

**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 LONDON Region**

March 2004



***National Institute for
Mental Health in England***

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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 London region, questionnaires were sent to fifty-seven colleges and thirty-three Local Education Authorities (LEAs). Responses were received from nineteen colleges and eleven LEAs, giving a response of about a third. This is compared to a national response rate of just under half.

- Eight colleges and seven LEAs who responded to the questionnaire are targeting provision specifically to engage adults with mental health difficulties. Follow-up of those providers who did not respond to the questionnaire would enable us to have a clearer picture of the level of provision in the London region. Given the low response rate this would be a crucial step in any further development work.
- Sixteen providers in London are planning to set up new learning provision for adults with mental health difficulties. Most of this new provision will be discrete provision set up specifically for learners with mental health difficulties, though some providers are also planning new support for learners to access general/mainstream opportunities.
- Research shows that learners with mental health difficulties are able to access a broad curriculum, with basic skills and I.T. being the most prevalent opportunities. There is also increasing use of accreditation to show achievement. Though providers clearly recognise other outcomes, such as improved mental health or transition to employment, as measures of achievement, it is still unclear how they are doing this and how well learners are achieving and progressing.
- Fifteen of the nineteen colleges and eight of the eleven LEAs who responded to the survey are taking steps to meet the needs of adult learners with mental health difficulties as now required by the Disability Discrimination Act 1995 (Part 4) and Code of Practice. Disappointingly, only eight colleges and four LEAs were aware of Standard One of the National Service Framework (NSF) for Mental Health. This is lower than in other regions and is perhaps an area for development.
- The survey found that only four colleges and three LEAs had addressed the needs of learners with mental health difficulties in their organisations strategic plans though a further five colleges and two LEAs were planning to include this group of learners in their future plans. Again, this is lower than in other regions and perhaps indicates the need to promote mental health awareness and the needs of this group of learners more widely in the London region. How this can be achieved needs to be considered.
- Learning providers in London are working in partnership with Mental Health Trusts, voluntary organisations, Connexions and IAG networks, Social Services Departments, user groups and Primary Care Teams. However, twelve of the nineteen colleges and seven of the eleven LEAs who responded to the survey would welcome stronger partnerships. Partnerships with Primary Care Teams are fewer than with Mental Health Trusts and Social Services Departments.

- Fourteen of the nineteen colleges and eight of the eleven LEAs who responded to the survey described their strengths and achievements in this area of work as 'identifying and meeting learners needs', 'flexible and responsive provision', 'partnerships', 'staffing', 'access to learning opportunities', 'outcomes and progression' and 'inclusion and widening participation'.
- Thirteen of the nineteen colleges and eight of the eleven LEAs who responded to the questionnaire described the barriers and challenges to this area of work as 'funding', 'staffing', 'undiagnosed/identified learners', 'attitudes', 'lack of time and resources' and 'partnerships'.
- Within the London region thirteen colleges and eight LEAs want to be kept in touch with the NIACE/NIMHE partnership project. Furthermore, twelve colleges and seven LEAs would like 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 21 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 fifty-seven Colleges of Further Education and thirty-three Local Education Authorities (LEAs). By 30 June 2003, responses had been received from nineteen colleges and eleven LEAs, giving an overall response rate of 32% (compared with the national response rate of 45.5%). The low response rate also needs investigating as we do not know where the colleges and LEAs in the region who did not respond are making provision for adults with mental health difficulties or not. Annexe 1 lists the Colleges and LEAs who returned the questionnaire.

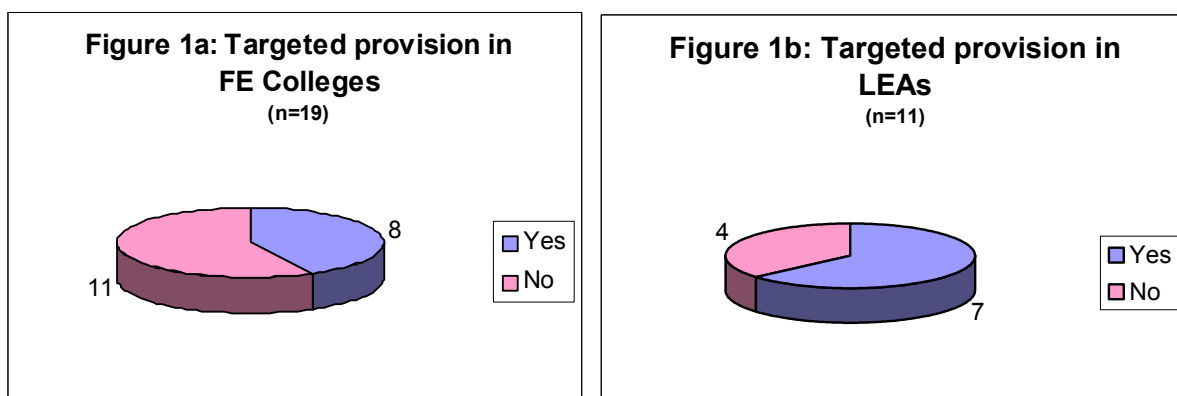
The findings

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.

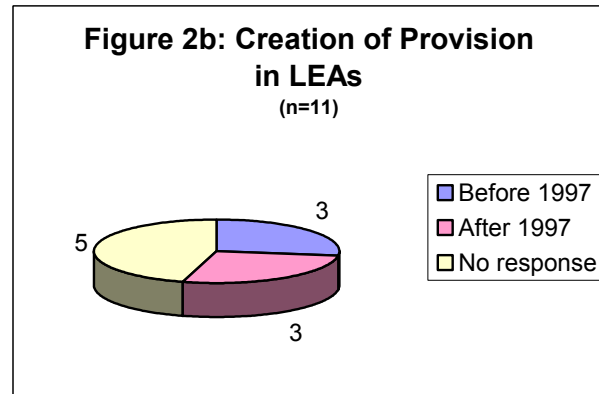
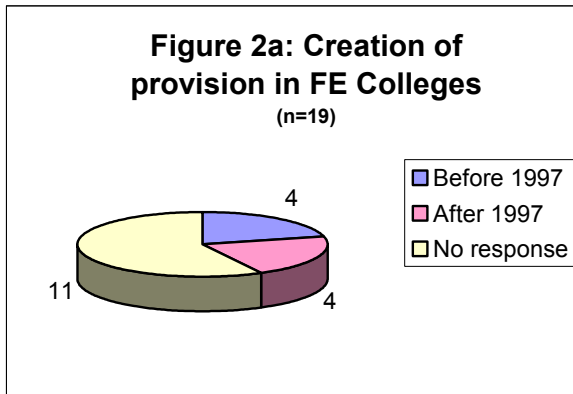
This report also includes comments which survey participants wrote in their questionnaires.

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 seven LEAs were making targeted provision for adult learners with mental health difficulties. According to the questionnaire responses the level of targeted provision in FE Colleges in the London region is lower than in most other regions. Annexe 1 also provides details of the number of adult learners with mental health difficulties enrolled with each provider.

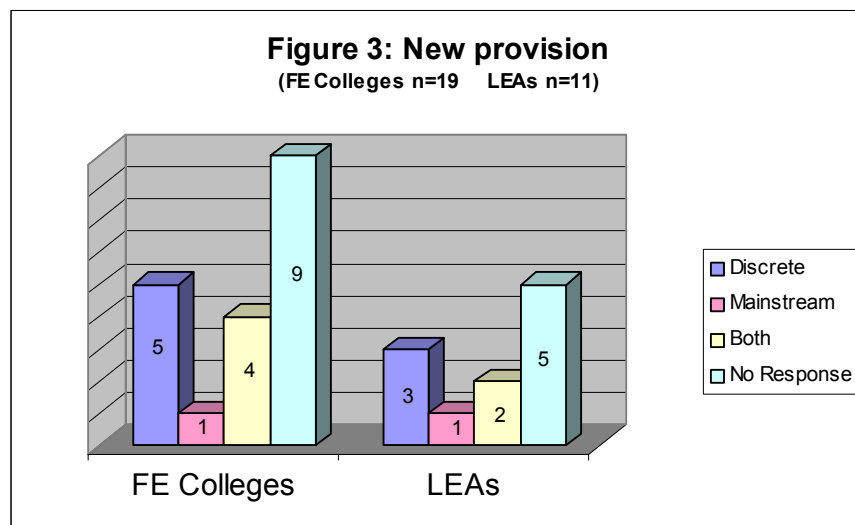
We also wanted to find out when this provision had been set up and whether policy drivers such as the Tomlinson Report (FEFC 1996) and the Kennedy Report (FEFC 1997) have led to increased provision. From Figs. 2a and 2b, we can see that four of the nineteen colleges and three of the eleven LEAs who responded to the questionnaire 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 their plans for new provision would involve supporting learners with mental health difficulties on general/mainstream learning programmes, setting up discrete/specific provision, or making 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 needs onto them.



Five of the colleges will be setting up discrete provision, one will be supporting learners on mainstream courses and four will be doing both; nine indicated they were not planning any new provision or did not reply to the question; three of the LEAs were planning to set up discrete provision, and two will support learners on mainstream and discrete courses; five indicated they were not planning any new provision or did not reply to the question.

Discrete provision is still valuable, because some people with mental health difficulties will not feel able to enrol directly onto mainstream courses and people need to be in environments that are 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:

Current developments are concerned with discrete provision. (College)

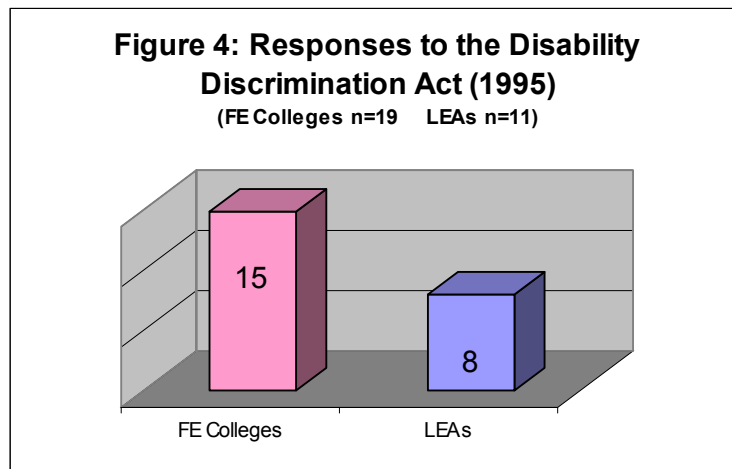
Permanently discrete provision secured through Mind in Harrow and the Family Welfare Association. (LEA)

Our provision is needs based we have 38 off site ACI courses and 3 progression route courses for students who have mental health support needs. (College)

Integration into mainstream courses, of groups of 2-4 learners with severe enduring mental health difficulties. (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 fifteen colleges and eight LEAs 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:

Links have been made through care in the community contacts and through attending seminars. (College)

Equal opportunities and social inclusion always feature in our staff development programme. (LEA)

Working in partnership with the local health trust Mental Health Team to identify and implement both discrete provision and support for students on all provision. (College)

A community development worker has been appointed with a specific remit for the off-site discrete provision. (LEA)

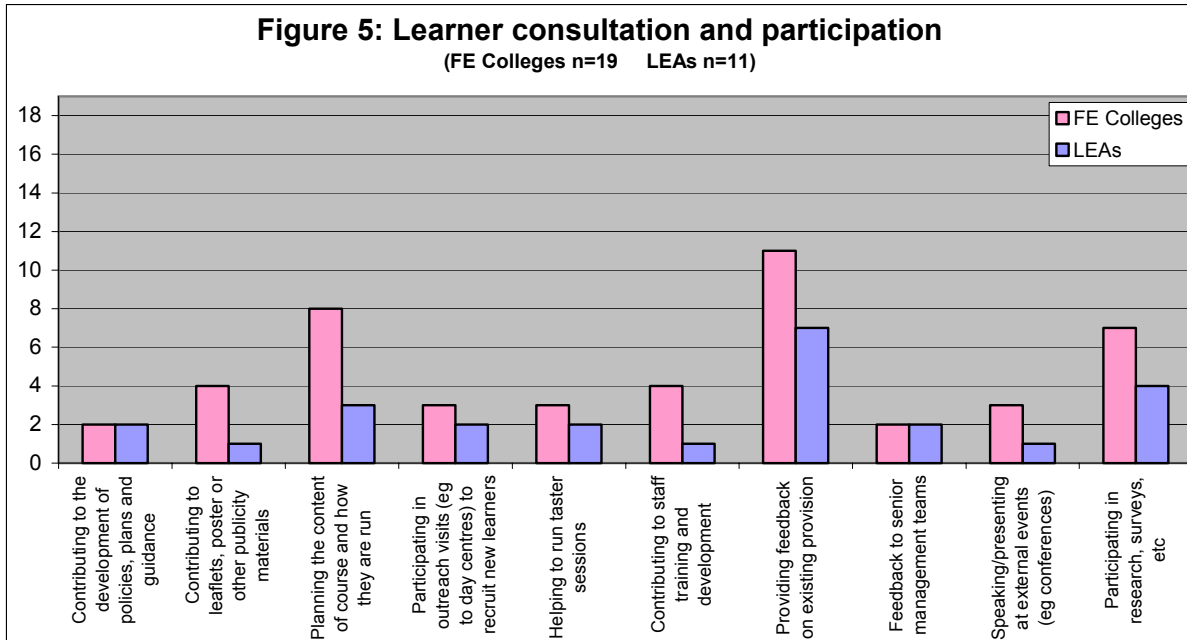
The survey also asked if providers were aware of Standard One of the National Service Framework (NSF) for Mental Health which aims to ensure that health and social services "promote mental health and reduce the discrimination and social exclusion associated with mental health problems" (DoH, 1999: 14). Only eight colleges and four 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 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 disappointingly, the survey found that only four colleges and three LEAs had done so. 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 increases the likelihood that it becomes part of the learning providers overall plan for growth and development. Given that in the London region the number of learning providers who have included meeting the needs of learners with mental health difficulties in their strategic plans is lower than in other regions, this could be an area for 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 views and voices of particular groups of learners need to be heard and responded to. The survey asked providers how they involved and consulted learners with mental health difficulties. 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:

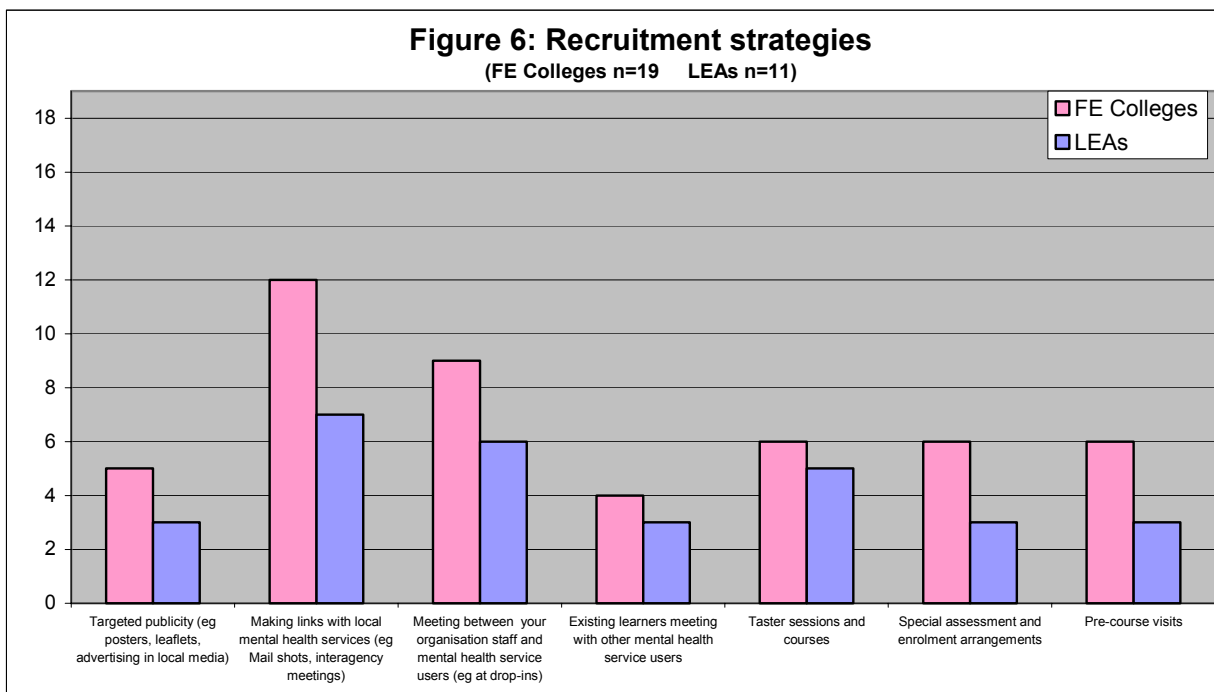
Their requests are being taken into consideration while developing the programmes of study for delivery on the employer's premises. (College)

Talking to widening participation workers and tutors during outreach visits. (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: eleven colleges and eight LEAs 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 providers' staff meeting with mental health service users, taster sessions and courses, and special assessment and enrolment arrangements.



Providers were 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 most often relied on staff referring existing students (thirteen) and encouraging self-identification (thirteen), followed by the additional support needs interview (twelve). LEAs most often relied on identifying learners with mental health difficulties through encouraging self-identification (five) and via referral sources (five).

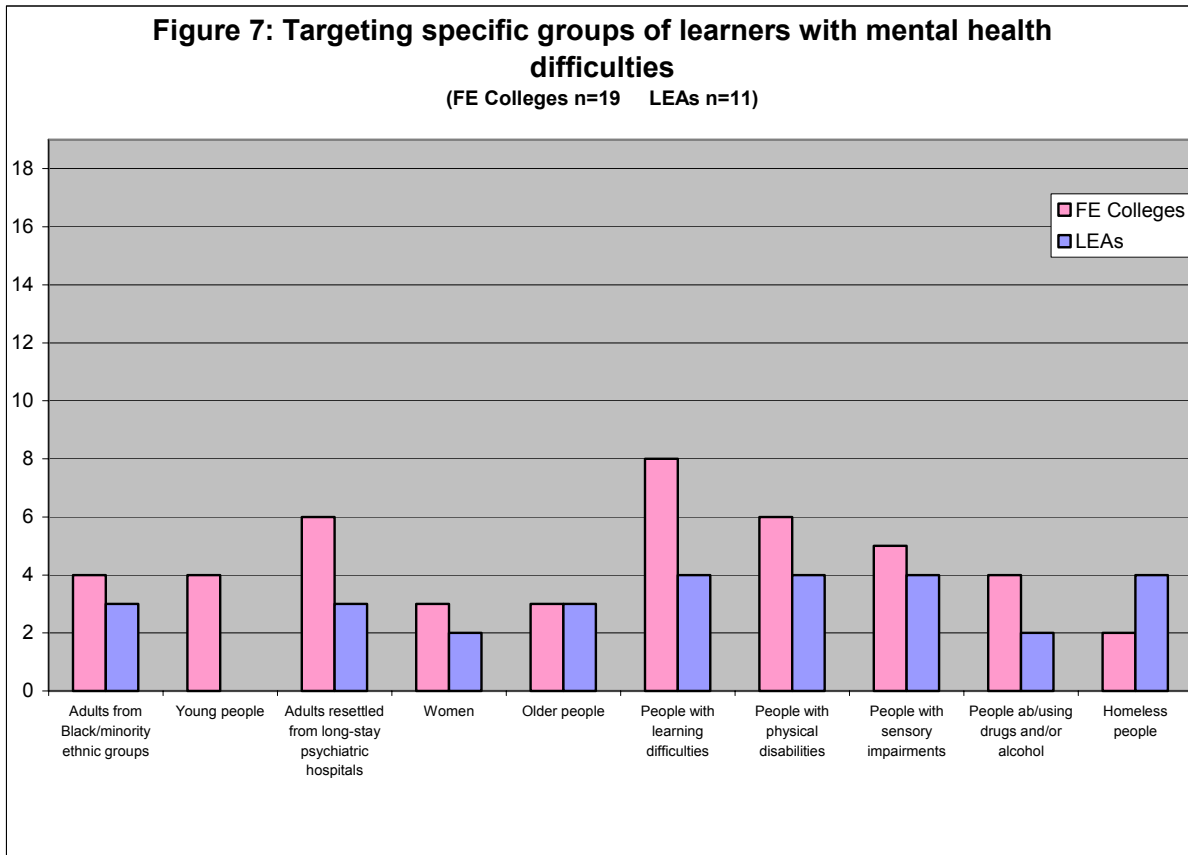
It is interesting that in the London region, encouraging self-identification as a means to identify learners with mental health difficulties, was mentioned more frequently than in other regions. Later in the report you will note that 'undiagnosed'/unidentified learners are highlighted as a challenge in this area of work. This needs further investigation.

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 (nine colleges and eight LEAs), community mental health teams (twelve colleges and five LEAs) and supported accommodation (six colleges and three LEAs). They were less likely to be working with day hospitals (three colleges and four LEAs), hospital in-patient services (three colleges and four LEAs), and regional secure units (five colleges), although there are some differences here between colleges and LEAs.

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.

Learning support needs were most commonly identified through initial assessment and guidance (seven colleges and five LEAs), and liaison with referral sources (three colleges). Five colleges and three LEAs used two or more ways of identifying learning support needs. There was no response from four colleges and three LEAs.

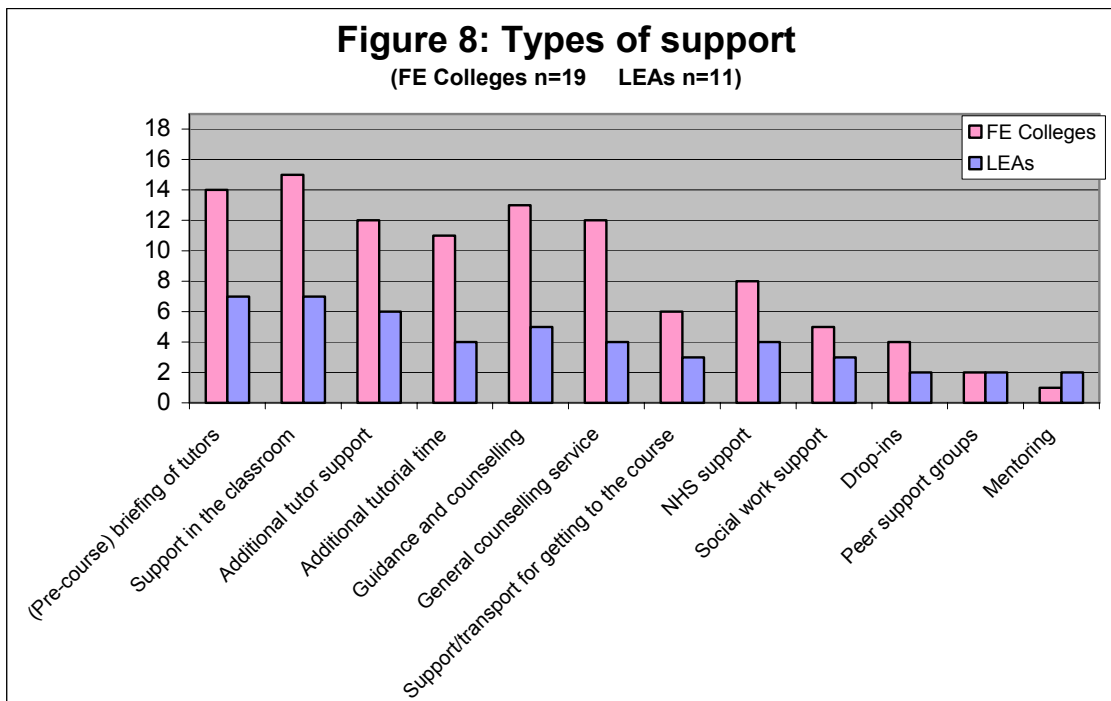
Providers were asked to describe how they identified the support needs of learners with mental health difficulties before enrolment.

Providers' comments:

Pre-course meetings are held with service users to discuss activities before and during the planning phase. (LEA)

A prospective applicant with mental health needs may be referred by a mental health worker, may self-identify at enrolment or may be identified at the guidance or additional need interview. (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 eight LEAs. The types of support were as follows:

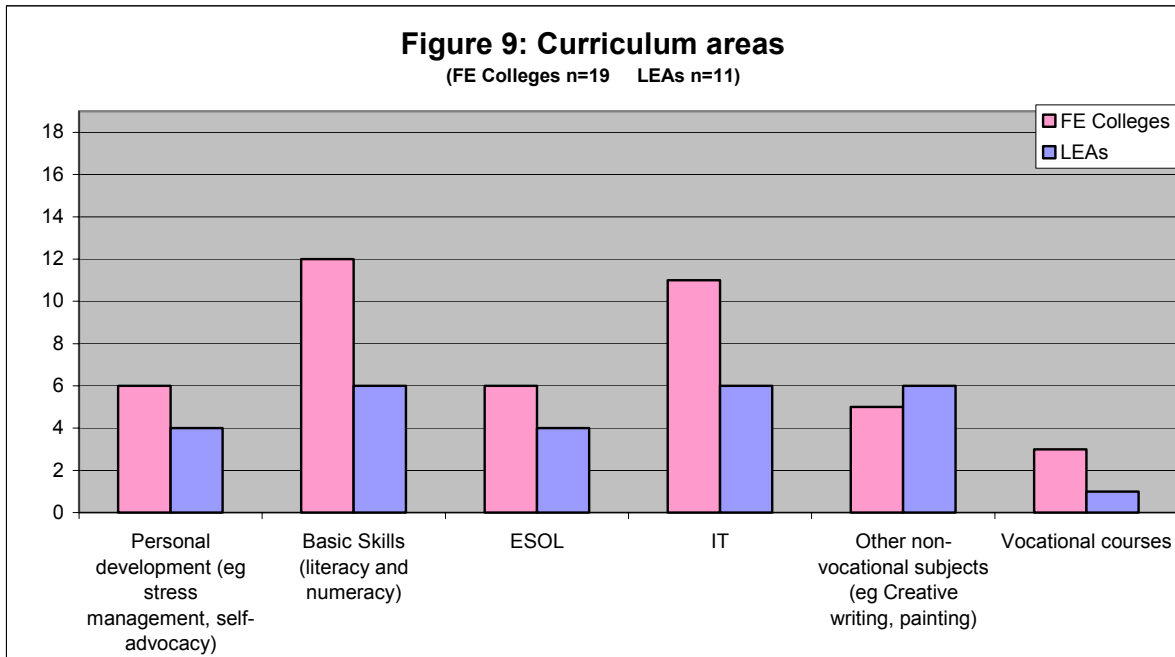


With some variations between colleges and LEAs, the following kinds of support were more likely to be available to learners with mental health difficulties: additional time from teaching staff, pre-course briefing of teaching staff, support in the classroom, guidance and counselling, and the general student counselling service. 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 courses, followed by personal development courses and ESOL. Although vocational courses were 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. It may be that assumptions are made about the level of basic skills needs among adults with mental 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 Colleges (n=19)	LEAs (n=11)
Improved mental health	9	7
Moving from discrete to mainstream further/adult education	9	7
Moving to higher education	8	0
Starting/retaining open employment	7	1
Starting volunteering or unpaid work experience	7	1
Starting/retaining sheltered employment	5	1
More independent lifestyle	4	1

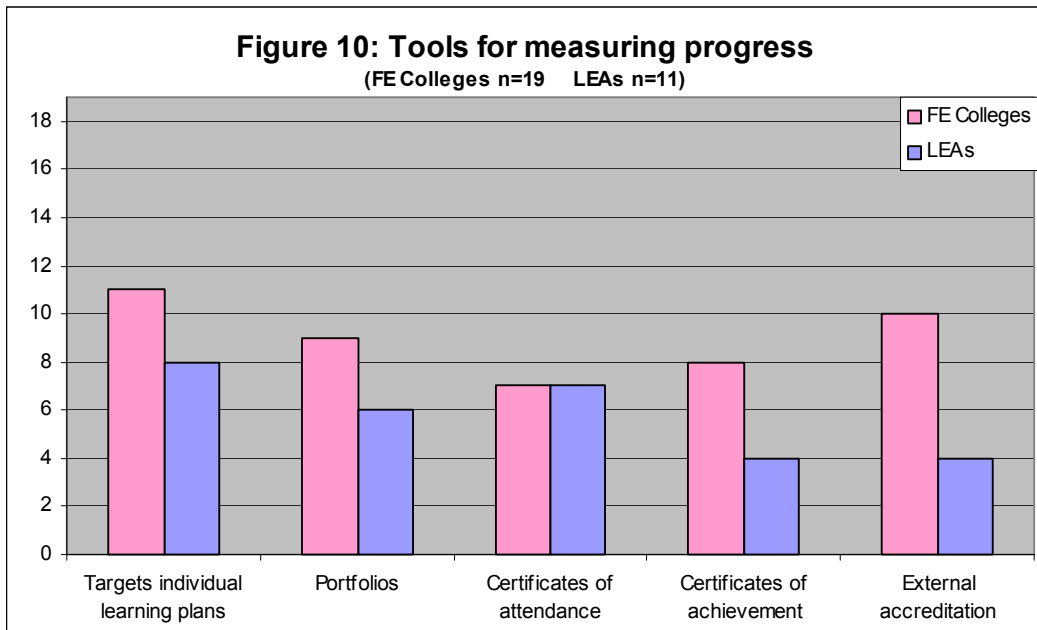
Providers were asked to describe other ways in which they measured progress.

Providers' comments:

We also value progression in student's capacity to attend regularly, maintain punctuality and adapt to the routine and discipline of the learning environment within mainstream provision. (College)

Individual learning plans are matched against basic skills/ESOL core curriculum. (LEAs)

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 participating in learning for 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 ways in which learners progress was recognised and measured.

Providers' comments:

For discrete courses we use THC (college) certificates of attendance and achievement to recognise and affirm their progress and we celebrate the handing out of certificates as significant events. (College)

Learning outcomes for individual learners are used at the beginning of every course. (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 twelve colleges and seven LEAs, this was the LSC. Their sources of funding are identified in table 8 of 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 (three colleges), together with access to free staff training (four colleges). Six LEAs (one college) were 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. (College)

Partner agencies would provide the venue for courses on off-site provisions and clinicians as well as voluntary or community sector support workers [who] have provided training for free. (College)

Free use of premises and support/supervision from mental health staff and free use of equipment. (LEA)

10. Staffing

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

There are designated staff posts in eight colleges and four 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=19)	LEAs (n=11)
External training events	14	5
In-house Training events	12	5
External conferences	11	4
Networking	10	3
Supervision	8	3
In-house briefing/information sessions	8	0
In-house conferences	6	1
Mentoring	2	0

Relatively few providers' staff had access to supervision, possibly because it is less prevalent than in than health and social care services. However, some providers are receiving support and/or supervision from mental health services, and it may be possible to organise this on a wider basis.

11. Partnerships

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

Partnership Organisation	FE Colleges (n=19)	LEAs (n=11)
Mental Health Trusts	12	5
Social Services Department	8	7
Voluntary Organisations	10	5
Connexions/IAG	10	3
Mental Health service user groups	8	4
GPs/Primary care teams	6	1

The level of partnership working with Mental Health Trusts and Social Services Departments is not surprising. However, there is a need to develop much stronger partnership links with GPs and Primary Care Teams since most people experiencing mental health difficulties will have their mental health care needs met through primary care services. Initiatives such as 'Prescriptions for Learning' (James 2004) could support this. 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: twelve colleges and seven LEAs 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:

Mental health and primary care trusts and GP practices. (LEA)

Greater collaboration and genuine partnership with Local Education Authority, Social Services, the mental health NHS Trust, primary care/ GP services, community mental health teams. (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 colleges and eight LEAs described their strengths and achievements, which can be grouped under the following headings:

- identifying and meeting learners needs;
- flexible and responsive provision;
- partnerships;
- staffing;
- access to learning opportunities;
- outcomes and progression; and
- inclusion and widening participation.

Providers' comments:

It builds confidence and self-esteem of the learners. Complementary health courses often help people to relax and to be able to manage pain relief/sleep better/sense of well being (LEA)

A lot of work is being done on addressing mental health as separate from learning disability issues. (LEA)

We have built up a wealth of contacts with all health professionals, which enable a good referral system based on trust. All clinicians complete a risk assessment; this helps us direct the student on to appropriate course provision. We offer good all basic skills off-site courses as a stepping-stone onto courses. (College)

If an individual is identified with difficulties, there are individuals within the Council from whom we can seek advice. (LEA)

We have learnt to listen and adapt our approach and provisions and more learners with mental health needs feel less inhibited to disclose, access support and even share with other learners how their mental health needs affect their interpersonal as well as learning capabilities. (College)

Students that have been on discrete provision are now enrolled on mainstream courses. (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.

Thirteen colleges and eight LEAs described barriers and challenges they encountered which can be grouped under the following headings:

- Funding;
- Staffing;
- 'undiagnosed'/unidentified learners;
- Attitudes;
- Lack of time and resources; and
- Partnerships.

In London 'identifying and meeting learners needs', 'flexible and responsive provision', 'partnerships' and 'staffing' were regarded by most providers as their strength and where they had achieved most.

'Funding' was seen to be the biggest barrier and challenge to developing provision, followed by 'staffing' and 'undiagnosed'/unidentified learners. Several learning providers mentioned how challenging it was when they were unable to put adequate support in place because learners had not disclosed their mental health needs.

Providers' comments:

It is difficult to gain the trust of learners so they can express their learning needs. (LEA)

A genuine recognition and acknowledgement of the value of education for people with mental health needs and a commitment to proactive partnerships from the NHS Trust, Social Services and other statutory service providers will be a good beginning. (College)

Maintaining funding from LSC funding, given the LSC priorities. Voluntary and charitable funding streams for voluntary providers being short-term or running out. (LEA)

Erratic attendance patterns of some students. (College)

Staff training needs around mental health issues. (LEA)

Confidentiality arrangements in external agencies can make partnership work difficult.
(College)

Integrating students who need to be on small groups into the larger groups required by funding constraints. (College)

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 and partnerships). What one provider 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 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 for adult learning providers which could be addressed by sharing positive practice, providing mutual support and problem-solving. This could be the legitimate basis for development within 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 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 onto 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 London region, thirteen colleges and eight LEAs want to be kept in touch. Furthermore, twelve colleges and seven 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 London LEAs

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 LEA						
Brent Adult and Community Education Service		•			•	
Corporation of London		•				
London Borough of Enfield			•		•	
London Borough of Hammersmith and Fulham			•	•	•	
London Borough of Harrow			•		•	
London Borough of Hounslow			•	•		
London Borough of Redbridge						
London Borough of Southwark						
London Borough of Waltham Forest			•			
Tower Hamlets - Lifelong Learning Service			•			
Westminster City 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 ab/using drugs/alcohol	Homeless people
Brent Adult and Community Education Service	•		•	•	•	•	•	•	•
Corporation of London									
London Borough of Enfield	•								
London Borough of Hammersmith and Fulham			•		•	•	•	•	•
London Borough of Harrow	•		•	•	•	•	•		•

London Borough of Hounslow						•	•		
London Borough of Redbridge									
London Borough of Southwark									
London Borough of Waltham Forest									•
Tower Hamlets - Lifelong Learning Service									
Westminster City Council							•		

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 or courses	Staff training and development	Feedback on current provision	Speaking at conferences etc	Research and surveys etc
Name of LEA	c								
Brent Adult and Community Education Service	•		•				•		•
Corporation of London									
London Borough of Enfield				•	•	•	•	•	•
London Borough of Hammersmith and Fulham							•		•
London Borough of Harrow	•	•	•	•	•		•		
London Borough of Hounslow							•		•
London Borough of Redbridge									
London Borough of Southwark									
London Borough of Waltham Forest							•		
Tower Hamlets - Lifelong Learning Service							•		
Westminster City 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						
Brent Adult and Community Education Service		•	•	•		
Corporation of London						
London Borough of Enfield	•	•	•	•	•	
London Borough of Hammersmith and Fulham		•	•	•		•
London Borough of Harrow		•	•		•	
London Borough of Hounslow		•	•	•	•	
London Borough of Redbridge						
London Borough of Southwark						
London Borough of Waltham Forest	•	•		•		•
Tower Hamlets - Lifelong Learning Service						
Westminster City 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					
Brent Adult and Community Education Service	•		•		•
Corporation of London					
London Borough of Enfield	•	•		•	•
London Borough of Hammersmith and Fulham	•	•	•		
London Borough of Harrow			•		•
London Borough of Hounslow	•	•	•		
London Borough of Redbridge					
London Borough of Southwark					
London Borough of Waltham Forest	•	•	•	•	

Tower Hamlets - Lifelong Learning Service	•				
Westminster City Council	•	•	•		

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
Brent Adult and Community Education Service	•	•	•	•		•	•	•
Corporation of London								
London Borough of Enfield	•	•	•	•	•			
London Borough of Hammersmith and Fulham	•	•	•	•	•	•	•	
London Borough of Harrow	•	•		•	•	•		•
London Borough of Hounslow	•	•	•	•				
London Borough of Redbridge								
London Borough of Southwark								
London Borough of Waltham Forest	•	•	•					
Tower Hamlets - Lifelong Learning Service			•					
Westminster City Council	•	•	•		•			

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
Brent Adult and Community Education Service	•			•		•
Corporation of London						

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						
Brent Adult and Community Education Service	•	•	•			•
Corporation of London						
London Borough of Enfield		•	•			
London Borough of Hammersmith and Fulham	•		•			
London Borough of Harrow						
London Borough of Hounslow		•	•			•
London Borough of Redbridge						
London Borough of Southwark						
London Borough of Waltham Forest		•				
Tower Hamlets - Lifelong Learning Service	•					
Westminster City Council		•	•			•

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

	FE Colleges	Connexions / IAGs	Social Services	Mental health services	Primary Care	Voluntary organisation	Mental health user group
Name of LEA							
Brent Adult and Community Education Service			•			•	•
Corporation of London							
London Borough of Enfield	•	•	•			•	•
London Borough of Hammersmith and Fulham			•	•		•	
London Borough of Harrow	•	•	•	•		•	•
London Borough of Hounslow	•		•	•		•	•
London Borough of Redbridge							
London Borough of Southwark							

London Borough of Waltham Forest			•	•			
Tower Hamlets - Lifelong Learning Service					•		
Westminster City 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							
Brent Adult and Community Education Service	•	•		•			
Corporation of London							
London Borough of Enfield	•	•	•	•			•
London Borough of Hammersmith and Fulham	•	•		•	•		
London Borough of Harrow	•	•	•				
London Borough of Hounslow		•		•			
London Borough of Redbridge							
London Borough of Southwark							
London Borough of Waltham Forest		•		•	•		
Tower Hamlets - Lifelong Learning Service				•			•
Westminster City Council				•			

Mapping Inclusive Education Projects London 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)
Bexley			•			
Carshalton College	•	•			•	
College of North East London		•			•	
Croydon						
Greenwich Community College	•	•			•	
Kingston College		•				
Lambeth College	•	•			•	
Merton College						
Morley College	•					
Orpington College			•			
Richmond upon Thames College						
Southgate , London			•	•		
South Thames College				•	•	
St Francis Xavier 6 th Form						
Sutton College of Learning for Adults	•	•		•	•	
The City Lit	•	•			•	
The Community College, Shoreditch	•	•		•	•	
Tower Hamlets College	•	•		•	•	
Woodhouse 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
Bexley									
Carshalton College						•	•		

College of North East London			•			•	•	•	
Croydon									
Greenwich Community College	•	•	•	•	•	•	•	•	•
Kingston College		•				•	•	•	
Lambeth College	•		•						
Merton College									
Morley College									
Orpington College									
Richmond upon Thames College									
Southgate , London									
South Thames College									
St Francis Xavier 6 th Form									
Sutton College of Learning for Adults			•		•	•			
The City Lit			•			•			
The Community College, Shoreditch	•	•	•	•	•	•	•	•	•
Tower Hamlets College	•	•		•		•	•		
Woodhouse College									

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
Bexley	•						•		
Carshalton College			•				•		
College of North East London			•				•		•
Croydon									
Greenwich Community College			•	•		•	•	•	•
Kingston College		•			•		•		•
Lambeth College			•		•	•	•	•	•

Merton College									
Morley College									
Orpington College		•	•	•	•				
Richmond upon Thames College									
Southgate, London							•		•
South Thames College		•	•				•		•
St Francis Xavier 6 th Form									
Sutton College of Learning for Adults			•				•	•	
The City Lit									
The Community College, Shoreditch				•		•	•		
Tower Hamlets College	•	•	•			•	•		•
Woodhouse College									

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
Bexley		•	•			
Carshalton College		•				•
College of North East London		•	•			
Croydon						
Greenwich Community College	•	•	•		•	•
Kingston College						
Lambeth College	•	•	•	•	•	•
Merton College						
Morley College						
Orpington College	•	•		•	•	
Richmond upon Thames College						
Southgate, London	•	•	•			•
South Thames College		•				

St Francis Xavier 6 th Form						
Sutton College of Learning for Adults		•	•	•		
The City Lit		•	•	•	•	•
The Community College, Shoreditch	•	•	•	•	•	•
Tower Hamlets College		•	•	•	•	
Woodhouse College						

5. Who supports learners with mental health difficulties?

Name of College	Teaching staff	Learning support staff	Staff from health and/or social care services	Mentors, volunteers, buddies, other learners	Other mental health service users
Bexley	•	•			
Carshalton College	•	•	•		
College of North East London	•	•	•	•	
Croydon					
Greenwich Community College	•	•	•	•	
Kingston College	•	•	•		
Lambeth College	•	•	•	•	
Merton College	•	•		•	
Morley College					
Orpington College	•	•	•		•
Richmond upon Thames College	•	•	•		
Southgate , London	•	•	•		
South Thames College	•	•	•		
St Francis Xavier 6 th Form		•			
Sutton College of Learning for Adults	•	•			•
The City Lit	•	•			
The Community College, Shoreditch	•	•	•	•	•

Tower Hamlets College	•	•	•	•	
Woodhouse 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								
Bexley		•	•	•	•			
Carshalton College	•	•	•	•	•			
College of North East London	•	•	•	•	•	•		•
Croydon								
Greenwich Community College	•	•	•	•	•	•	•	
Kingston College	•	•	•	•	•	•		
Lambeth College	•	•	•	•	•		•	
Merton College	•	•	•	•	•	•		
Morley College								
Orpington College		•	•					
Richmond upon Thames College	•	•	•	•	•			
Southgate, London	•	•	•	•	•			
South Thames College	•	•	•	•	•	•		
St Francis Xavier 6 th Form	•							
Sutton College of Learning for Adults	•	•		•				
The City Lit	•	•	•					
The Community College, Shoreditch	•	•	•	•	•	•	•	•
Tower Hamlets College	•	•	•	•	•		•	
Woodhouse 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						
Bexley						
Carshalton College			•			
College of North East London	•	•	•	•	•	•
Croydon						
Greenwich Community College	•	•		•	•	•
Kingston College	•	•	•	•		•
Lambeth College	•	•				•
Merton College						
Morley College						
Orpington College	•	•	•	•		•
Richmond upon Thames College						
Southgate, London	•	•	•	•	•	•
South Thames College						
St Francis Xavier 6 th Form						
Sutton College of Learning for Adults	•					•
The City Lit						
The Community College, Shoreditch	•	•	•	•		•
Tower Hamlets College	•	•	•	•	•	•
Woodhouse 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										
Bexley	•									
Carshalton College	•									
College of North East London	•		•		•					
Croydon										
Greenwich Community College	•	•				•				
Kingston College	•	•								
Lambeth College	•									
Merton College	•									
Morley College										
Orpington College	•	•							•	
Richmond upon Thames College										
Southgate, London	•	•	•						•	
South Thames College	•	•		•						
St Francis Xavier 6 th Form										
Sutton College of Learning for Adults	•	•								
The City Lit	•									
The Community College, Shoreditch	•	•	•	•	•					•
Tower Hamlets College	•								•	•
Woodhouse 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						
Bexley		•	•			
Carshalton College		•	•			•
College of North East London	•	•	•	•		•
Croydon						
Greenwich Community College	•	•	•	•		•
Kingston College	•	•	•	•		•
Lambeth College	•	•	•	•	•	•
Merton College		•	•	•		•
Morley College						
Orpington College		•				•
Richmond upon Thames College						
Southgate , London	•	•	•	•		•
South Thames College	•	•	•			•
St Francis Xavier 6 th Form		•				•
Sutton College of Learning for Adults		•	•	•		
The City Lit		•				
The Community College, Shoreditch	•	•	•			
Tower Hamlets College	•	•	•	•	•	
Woodhouse 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								
Bexley	•		•		•			
Carshalton College								
College of North East London		•	•	•	•	•	•	•
Croydon								
Greenwich Community College	•	•	•	•	•	•	•	•
Kingston College	•	•	•	•	•	•		
Lambeth College	•				•		•	•
Merton College							•	
Morley College								
Orpington College	•	•		•	•	•		
Richmond upon Thames College								
Southgate, London	•	•	•	•	•	•	•	•
South Thames College			•		•		•	
St Francis Xavier 6 th Form	•	•	•				•	
Sutton College of Learning for Adults		•	•	•	•	•	•	•
The City Lit					•			•
The Community College, Shoreditch	•	•	•	•	•	•	•	•
Tower Hamlets College	•	•	•	•	•	•	•	•
Woodhouse 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							
Bexley				•			
Carshalton College		•					
College of North East London	•	•		•		•	•
Croydon							
Greenwich Community College	•	•	•	•			•
Kingston College	•	•	•	•		•	
Lambeth College	•	•	•	•	•	•	
Merton College	•						
Morley College							
Orpington College	•	•		•			
Richmond upon Thames College		•		•			
Southgate , London	•	•		•	•	•	•
South Thames College	•	•	•	•			
St Francis Xavier 6 th Form							
Sutton College of Learning for Adults	•	•		•			
The City Lit	•	•					
The Community College, Shoreditch	•	•	•	•		•	•
Tower Hamlets College	•	•	•	•	•		
Woodhouse College							

ANNEXE 1 – LONDON

FE Colleges	Number of learners enrolled	LEAs	Number of learners enrolled
Bexley	50	Brent Adult and Community Education Service	0
Carshalton College	18	Corporation of London	0
City Literary Institute	17	Enfield	30
College of North East London	30		
Croydon College	0	Hammersmith and Fulham	50
Greenwich Community College	100	Harrow	220
Kingston College	50		
Lambeth College	220	London Borough of Hounslow	40
Merton College	0	London Borough of Southwark	0
Morley College	79	London Borough of Waltham Forest	17
Orpington College	37	London Borough of Redbridge	0
Richmond upon Thames College	0	London Borough of Tower Hamlets - Lifelong Learning Service	0
South Thames College	0	Westminster	79
Southgate College, London	0		
St Francis Xavier College	0		
Sutton College of Learning for Adults	14		
The Community College Shoreditch	300		
Tower Hamlets College	160		
Woodhouse College	0		

Note: 0 (numbers of learner 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)

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

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!
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