

**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 NORTH EAST,
YORKSHIRE AND HUMBERSIDE 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 North East, Yorkshire and Humberside region questionnaires were sent to sixty-four colleges and twenty-seven Local Education Authorities (LEAs). Responses were received from twenty-four colleges and twelve LEAs in the region giving a response rate of about a third.

- Fourteen colleges and eight LEAs in the region are targeting provision specifically to engage adults with mental health difficulties. Follow-up of those providers in the North East, Yorkshire and Humberside region who did not respond to the questionnaire would help us to get a clearer picture of the level of provision in the region.
- Eight providers within the region are planning to set up new discrete learning provision for adults with mental health difficulties. Encouragingly, nine providers are planning to set up both new discrete provision and to support learners on general mainstream programmes. It is encouraging that providers are recognising the need to provide a range of options for learners with mental health needs.
- As well as a growth in the types of learning opportunities, the research also shows there is a broad spectrum of curriculum offered. The most commonly offered provision is in basic skills, the reasons for this are unclear but worthy of investigation.
- Nineteen of the twenty-four colleges and nine of the twelve LEAs who responded to the questionnaire are taking steps to meet the requirements of adult learners with mental health difficulties as now required by the Disability Discrimination Act 1995 (Part 4) and Code of Practice. Disappointingly however only five of the twenty-four colleges and two of the twelve LEAs who responded to the survey were aware of standard one of the National Service Framework (NSF) for mental health. An emphasis on developing partnership working in the region could increase awareness of how learning providers can contribute to mental health awareness.
- Furthermore, only three of the twenty-four colleges and two of the twelve LEAs had included the needs of learners with mental health difficulties in their organisations strategic plans. Encouragingly, nine colleges and three LEAs are planning to do this in the future. Ensuring that this group of learners is included in providers strategic plans could raise the profile of this area of work among managers of adult education and facilitate its growth and development.
- Learner consultation and participation in the North East, Yorkshire and Humberside region is becoming more widely facilitated, with three providers viewing it as one of their strengths and achievements. Providing feedback on existing provision is the most commonly used form of learner consultation and participation, but it is encouraging to see that learners are also involved in planning the content of courses and how they are run, contributing to leaflets and posters, contributing to the development of policies and plans, providing feedback to senior management and speaking at conferences.

- Learning providers in the North East, Yorkshire and Humberside region work in partnership with voluntary organisations, Mental Health Trusts, mental health service user groups, Social Services departments, Connexions and Information, Advice and Guidance networks and Primary Care Teams. Learning providers were least likely to be working in partnership with Primary Care Teams. Given that most people have their mental health needs met through primary care services this is an area that needs developing. However, fifteen colleges and eight LEAs who responded to the questionnaire would welcome stronger partnerships.
- Seventeen of the twenty-four colleges and seven of the twelve LEAs who responded to the questionnaire described their strengths and achievements in this area of work as 'outcomes and progression', 'partnerships', 'identifying and meeting learners support needs', 'flexible and responsive provision', 'staffing', and 'learner consultation and participation'. Fifteen of the twenty-four colleges and eight of the twelve LEAs who responded to the survey described the barriers and challenges to this area of work as being 'policies and plans', 'staffing', 'individual learner-centred approaches', 'attitudes', 'inclusion and widening participation' and 'funding'. 'Staffing' appears on both lists and as yet it is unclear as to why this is so. It may be a reflection of how some providers are able to embed this area of work across the whole organisation, while in other educational organisations it still remains marginalised and undeveloped.
- Within the North East, Yorkshire and Humberside region eighteen colleges and nine LEAs want to be kept in touch with the NIACE/NIMHE partnership project and of those fifteen colleges and five 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 sixty-four Colleges of Further Education and twenty-seven Local Education Authorities (LEAs) Adult Education Services. By 30 June 2003, responses had been received from twenty-four colleges and twelve LEAs, giving an overall response rate of about a third (compared with the national response rate of just under half).

Although these figures provide a useful insight into current levels of provision, they must be seen in the context of this response rate. We do not know whether colleges and LEAs who did not return the questionnaire are making any provision for adults with mental health difficulties or not. This needs investigating and could be a focus for regional work.

Annexe 1 lists the colleges and LEAs who returned the questionnaire.

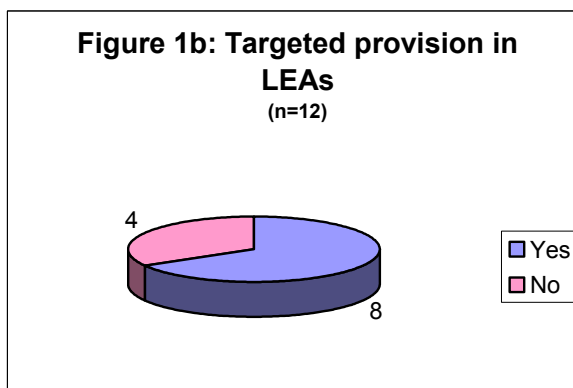
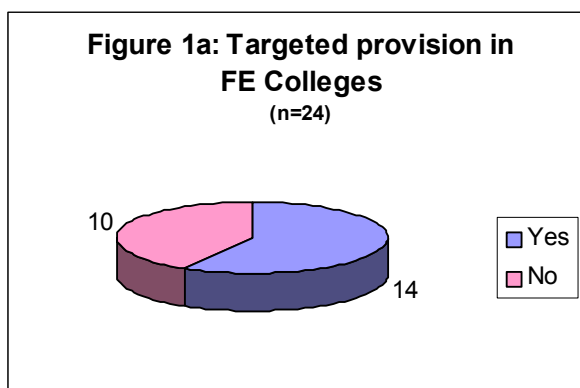
The findings

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.

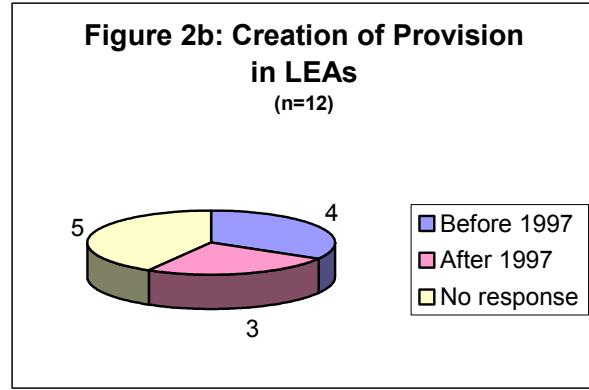
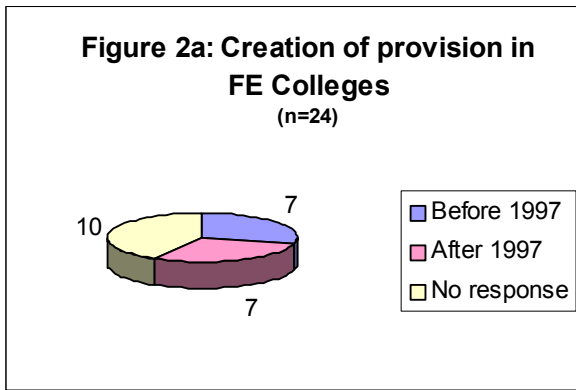
This report also includes comments which survey participants wrote in their questionnaires.

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 fourteen colleges and eight LEAs who responded to the questionnaire were making targeted provision for adult learners with mental health difficulties. Annexe 1 also provides details of the numbers of adult learners with mental health difficulties enrolled with each provider.

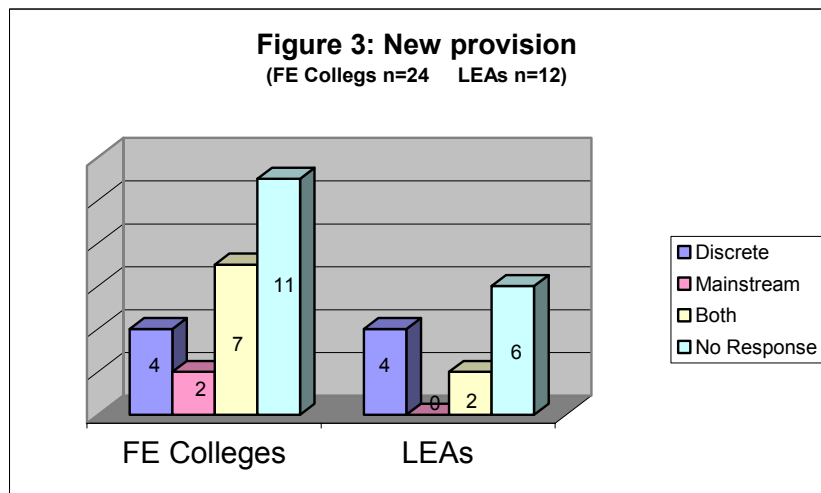
We also wanted to find out when this provision had been set up and whether policy drivers such as the Tomlinson Report (FEFC 1996) and the Kennedy Report (FEFC 1997) have led to increased provision. From Figs. 2a and 2b we can see that seven colleges and three LEAs have set up their provision since 1997.



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 their plans for new provision would involve supporting learners with mental health difficulties on general/mainstream learning programmes, setting up discrete provision specifically for learners with mental health difficulties or both. 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.



Most colleges (eleven) are not planning any new provision or did not respond to this question. However, four colleges within the region plan to set up new discrete provision for learners with mental health difficulties, but seven colleges plan to set up discrete provision and to support learners on mainstream programmes. Half of the LEAs (six) are not planning new provision or did not respond to this question. Four colleges are planning new discrete provision and two are planning to support learners on mainstream programmes as well as set 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 that is conducive to their learning. However, it is encouraging that some FE Colleges 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:

Not planning discrete programmes but continues to expand support into mainstream. (College)

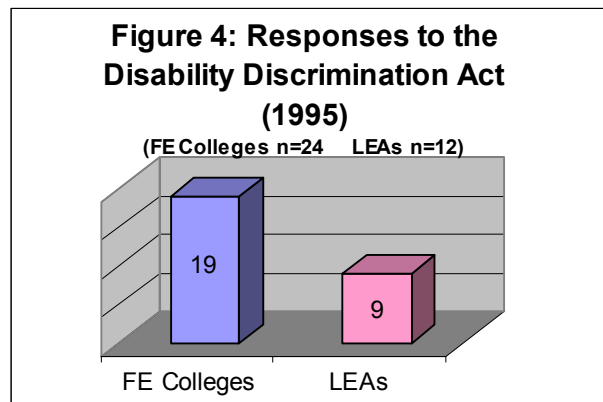
We run short courses that are targeted at mental health user groups and the contact is negotiated with the group. (College)

Discrete provision; the food hygiene course has been delivered in supported living environment. (LEA)

There is regular planning and delivery of both types of 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 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, nineteen of the twenty-four colleges and nine of the twelve 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:

Full audit of buildings and staff development. (LEA)

Reviewing all policies and procedures of newly merged College to ensure/encourage access for learners with mental health difficulties. (College)

Staff training, networking with relevant agencies, planning and delivering courses. (LEA)

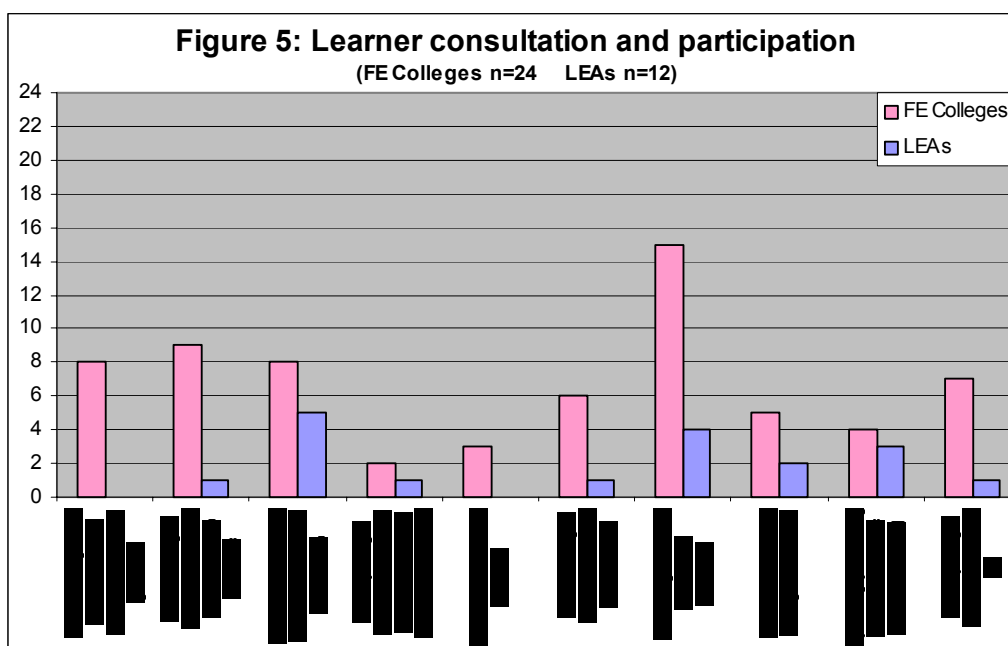
We are currently running an 18-month research project aimed at revising mental health related barriers to learning. (College)

The survey also asked if providers were aware of Standard One of the National Service Framework (NSF) for Mental Health which aims to ensure that health and social services "promote mental health and reduce the discrimination and social exclusion associated with mental health problems" (DoH, 1999: 14). Only five of the twenty-four colleges and two of the twelve LEAs who responded to the questionnaire are aware of Standard One. Awareness of the National Service Framework for Mental Health among learning providers was lower in this region (and particularly so in the North East) than it was nationally. 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, but disappointingly, the survey found that only three of the twenty-four colleges and two of the twelve LEAs had done so. More encouragingly, though, nine colleges and three 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 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 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 in colleges in North East, Yorkshire and Humberside region, with three providers considering it to be their strength and achievement in this area of work.



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.

Provider's comment:

Learners contribute to the development of policies and plans and guidance through "focus groups". (College)

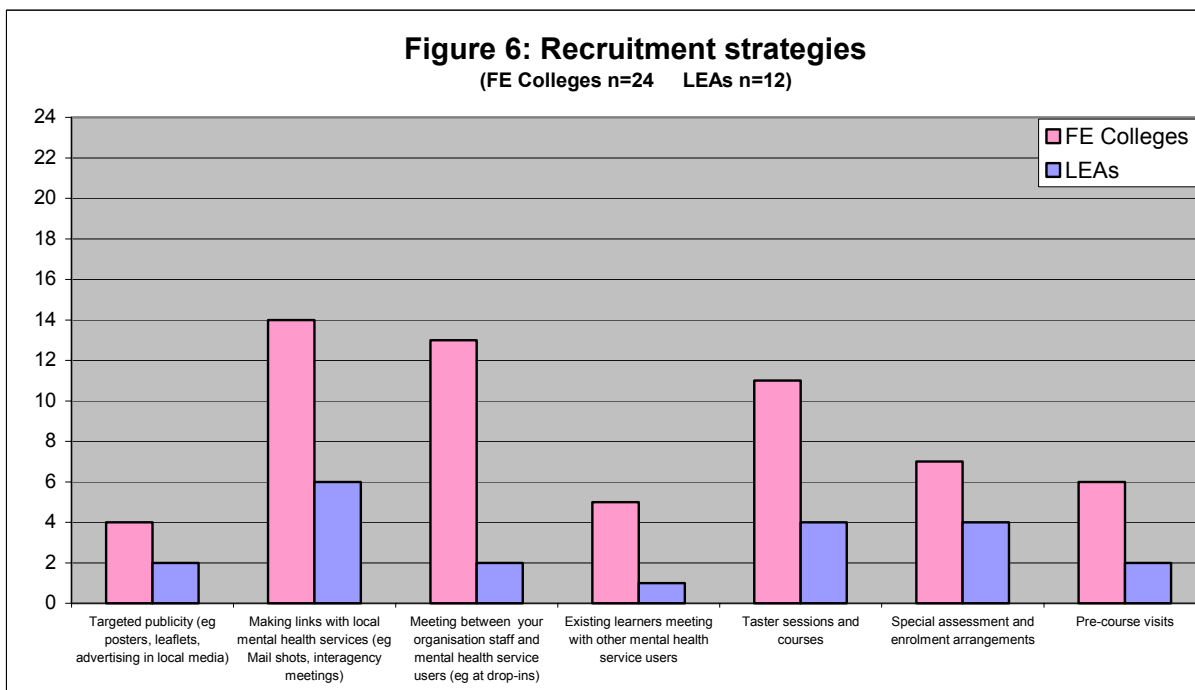
Customer satisfaction surveys. (College)

Internal feedback via staff. (LEA)

5. Accessing learning opportunities

Providers were asked whether they actively recruited learners with mental health difficulties and if so, how they encouraged them to use their provision: thirteen of the twenty-four colleges and six of the twelve 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 taster sessions or courses, special assessment and enrolment arrangements, and providers' staff meeting with mental health service users.



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 through staff referring existing students. For the twenty-four colleges who responded to this question the most commonly used strategies for identifying learners with mental health difficulties were encouraging self-identification (twenty-one), the additional support needs interview (twenty), staff referring existing students (twenty) and the guidance interview (fourteen).

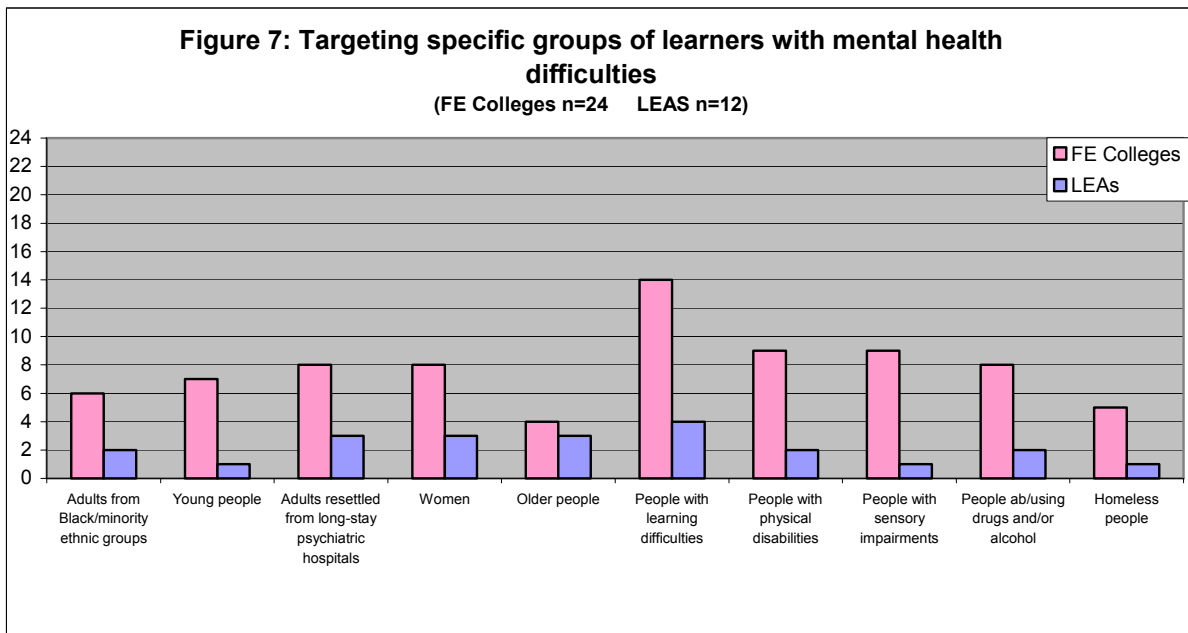
For the twelve LEAs who responded to the question the most common means of identifying learners mental health difficulties were via the referral source (six), by encouraging self-identification (five) and at the guidance interview (two).

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 (ten colleges and four LEAs), community mental health teams (ten colleges and two LEAs), supported accommodation (nine colleges and two LEAs). They were less likely to be working with day hospitals (six colleges and two LEAs), hospital in-patient services (five colleges) and only three colleges were working with regional secure units.

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 twenty-four colleges and twelve LEAs who responded to the questionnaire, learning support needs were most commonly identified through initial assessment and guidance (thirteen colleges and three LEAs). Less frequently used methods of identifying learning support needs are liaison with referral agency (two colleges and one LEA) and self-identification (one college). Six colleges and two LEAs used two or more ways of identifying learning support needs.

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

Providers' comments:

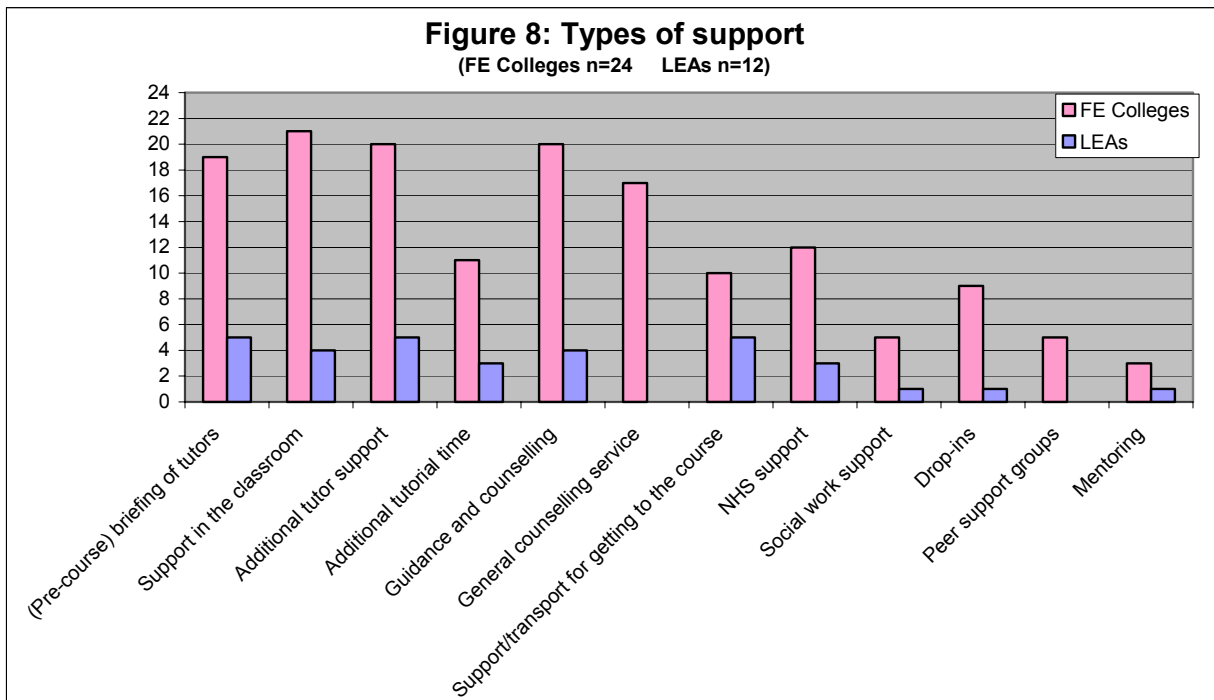
Offer pre-entry assessment/guidance or interview with student support co-ordinator. (College)

Hospital Trust provides us with workshop in occupational therapy department to work with patients, then some come to workshop in college with occupational therapist so their needs are communicated to us by themselves and hospital staff. (College)

We use a self-referral process that is newly introduced. (LEA)

Application form and pre-entry guidance. Pre-entry assessment of additional needs where possible. (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 fourteen colleges and three LEAs. The types of support were as follows:

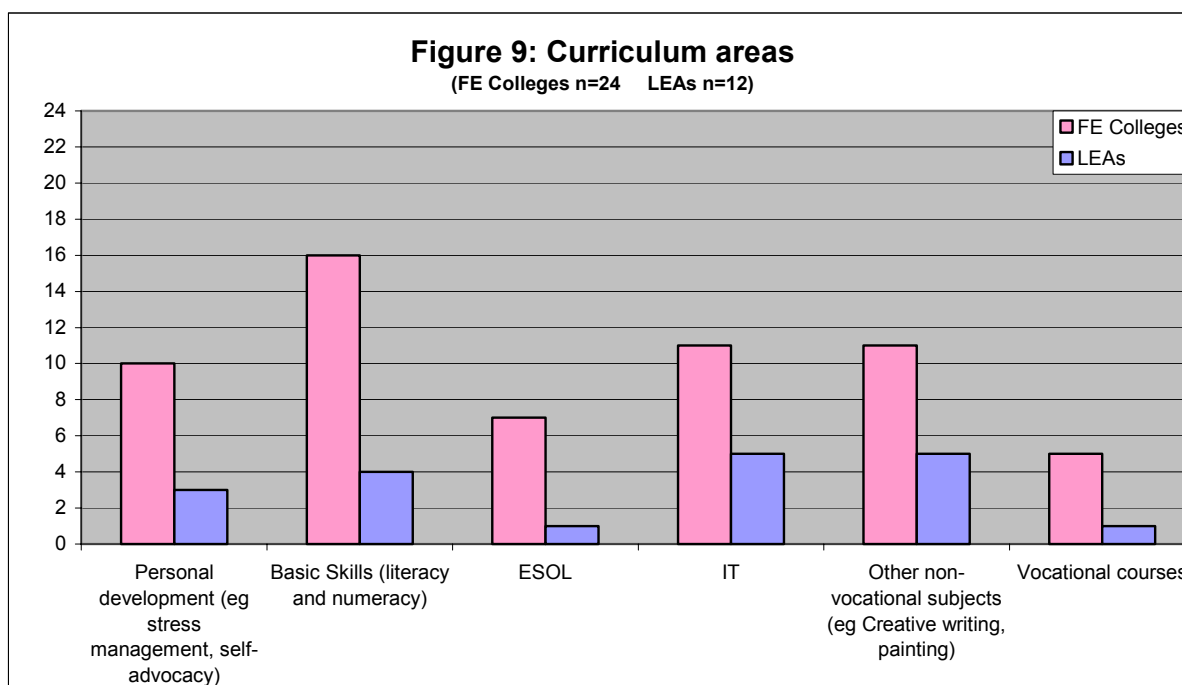


With some variations between colleges and LEAs, the following kinds of support were more likely to be available to learners with mental health difficulties: additional time and support from teaching staff, support in the classroom, guidance and counselling, and pre-course briefing of tutors. It would 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 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 and ESOL (see fig. 9). 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 health difficulties. The high level of basic skills provision in this region is worthy of investigation.

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=24)	LEAs (n=12)
Moving from discrete to mainstream further/adult education	14	6
Improved mental health	15	4
More independent lifestyle	12	2
Moving to higher education	12	1
Starting/retaining open employment	11	2
Starting volunteering or unpaid work experience	9	3
Starting/retaining sheltered employment	9	1

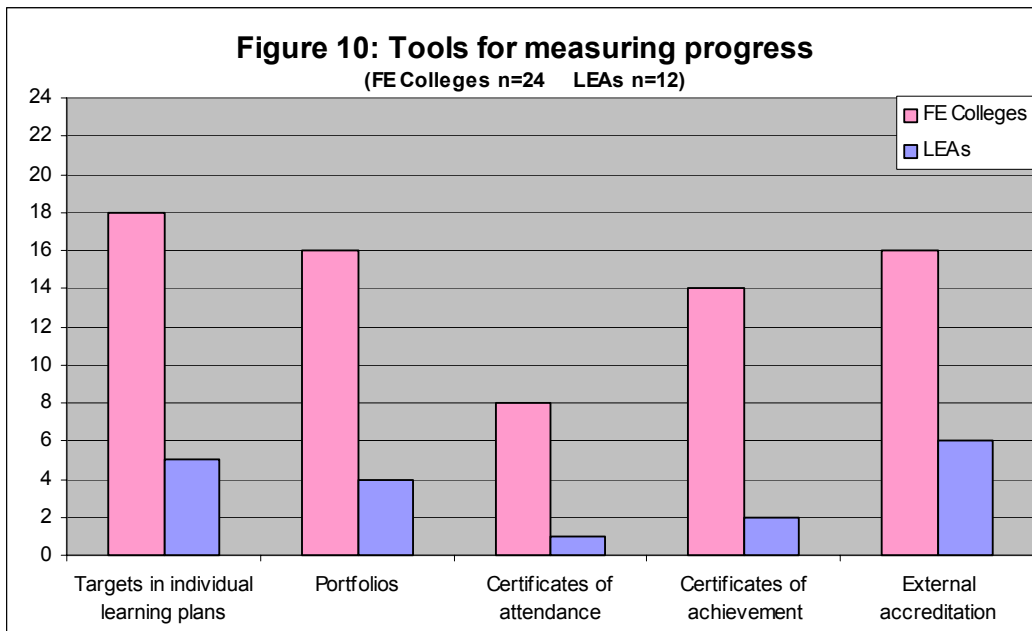
Providers were asked to describe other ways in which they measured progress.

Providers' comments:

We see any activity related to independence a valid measure of progress. (College)

Short- and long-term targets will be set for individuals and these will be used to measure progress. (College)

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



These findings are interesting and reflect a recognition of the wider benefits of participation in learning for people 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 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:

Adult learners' awards achieved by individuals and groups, both locally and countywide. (College)

Referenced to Adult Lit/Num core curriculum where appropriate. (LEA)

Dependent upon the course a student enrolled on. (College)

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 seventeen of the twenty-four colleges and seven of the twelve LEAs who responded to the questionnaire, this was the LSC. Other 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 (two colleges and one LEA). Four colleges and four LEAs were receiving two or more types 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:

Contribution from staff at the centre to equality and diversity training in mental health issues for college staff - teaching and support staff included. (College)

Use of site premises and staff support for activity. (College)

Some of our provision has support by use of free premises, support from mental health service staff, purchase of materials. (LEA)

Premises from voluntary organisations. (College)

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 thirteen colleges and three 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=24)	LEAs (n=12)
External training events	16	5
In-house Training events	10	3
Networking	9	3
External conferences	8	3
In-house briefing/information sessions	8	3
Supervision	5	2
In-house conferences	4	0
Mentoring	3	1

Relatively few education staff had access to supervision, possibly because this is more prevalent in health and social care services. However, some providers were already 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:

Partnership Organisation	FE Colleges (n=24)	LEAs (n=12)
Voluntary Organisations	15	5
Mental Health Trusts	14	6
Mental Health service user groups	11	4
Social Services Department	11	4
Connexions/IAG	12	2
GPs/Primary care teams	8	0

The level of partnership working with voluntary organisations, Mental Health Trusts, mental health service user groups and social services departments is not surprising. However, there is a clear 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; fifteen of the twenty-four colleges and eight of the twelve 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:

The Learning and Skills Council in context of more targeting through emerging equality and diversity strategy. (LEA)

Statutory agencies - health and social services currently have no discrete links with college. (College)

NHS, community mental health teams, and psychiatric services. (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.

Seventeen of the twenty-four colleges and seven of the twelve LEAs who responded to the questionnaire described their strengths and achievements which can be grouped under the following headings:

- outcomes and progression;
- partnerships;
- identifying and meeting learners support needs;
- flexible and responsive provision;
- staffing; and
- learner consultation and participation.

Providers' comments:

Accreditation is available at all levels and has proved to be popular. (LEA)

The very close partnership that has been developed between the college and the W... Centre... has enabled the evolution of a coherent programme of provision that has been designed to meet the needs of the people who access the centre. (College)

All provision is carefully planned and involved learners from the outset. (College)

Tutors are very carefully selected and are given in-depth inductions into working in the MH setting, all tutors work closely with centre's support staff. (College) Being able to offer initial discrete provision for small groups of students and then progression into community buildings followed by enrolment in general curriculum areas and accreditation. (LEA)

Increased awareness, guidance and support for teaching staff to enable appropriate responses to student needs. (College)

We work closely with the [NHS] Trust and Shaw Trust to get people from the hospital to college and into employment - reached finals of national training award and NHS award. (College)

Barriers and challenges

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

Fifteen of the twenty-four colleges and eight of the twelve LEAs who responded to the questionnaire described barriers and challenges they encountered which can be grouped under the following headings:

- policies and plans;
- staffing;
- individual learner-centred approaches;
- attitudes;
- inclusion and widening participation; and
- funding.

Providers' comments:

Stigma still perceived by some members of staff and other students surrounding myths [about] mental illness! (LEA)

Effective communication/liaison with professionals in other agencies hampered by confidentiality issues and a reluctance to collaborate. (College)

The rigidity of national accreditation, achievement expectations, and funding models and auditing limited to this. (College)

We are currently considering the need for inter-agency protocols concerning confidentiality and information sharing. (LEA)

The main challenge is to ensure that all individuals and agencies in R... and C... are aware of the services that can be made available by the adult education service in this field. (LEA)

Our main challenges at present relate to ensuring that we support people with mental health difficulties effectively within our mainstream provision. (College)

In the North West, Yorkshire and Humberside region ‘outcomes and progression’, ‘partnerships’, ‘identifying and meeting learner support needs’ and ‘flexible and responsive provision’ were the four areas that most learning providers thought of as their strengths and where they had achieved most. Encouragingly, three providers in the region identified ‘learner consultation and participation’ as a strength and achievement, which was higher than in most other regions.

‘Policies and plans’, ‘individual learner-centred approaches and attitudes’ were felt to be the biggest barrier to developing provision followed by ‘funding’ (which was usually cited as the biggest barrier in all other regions), and ‘inclusion and widening participation’.

In describing their ‘strengths and achievements’ and their ‘barriers and challenges’, different providers sometimes raised similar issues under one or other of these headings. In the North East, Yorkshire and Humberside region ‘staffing’ was felt to be both a ‘strength and achievement’ and a ‘barrier and challenge’. 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, similarities between the lists would also suggest that there are shared agendas for 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 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 on to illustrate certain points. However, there is more we can learn from which needs to be disseminated further.

Providers were asked whether they wanted any future involvement with the NIACE/NIMHE partnership project. In the North East, Yorkshire and Humberside region, eighteen of the

twenty-four colleges and nine of the twelve LEAs who responded to the questionnaire want to be kept in touch. Furthermore, fifteen of the twenty-four colleges and five of the twelve 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.

As partners in this national project, together with the local partnerships which we hope will be strengthened through NIMHE's Regional Development Centres, we plan to take this work forward in order to encourage more inclusive learning opportunities for people with mental health difficulties.

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

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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

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Mapping Inclusive Education Projects North East, Yorkshire and Humberside 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)
	Calderdale Metropolitan Borough Council			•		•
City of Bradford Metropolitan District Council						
City of York Council						
Kirklees Metropolitan Council						
Leeds City Council			•			
Middlesbrough Borough Council			•		•	
N Tyneside Council			•			
North Lincolnshire Council		•		•	•	
North Yorkshire County Council			•		•	
Redcar and Cleveland Borough Council			•	•	•	
Sunderland City Council						
Wakefield Metropolitan District 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
Calderdale Metropolitan Borough Council		•							
City of Bradford Metropolitan District Council									
City of York Council									
Kirklees Metropolitan Council									
Leeds City Council	•		•	•	•	•	•	•	•
Middlesbrough Borough Council			•						

N Tyneside Council						•	•		
North Lincolnshire Council			•	•	•	•	•		
North Yorkshire County Council									
Redcar and Cleveland Borough Council									
Sunderland City Council									
Wakefield Metropolitan District Council									

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

Name of LEA	Policies/plans/let c	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
Calderdale Metropolitan Borough Council									
City of Bradford Metropolitan District Council									
City of York Council									
Kirklees Metropolitan Council									
Leeds City Council			•					•	•
Middlesbrough Borough Council		•	•						
N Tyneside Council			•						
North Lincolnshire Council							•		
North Yorkshire County Council		•	•	•		•	•	•	
Redcar and Cleveland Borough Council			•				•	•	
Sunderland									
Wakefield Metropolitan District 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						
Calderdale Metropolitan Borough Council						
City of Bradford Metropolitan District Council						
City of York Council						
Kirklees Metropolitan Council						
Leeds City Council	•	•			•	
Middlesbrough Borough Council		•		•	•	•
N Tyneside Council		•				
North Lincolnshire Council	•	•	•	•	•	
North Yorkshire County Council						
Redcar and Cleveland Borough Council		•	•		•	•
Sunderland City Council						
Wakefield Metropolitan District 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					
Calderdale Metropolitan Borough Council					
City of Bradford Metropolitan District Council					
City of York Council					
Kirklees Metropolitan Council					
Leeds City Council				•	•
Middlesbrough Borough Council	•		•		
N Tyneside Council			•		•

North Lincolnshire Council	•		•	•	•
North Yorkshire County Council	•			•	
Redcar and Cleveland Borough Council	•		•	•	
Sunderland City Council					
Wakefield Metropolitan District 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
Calderdale Metropolitan Borough Council								
City of Bradford Metropolitan District Council								
City of York Council								
Kirklees Metropolitan Council								
Leeds City Council		•	•			•		
Middlesbrough Borough Council	•	•	•				•	
North Lincolnshire Council	•			•		•		
N Tyneside Council						•	•	
North Yorkshire County Council	•		•	•				
Redcar and Cleveland Borough Council	•	•	•	•		•		
Sunderland City Council								
Wakefield Metropolitan District Council	•	•	•	•				

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

	Discrete to mainstream	To higher education	Open paid employment	Unpaid work experience/ Volunteering	More independent living	Improved mental health
Name of LEA						
Calderdale Metropolitan Borough Council						
City of Bradford Metropolitan District Council						
City of York Council						
Kirklees Metropolitan Council						
Leeds City Council	•			•	•	•
Middlesbrough Borough Council	•	•	•	•	•	•
N Tyneside Council						
North Lincolnshire Council	•					•
North Yorkshire County Council	•		•	•		•
Redcar and Cleveland Borough Council	•					
Sunderland City Council						
Wakefield Metropolitan District Council	•					

8. Who funds the provision?

	Learning and Skills Council	LEA	ACLF	Social Services	Health services	Joint funding (NHS/Social Services)	Charitable Trust	National Lottery Fund	European funding	Other
Name of LEA										
Calderdale Metropolitan Borough Council	•									
City of Bradford Metropolitan District Council										
City of York Council										
Kirklees Metropolitan Council										

Leeds City Council	•								
Middlesbrough Borough Council	•								
N Tyneside Council	•			•					
North Lincolnshire Council	•			•					
North Yorkshire County Council		•			•				
Redcar and Cleveland Borough Council	•			•	•				•
Sunderland City Council									
Wakefield Metropolitan District Council	•	•							

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

	Supervision	Training (workshops etc.)	Conferences	Briefing/information sessions	Mentoring	Networking
Name of LEA						
Calderdale Metropolitan Borough Council						
City of Bradford Metropolitan District Council						
City of York Council						
Kirklees Metropolitan Council						
Leeds City Council	•	•	•			•
Middlesbrough Borough Council		•	•	•		•
N Tyneside Council						
North Lincolnshire Council			•			•
North Yorkshire County Council	•	•	•	•		
Redcar and Cleveland Borough Council			•			•
Sunderland City Council						
Wakefield Metropolitan District 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							
Calderdale Metropolitan Borough Council							
City of Bradford Metropolitan District Council							
City of York Council							
Kirklees Metropolitan Council							
Leeds City Council	•			•		•	•
Middlesbrough Borough Council			•	•		•	
N Tyneside Council							•
North Lincolnshire Council			•	•		•	•
North Yorkshire County Council				•		•	•
Redcar and Cleveland Borough Council		•	•	•		•	
Sunderland City Council							
Wakefield Metropolitan District 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							
Calderdale Metropolitan Borough Council							
City of Bradford Metropolitan District Council							
City of York Council							
Kirklees Metropolitan Council							
Leeds City Council	•			•			•

Middlesbrough Borough Council	•	•	•	•	•		
North Lincolnshire Council	•	•		•			•
North Tyneside Council	•						
North Yorkshire County Council	•	•	•	•			
Redcar and Cleveland Borough Council	•	•		•			
Sunderland City Council							
Wakefield Metropolitan District Council	•	•		•	•		

Mapping Inclusive Education Projects North East, Yorkshire and Humberside 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))
Bradford	•			•		
Calderdale College	•	•		•	•	
Craven College	•	•		•	•	
Derwentside	•					
Greenhead sixth Form College						
Grimsby College	•	•		•	•	
Hartlepool College of FE			•	•	•	
Huddersfield Technical College	•	•		•	•	
Hull College			•			
John Leggott 6th Form College	•	•				
Keighley College	•	•			•	
Leeds College of Art and Design			•			
Middlesbrough College				•		
New College Durham	•	•		•		
New College, Pontefract			•	•		
North Lindsey College						
Northern College		•				
Park Lane Leeds		•			•	
Scarborough Sixth Form College						
ShIPLEY College		•			•	
Priors Pursglove College						
Thomas Rotherham College						
Wakefield college				•	•	
York 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 ab/using drugs/alcohol	Homeless people
Bradford								•	
Calderdale College			•			•			
Craven College			•	•	•	•	•	•	
Derwentside						•			
Greenhead sixth Form College									
Grimsby College			•			•	•	•	•
Hartlepool College of FE	•	•		•	•	•	•	•	•
Huddersfield Technical College	•	•	•	•	•	•	•	•	•
Hull College	•			•	•	•	•	•	•
John Leggott 6th Form College		•				•	•		
Keighley College	•		•	•					
Leeds College of Art and Design						•			
Middlesbrough College	•	•		•		•	•		
New College Durham				•		•	•	•	
New College, Pontefract									
North Lindsey College		•		•		•			
Northern College									
Park Lane Leeds	•		•				•		
Priors Pursglove College									
Scarborough Sixth Form College		•							
ShIPLEY College			•						•
Thomas Rotherham College									
Wakefield college						•			
York College		•	•			•	•		

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

Name of College	Policies/plans/et c	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
Bradford							•		•
Calderdale College			•				•		
Craven College	•	•				•	•		
Derwentside									
Greenhead sixth Form College									
Grimsby College							•		
Hartlepool College of FE	•	•	•	•		•	•		
Huddersfield Technical College	•	•	•	•	•	•	•		
Hull College	•	•	•						
John Leggott 6th Form College					•	•	•	•	•
Keighley College									
Leeds College of Art and Design		•					•		
Middlesbrough College	•						•		
New College Durham	•	•	•			•	•	•	•
New College, Pontefract									
North Lindsey College									
Northern College	•		•						
Park Lane Leeds		•	•			•	•	•	•
Priors Pursglove College									
Scarborough Sixth Form College	•	•	•				•		•
Shipley College							•		
Thomas Rotherham College									
Wakefield college		•			•		•	•	•
York College							•		•

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

	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Name of College						
Bradford						
Calderdale College		•	•	•		
Craven College		•	•	•	•	
Derwentside						
Greenhead sixth Form College						
Grimsby College		•	•	•		•
Hartlepool College of FE	•	•	•		•	•
Huddersfield Technical College		•	•	•	•	•
Hull College	•	•	•		•	•
John Leggott 6th Form College				•		
Keighley College			•			
Leeds College of Art and Design	•	•		•		
Middlesbrough College		•	•		•	•
New College Durham		•	•	•		
New College, Pontefract						
North Lindsey College						
Northern College		•	•			
Park Lane Leeds	•	•	•	•	•	•
Priors Pursglove College						
Scarborough Sixth Form College						
Shipley College		•	•			
Thomas Rotherham College						
Wakefield college		•	•	•		
York 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
Bradford	•	•			
Calderdale College	•	•			•
Craven College	•	•	•		•
Derwentside	•	•	•		
Greenhead sixth Form College	•	•			
Grimsby College		•	•		
Hartlepool College of FE	•	•	•	•	
Huddersfield Technical College	•	•		•	•
Hull College	•	•	•		•
John Leggott 6th Form College	•	•	•	•	•
Keighley College	•	•	•		
Leeds College of Art and Design	•			•	
Middlesbrough College	•	•	•		•
New College Durham	•	•		•	
New College, Pontefract	•	•			
North Lindsey College	•	•			
Northern College		•			
Park Lane Leeds	•	•	•		
Priors Pursglove College	•	•		•	
Scarborough Sixth Form College		•	•		
Shipley College	•	•			
Thomas Rotherham College					
Wakefield college	•	•		•	
York 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								
Bradford	•	•	•	•	•	•		•
Calderdale College	•	•		•				
Craven College	•	•	•	•	•			
Derwentside		•	•	•				
Greenhead sixth Form College	•			•	•		•	
Grimsby College	•	•	•		•		•	
Hartlepool College of FE	•		•		•			•
Huddersfield Technical College	•	•	•	•	•	•	•	•
Hull College	•	•	•	•	•		•	•
John Leggott 6th Form College	•	•	•	•	•	•	•	
Keighley College	•	•	•		•			
Leeds College of Art and Design		•	•			•		
Middlesbrough College	•	•	•	•	•	•		
New College Durham	•	•	•	•	•	•		
New College, Pontefract	•	•	•	•	•	•		
North Lindsey College	•	•	•	•	•			
Northern College		•	•	•	•	•		
Park Lane Leeds	•	•	•	•	•			
Priors Pursglove College	•	•	•	•				
Scarborough Sixth Form College	•		•	•	•			
Shipley College	•	•	•	•	•	•		
Thomas Rotherham College								
Wakefield college	•	•	•	•	•			•
York 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						
Bradford		•	•	•	•	•
Calderdale College						•
Craven College	•	•	•	•	•	•
Derwentside						
Greenhead sixth Form College		•				
Grimsby College	•		•			
Hartlepool College of FE	•	•	•	•		•
Huddersfield Technical College	•	•	•	•	•	•
Hull College	•			•	•	•
John Leggott 6th Form College	•	•	•		•	•
Keighley College	•				•	•
Leeds College of Art and Design	•					•
Middlesbrough College	•	•	•	•	•	•
New College Durham	•	•	•		•	•
New College, Pontefract						
North Lindsey College						
Northern College						
Park Lane Leeds	•	•	•	•	•	•
Priors Pursglove College						
Scarborough Sixth Form College		•				
Shipley College	•		•	•	•	•
Thomas Rotherham College						
Wakefield college	•	•			•	•
York 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										
Bradford	•	•								
Calderdale College	•									
Craven College	•	•								
Derwentside	•									
Greenhead sixth Form College	•									
Grimsby College	•				•				•	
Hartlepool College of FE	•									•
Huddersfield Technical College	•									
Hull College	•	•								•
John Leggott 6th Form College										
Keighley College	•									
Leeds College of Art and Design		•								
Middlesbrough College	•		•							
New College Durham	•									
New College, Pontefract	•									
North Lindsey College	•									
Northern College	•									
Park Lane Leeds	•	•		•						
Priors Pursglove College	•									
Scarborough Sixth Form College	•									
Shipley College	•									
Thomas Rotherham College										
Wakefield college	•									
York 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						
Bradford	•		•			•
Calderdale College		•		•		
Craven College		•		•		
Derwentside		•	•			
Greenhead sixth Form College		•				
Grimsby College		•				
Hartlepool College of FE	•	•	•	•	•	•
Huddersfield Technical College		•	•	•		
Hull College	•	•	•	•	•	•
John Leggott 6th Form College		•		•		•
Keighley College		•				
Leeds College of Art and Design						
Middlesbrough College		•				•
New College Durham		•	•	•		•
New College, Pontefract		•	•	•		
North Lindsey College		•	•			•
Northern College		•				
Park Lane Leeds	•	•	•	•		•
Priors Pursglove College						
Scarborough Sixth Form College		•	•			•
ShIPLEY College		•	•			
Thomas Rotherham College						
Wakefield college						
York 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								
Bradford		•			•	•	•	
Calderdale College	•			•	•		•	•
Craven College	•		•	•	•		•	
Derwentside		•	•	•	•	•		
Greenhead sixth Form College	•	•	•	•				
Grimsby College			•		•		•	•
Hartlepool College of FE			•	•				
Huddersfield Technical College				•	•		•	
Hull College			•		•	•	•	•
John Leggott 6th Form College		•	•	•			•	
Keighley College	•		•		•		•	
Leeds College of Art and Design		•					•	
Middlesbrough College		•	•	•	•	•	•	•
New College Durham							•	•
New College, Pontefract	•	•	•					
North Lindsey College								
Northern College					•	•		•
Park Lane Leeds	•	•		•	•	•	•	•
Priors Pursglove College								
Scarborough Sixth Form College			•		•	•	•	•
ShIPLEY College				•	•		•	•
Thomas Rotherham College								
Wakefield college								
York 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							
Bradford		•		•	•		•
Calderdale College				•			
Craven College		•	•	•			
Derwentside							
Greenhead sixth Form College		•		•			
Grimsby College	•	•		•	•		
Hartlepool College of FE	•	•	•	•		•	•
Huddersfield Technical College	•	•		•			
Hull College	•	•	•	•	•	•	•
John Leggott 6th Form College		•		•			•
Keighley College		•		•			
Leeds College of Art and Design			•				
Middlesbrough College		•		•			•
New College Durham	•	•	•	•			•
New College, Pontefract	•	•		•			
North Lindsey College							
Northern College							
Park Lane Leeds	•	•	•	•	•	•	•
Priors Pursglove College							
Scarborough Sixth Form College							
ShIPLEY College	•	•		•			
Thomas Rotherham College							
Wakefield college							
York College	•	•	•	•			•

ANNEXE 1 – NORTH EAST, YORKSHIRE AND HUMBERSIDE REGION

FE Colleges	Number of learners enrolled	LEAs	Number of learners enrolled
Bradford College	20	Bradford	0
Calderdale College	0	Calderdale	0
Craven College	35	City of York Council	30
Derwentside College	30	Kirklees	0
Greenhead sixth form College	0	Leeds	0
Grimsby College	10	Middlesbrough	40
Hartlepool College of FE	30	North Lincolnshire	30
Huddersfield College	100	North Tyneside	0
Hull College	60	North Yorkshire	12
John Leggett 6th Form College	20	Redcar and Cleveland	150
Keighley College	22	Sunderland	0
Leeds College of Art and Design	100	Wakefield Metro District Council	0
Middlesbrough College	0		
New College Durham	130		
New College, Pontefract	0		
North Lindsey College	0		
Northern College	10		
Park Lane Leeds	0		
Prior Pursglove College	0		
Scarborough Sixth Form College	0		
Shipley College	20		
Thomas Rotherham College	0		
Wakefield college	0		
York College	36		

Note: 0 (number of learners enrolled) indicates the provider stated they had no learner 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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