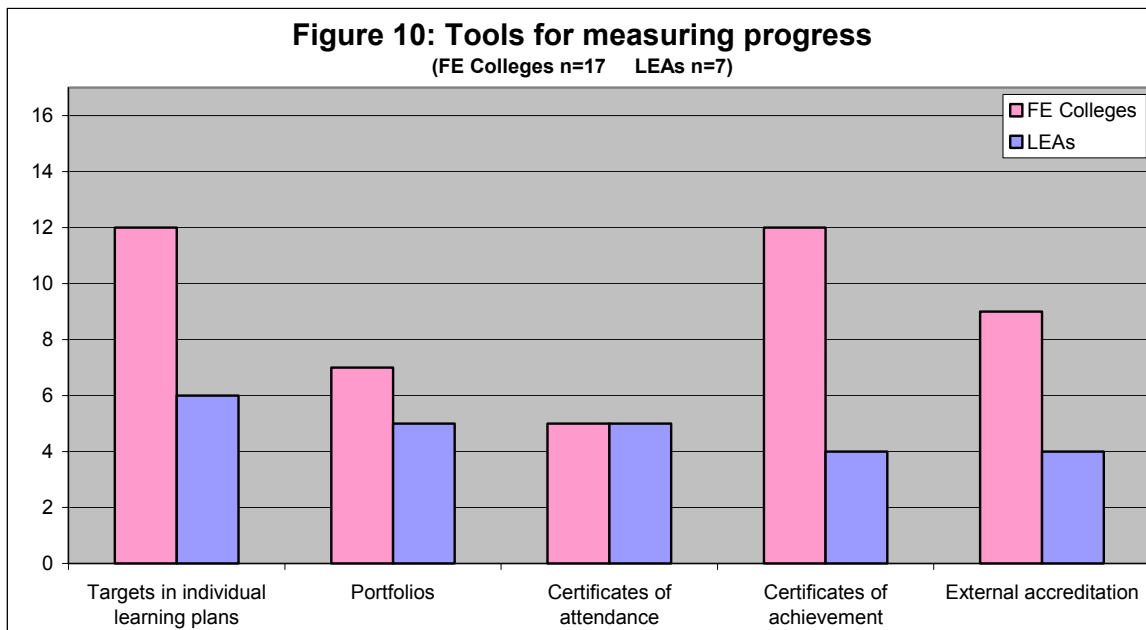
Outcome	FE College (n=17)	LEAs (n=7)
Moving from discrete to mainstream further/adult education	11	5
Improved mental health	7	4
More independent lifestyle	5	5
Moving to higher education	5	4
Starting/retaining open employment	5	4
Starting/retaining sheltered employment	5	4
Starting volunteering or unpaid work experience	4	3

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

Provider's comment:

*Taking more responsibility for their own continuing learning, levels of confidence, self-esteem and stability, monitoring progress towards agreed targets. (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 appears 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 of adults with mental health needs. 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 other ways in which learners progress was recognised and measured.

Provider's comment:

*Courses aligned to the pre entry and core curriculum. (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 ten colleges and five LEAs, this was the LSC. Other sources of funding are identified in the Mapping Inclusive Education Projects at the end of the report.

A 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 financial support. Free use of premises was the most common resource (two colleges and one LEA). Two 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, some support from Mental Health staff in outreach centres. (College)*

*Use of room in residential home for Fabric Crafts Group. (College)*

*Free use of premises, contributions to resources costs, clinical supervision for staff in secure units, and mental health awareness training. (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 six colleges and two LEAs, although some will have a broader remit than mental health.

Staff had access to a variety of training and development activities:

<b>Activity</b>	<b>FE College (n=17)</b>	<b>LEAs (n=7)</b>
External training events	8	5
In-house Training events	8	3
External conferences	7	4
In-house briefing/information sessions	6	3
Networking	5	3
In-house conferences	3	4
Supervision	4	3
Mentoring	2	2

Relatively few education staff had access to supervision; possibly because this is more prevalent in health and social care services. However, some providers are receiving support and/or 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:

<b>Partnership Organisation</b>	<b>FE College (n=17)</b>	<b>LEAs (n=7)</b>
Mental Health Trusts	6	5
Connexions/IAG	7	3
Social Services Department	6	4
Voluntary Organisations	5	5
GPs/Primary care teams	4	2
Mental Health service user groups	2	4

Providers were asked whether the effectiveness of their provision could be strengthened by closer partnerships and with which agencies they would like to work more closely: ten of the seventeen colleges and five of the seven 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:

*Community Mental Health Teams/GP practices, local voluntary mental health agencies, and local Social Services. (LEA)*

*Mental health user groups, counsellors, voluntary organisations and private referral health service providers. (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.

Fourteen of the seventeen colleges and five of the seven LEAs who responded to the questionnaire described their strengths and achievements, which can be grouped under the following headings:

- staffing;
- access to learning opportunities;
- partnerships;
- flexible and responsive provision;
- identifying and meeting learners support needs;
- curriculum content and delivery; and
- inclusion and widening participation.

Providers' comments:

*We have collaborative projects and partnerships with group such as Bridges to Education. (LEA)*

*Employing people recovering from mental illness as learning support assistants. (LEA)*

*Positive feedback from agencies where provision is being delivered. (College)*

*Supporting students with mental health difficulties to increase personal development skills, gain empowerment and the possibility to offer pathways into other learning opportunities. (LEA)*

*All tutors are part-time which allows great flexibility for our provision. (College)*

*We only have a very small number of courses offered to adults; this means we can communicate very effectively. (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 seventeen colleges and six of the seven LEAs who responded to the questionnaire described barriers and challenges they encountered which can be grouped under the following headings:

- funding;
- staffing;
- identifying and meeting learners support needs;
- curriculum content and delivery;
- flexible and responsive provision;
- outcomes and progression; and
- policies and plans.

In the Eastern region staffing, access to learning opportunities, partnerships and flexible and responsive provision were the four areas that most learning providers thought of as their strength and where they had achieved the most. Funding was the area most commonly identified as being a barrier and a challenge to developing this area of work.

In describing their 'strengths' and 'achievements' and their 'barriers and challenges', different providers sometimes raised similar issues under one or other of these headings (eg staffing, identifying and meeting learners needs, flexible and responsive provision, curriculum content and delivery). What one partner may see as an achievement, is a challenge or barrier to another. This may reflect varying degrees of expertise and experience among learning providers, but it may also relate to other factors such as level of commitment and support from senior management or the presence of designated staff posts. Further research would help us to understand why some providers seem to succeed in some areas of development while others do not. However, the similarities between the two lists would also suggest that there are shared agendas or adult learning providers which could be addressed by sharing positive practice, providing initial support and problem-solving. This could be the legitimate basis for development within the region.

Providers' comments:

*It is difficult to encourage learners to disclose a need so difficult to put support mechanisms in place; funding methodology. (LEA)*

*We are limited on numbers of classes we can deliver to pre-entry learners with mental health problems. (College)*

*Better contracts for teaching staff so that they can access more training, and have more time to talk to students outside of the 2 hr session. (LEA)*

*We can only access a small number of students with the limited provision. (College)*

*Prioritising and implementing greater inclusion alongside raising awareness and understanding. (LEA)*

*Suitable provision or appropriate level of course can be difficult to access sometimes results in a mismatch between intellect and gaps in learning/education. (College)*

*There is still fear amongst staff about dealing with students known to have mental health difficulties. (College)*

## **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 can help us 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, 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 Eastern region, twelve of the seventeen colleges and five of the seven LEAs who responded to the survey want to be kept in touch. Furthermore, eight colleges and five LEAs would

like to join a regional network, and 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 Eastern 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)
Norfolk Adult Education Service	•	•		•	•	
Suffolk County Council			•	•	•	
Essex County Council			•	•	•	
Luton Borough Council						
Southend-on-sea Borough Council		•				•
Suffolk			•		•	
Thurrock Adult Community LEA			•		•	

### 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 / other sensory / other disabilities	People ab/using drugs/alcohol	Homeless people
Norfolk Adult Education Service		•	•	•	•	•	•	•	•
Suffolk County Council				•	•	•	•		
Essex County Council			•	•	•	•	•		
Luton Borough Council									
Southend-on-sea Borough Council				•					
Suffolk				•	•		•	•	
Thurrock Adult Community LEA	•			•	•	•	•		

### 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
Norfolk Adult Education Service	•		•		•	•	•		
Suffolk County Council			•				•		
Essex County Council	•	•	•	•	•	•	•		•
Luton Borough Council									
Southend-on-sea Borough Council			•				•		
Suffolk	•	•	•		•	•	•		•
Thurrock Adult Community LEA							•		•

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

Name of LEA	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Norfolk Adult Education Service		•	•		•	•
Suffolk County Council	•	•	•	•	•	•
Essex County Council	•	•		•	•	
Luton Borough Council						
Southend-on-sea Borough Council		•	•	•	•	•
Suffolk	•	•	•	•	•	•
Thurrock Adult Community LEA						

### 5. Who supports learners with mental health difficulties?

Name of LEA	Teaching staff	Learning support staff	Staff from health and/or social care services	Mentors, volunteers, buddies, other learners	Other mental health service users
Norfolk Adult Education Service	•		•		
Suffolk County Council	•				
Essex County Council	•			•	
Luton Borough Council					
Southend-on-sea Borough Council		•			
Suffolk	•		•	•	•
Thurrock Adult Community LEA	•	•		•	

### 6. How are learners with mental health difficulties supported?

Name of LEA	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
Norfolk Adult Education Service	•	•	•	•		•	•	
Suffolk County Council	•		•	•				
Essex County Council	•	•	•	•		•	•	
Luton Borough Council								
Southend-on-sea Borough Council		•		•				
Suffolk	•		•	•		•	•	
Thurrock Adult Community LEA	•	•	•				•	

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

Name of LEA	Discrete to mainstream	To higher education	Open paid employment	Unpaid work experience/ Volunteering	More independent living	Improved mental health
Norfolk Adult Education Service	•		•		•	
Suffolk County Council	•	•	•	•	•	•
Essex County Council	•	•	•	•	•	•
Luton Borough Council						
Southend-on-sea Borough Council						
Suffolk	•	•	•	•	•	•
Thurrock Adult Community LEA	•	•			•	•

### 8. Who funds the provision?

Name of LEA	Learning and Skills Council	LEA	ACLF	Social Services	Health services	Joint funding (NHS/Social Services)	Charitable Trust	National Lottery Fund	European funding	Other
Norfolk Adult Education Service	•				•					
Suffolk County Council	•									
Essex County Council	•		•							
Luton Borough Council										
Southend-on-sea Borough Council	•									
Suffolk										
Thurrock Adult Community LEA	•	•	•							

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

Name of LEA	Supervision	Training (workshops etc.)	Conferences	Briefing/information sessions	Mentoring	Networking
Norfolk Adult Education Service	•	•	•	•		
Suffolk County Council	•		•			
Essex County Council	•	•	•	•	•	•
Luton Borough Council						
Southend-on-sea Borough Council						
Suffolk		•	•			•
Thurrock Adult Community LEA		•	•	•	•	•

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

Name of LEA	FE Colleges	Connexions / IAGs	Social Services	Mental health services	Primary Care	Voluntary organisation	Mental health user group
Norfolk Adult Education Service	•		•	•			•
Suffolk County Council				•		•	
Essex County Council	•	•	•	•		•	•
Luton Borough Council							
Southend-on-sea Borough Council						•	
Suffolk	•	•	•	•	•	•	•
Thurrock Adult Community LEA	•	•	•	•	•	•	•

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

Name of LEA	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
Norfolk Adult Education Service	•	•	•	•		•	•
Suffolk County Council	•	•		•	•		
Essex County Council	•	•	•	•			
Luton Borough Council							
Southend-on-sea Borough Council							
Suffolk	•	•	•	•			•
Thurrock Adult Community LEA	•	•	•	•	•		•

## Mapping Inclusive Education Projects Eastern Colleges

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

Name of College	Mainstream (current)	Discrete (current)	Not Specified (current)	Mainstream (planned)	Discrete (planned)	Not Specified (planned)
Bedford College		•		•	•	
Chelmsford College		•				
Colchester Institute	•	•				•
College of West Anglia	•					
Dunstable College			•			
Epping Forest College			•			
Great Yarmouth College			•			
Isle College			•			
Lowestoft College						
North Hertfordshire College	•	•		•	•	
Paston College			•			•
SEEVIC College			•			
South East Essex College	•			•		
Suffolk College			•			
The Sixth Form College Colchester			•			

**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 ab/using drugs/alcohol	Homeless people
Bedford College	•	•	•	•	•	•	•	•	•
Chelmsford College									
Colchester Institute						•	•		
College of West Anglia						•			
Dunstable College						•			•
Epping Forest College						•			
Great Yarmouth College		•		•	•	•	•	•	
Isle College		•				•	•		
Lowestoft College									
North Hertfordshire College			•			•	•	•	
Paston College		•	•			•		•	•
SEEVIC College									
South East Essex College									
Suffolk College									
The Sixth Form College Colchester									

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

Name of College	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
Bedford College	•		•				•		
Chelmsford College									
Colchester Institute							•		•
College of West Anglia									
Dunstable College						•		•	
Epping Forest College				•			•		
Great Yarmouth College				•	•		•		
Isle College									
Lowestoft College									
North Hertfordshire College	•		•				•		
Paston College				•			•		
SEEVIC College	•	•				•	•		•
South East Essex College									
Suffolk College									
The Sixth Form College Colchester									

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

Name of College	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Bedford College	•	•	•	•	•	•
Chelmsford College		•				•
Colchester Institute		•			•	•
College of West Anglia		•			•	•
Dunstable College		•				
Epping Forest College		•				
Great Yarmouth College			•	•	•	•
Isle College						
Lowestoft College						
North Hertfordshire College	•	•	•	•	•	•
Paston College						
SEEVIC College		•			•	•
South East Essex College		•			•	•
Suffolk College		•				•
The Sixth Form College Colchester						

**5. Who supports learners with mental health difficulties?**

<b>Name of College</b>	<b>Teaching staff</b>	<b>Learning support staff</b>	<b>Staff from health and/or social care services</b>	<b>Mentors, volunteers, buddies, other learners</b>	<b>Other mental health service users</b>
Bedford College	•	•	•		
Chelmsford College	•	•			•
Colchester Institute	•	•			•
College of West Anglia	•	•	•	•	
Dunstable College	•	•	•		
Epping Forest College		•	•		
Great Yarmouth College	•	•	•		
Isle College	•	•	•		•
Lowestoft College					
North Hertfordshire College	•	•	•	•	
Paston College	•	•	•	•	
SEEVIC College	•	•			
South East Essex College	•	•	•		
Suffolk College	•	•			•
The Sixth Form College Colchester					

**6. How are learners with mental health difficulties supported?**

Name of College	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
Bedford College	•	•	•	•	•	•	•	
Chelmsford College	•	•	•	•	•			
Colchester Institute	•	•		•	•			
College of West Anglia	•	•	•	•	•			
Dunstable College		•	•	•				
Epping Forest College		•			•			
Great Yarmouth College	•	•	•	•	•	•		
Isle College	•	•		•		•	•	
Lowestoft College								
North Hertfordshire College	•	•	•	•	•		•	
Paston College	•	•	•	•			•	
SEEVIC College		•	•	•	•	•		
South East Essex College	•	•	•	•	•	•	•	
Suffolk College	•	•	•	•	•			
The Sixth Form College Colchester								

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

Name of College	Discrete to mainstream	To higher education	Open paid employment	Unpaid work experience/ Volunteering	More independent living	Improved mental health
Bedford College	•		•	•	•	•
Chelmsford College	•					
Colchester Institute	•		•			
College of West Anglia	•	•	•	•	•	•
Dunstable College	•		•	•	•	•
Epping Forest College	•		•	•	•	•
Great Yarmouth College	•	•				
Isle College	•	•				•
Lowestoft College						
North Hertfordshire College	•	•			•	•
Paston College	•					
SEEVIC College						
South East Essex College	•	•				•
Suffolk College						
The Sixth Form College Colchester						

### 8. Who funds the provision?

Name of College	Learning and Skills Council	LEA	ACLF	Social Services	Health services	Joint funding (NHS/Social Services)	Charitable Trust	National Lottery Fund	European funding	Other
Bedford College	•					•			•	
Chelmsford College	•									
Colchester Institute	•									•
College of West Anglia	•									
Dunstable College	•									
Epping Forest College	•									
Great Yarmouth College	•									
Isle College	•									
Lowestoft College										
North Hertfordshire College	•			•	•					
Paston College	•					•				
SEEVIC College	•									
South East Essex College	•	•								
Suffolk College	•									
The Sixth Form College Colchester										

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

Name of College	Supervision	Training (workshops etc.)	Conferences	Briefing/information sessions	Mentoring	Networking
Bedford College	•	•	•	•	•	•
Chelmsford College		•	•	•		
Colchester Institute		•		•		•
College of West Anglia		•	•	•		
Dunstable College						
Epping Forest College		•	•			
Great Yarmouth College		•	•			•
Isle College						
Lowestoft College						
North Hertfordshire College	•					•
Paston College	•	•		•		•
SEEVIC College		•				
South East Essex College	•	•	•	•	•	
Suffolk College		•				
The Sixth Form College Colchester						

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

Name of College	Other colleges	LEA	Connexions / IAGs	Social Services	Mental health services	Primary Care	Voluntary organisation	Mental health user group
Bedford College								
Chelmsford College				•			•	
Colchester Institute	•						•	
College of West Anglia	•			•	•			
Dunstable College			•		•	•		
Epping Forest College			•		•			
Great Yarmouth College	•	•	•	•				
Isle College			•	•	•	•	•	•
Lowestoft College								
North Hertfordshire College		•		•	•	•		
Paston College			•					•
SEEVIC College		•	•					
South East Essex College	•		•	•	•	•	•	
Suffolk College							•	
The Sixth Form College Colchester								

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

Name of College	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
Bedford College	•	•	•	•	•	•	•
Chelmsford College		•		•			
Colchester Institute	•	•	•	•			
College of West Anglia				•			
Dunstable College		•		•			•
Epping Forest College		•		•			
Great Yarmouth College	•	•		•			
Isle College	•						•
Lowestoft College							
North Hertfordshire College	•	•		•			•
Paston College		•		•	•		
SEEVIC College	•						
South East Essex College	•	•	•	•		•	•
Suffolk College							
The Sixth Form College Colchester							

### Annexe 1: EASTERN

FE Colleges	Number of learners enrolled	LEAs	Number of learners enrolled
Bedford College	5	Essex	135
Chelmsford College	10	Luton	0
Colchester Institute	27	Norfolk Adult Education Service	577
Colchester Sixth Form College	0	Southend	6
Dunstable College	12	Suffolk	26
Epping Forest College	15	Suffolk County Council	15
Great Yarmouth College	90	Thurrock Adult Community College	0
Isle College	3		
Lowestoft College	3		
North Hertfordshire College	80		
Paston College	20		
SEEVIC College	4		
South East Essex College	34		
Suffolk College	20		
West Anglia College	4		

**Note:** 0 (number of learners enrolled) indicates that the provider stated that 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)

<b>RECRUITMENT, GUIDANCE AND ASSESSMENT</b>
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**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)

<b>SUPPORT FOR LEARNERS</b>
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**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

**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:**

<b>STAFFING, STAFF SUPPORT AND TRAINING</b>
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**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)

<b>PARTNERSHIP WORKING WITH OTHER AGENCIES</b>
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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:**

<b>Part 2</b>
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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?**

<b>Thank you very much for taking the time to complete this questionnaire!</b>
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