

**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 SOUTH WEST 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 South West, questionnaires were sent to thirty-four Colleges of Further Education and sixteen LEAs. Responses were received from twenty colleges and seven LEAs giving an overall response rate of just over half (compared to the national rate of just under half). Some LEAs responded more than once, perhaps reflecting the range and diversity of provision across individual providers. These have been counted as individual responses.

- Eight colleges and four LEAs within the region are targeting provision specifically to engage adults with mental health difficulties. Much of this provision in the South West has been set up since 1997, possibly in response to policy drivers such as the Tomlinson Report and the Kennedy Report. Follow-up of those providers who did not respond to the questionnaire will not only help us to more fully understand the access gap but also ensure that support is offered to providers who set up new provision in response to current and forthcoming policy initiatives arising through NIMHE's social inclusion work and the work of the Social Exclusion Unit.
- Nine providers within the region are planning to set up new learning provision for adults with mental health difficulties. Most of this will be in discrete provision set up specifically for learners with mental health difficulties. However, it is encouraging that some providers are not only planning to develop discrete provision, but will also support learners on mainstream/general learning programmes. Sixteen providers are not planning any new provision or did not respond to the question.
- As well as this growth in the variety of learning opportunities, the research also shows there is a broad spectrum of curriculum offered. There is increasing use of accreditation. Providers also recognise other outcomes from learning such as improved mental health or progression onto other opportunities or employment. However, it is still unclear as to how providers measure such outcomes and how effective participation in learning is in enabling learners to achieve these outcomes.
- Twenty-three providers who responded to the questionnaire are taking steps to meet the likely needs of adult learners with mental health difficulties as required by the Disability Discrimination Act 1995 (Part 4) and Code of Practice. However, only ten colleges and two LEAs were aware of Standard One of the National Service Framework for Mental Health. Facilitating greater partnership working in the South West would help to support local mental health promotion and drive forward the National Service Framework.
- Nine colleges and three LEAs had included the needs of adult learners with mental health difficulties in their strategic plans and a further two colleges and one LEA were planning to include this group of learners in their future plans. Including the needs of this group of learners into the strategic plans of educational organisations would help to embed provision and increase the likelihood of it being part of the providers plan for growth and development. Increasing the number of providers who do this could be a useful target for the South West Network to set themselves.

- Learner consultation and participation is widely facilitated among those providers in the region who responded to the questionnaire. Learner feedback on existing provision is the most commonly used method of consulting learners but it is encouraging that involving learners in research and surveys and in planning course content and delivery is evident in several providers in the region. Again, developing this area of work would help to ensure the responsive and inclusive learning provision is available for adults with mental health needs in the South West.
- Learning providers in the region are working in partnership with Mental Health Trusts, Social Services Departments, Connexions and IAGs, Primary Care Teams, user groups and voluntary organisations. However, seventeen of the twenty colleges and four of the seven LEAs who responded to the questionnaire would welcome stronger partnerships.
- Eighteen of the twenty colleges and four of the seven LEAs who responded to the questionnaire described their strengths and achievements in this area of work as 'identifying and meeting learners support needs', 'partnerships', 'flexible and responsive provision', 'inclusion and widening participation', 'outcomes and progression' and 'staffing'. Sixteen of the twenty colleges and four of the seven LEAs who responded to the questionnaire described barriers and challenges in this area of work as being 'funding', 'lack of time and resources', 'staffing', 'attitudes', 'partnership' and 'undiagnosed/unidentified learners'. It is interesting that 'staffing' and 'partnerships' appear on both lists. The reasons for this are unclear but may be indicative of senior management support or of the presence of a designated mental health worker with the organisation.
- Within the South West region, eighteen colleges and all seven LEAs who responded to the questionnaire wanted to be kept in touch with the NIACE/NIMHE partnership project, with sixteen colleges and five LEAs wishing to join a regional network.

The next stage

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

The partnership project

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

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

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

Mental health and adult learning: the survey

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

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

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

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

Findings from both surveys will help us to identify patterns of provision at a regional level and individual regional reports, including this one, summarising local provision, are being disseminated through NIMHE’s Regional Development Centres. We very much hope that adult learning providers and mental health service providers will use these local

“snapshots” to identify positive practice in their area, add further information about local provision, and take action to fill gaps in provision. This will enable us to obtain a fuller picture of current learning opportunities for adults with mental health difficulties.

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

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

The 2003 survey

The survey carried out by NIACE and NIMHE aimed to:

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

Questionnaires were sent to thirty-four Colleges of Further Education and sixteen Local Education Authorities (LEAs). By 30 June 2003, responses had been received from twenty colleges and seven LEAs, giving an overall response rate of just over half, compared with the national rate of just under half. Annex 1 lists the colleges and LEAs who returned the questionnaire.

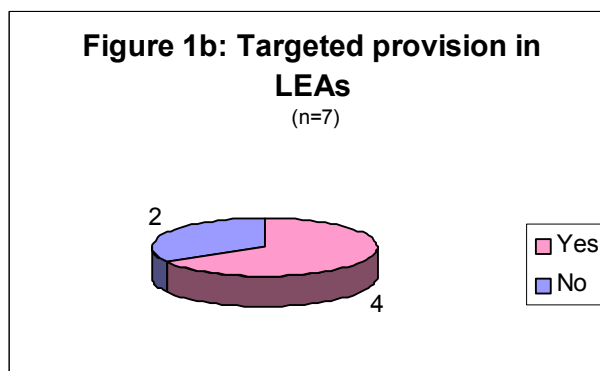
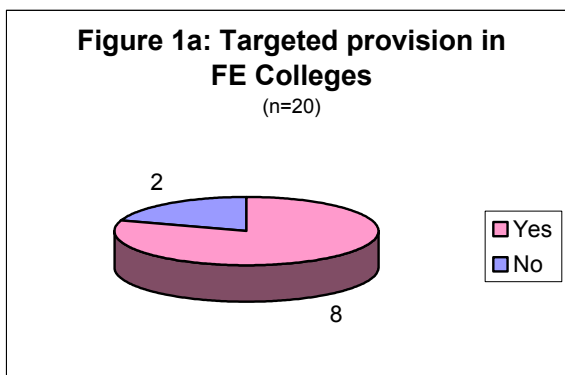
The findings

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

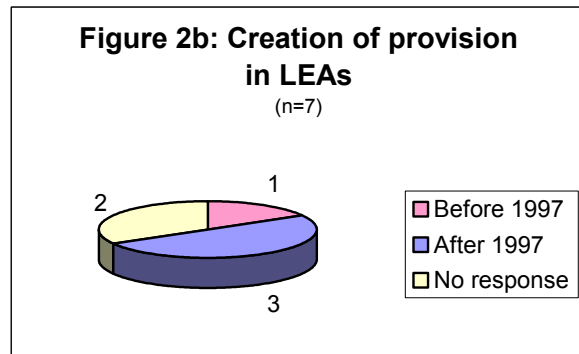
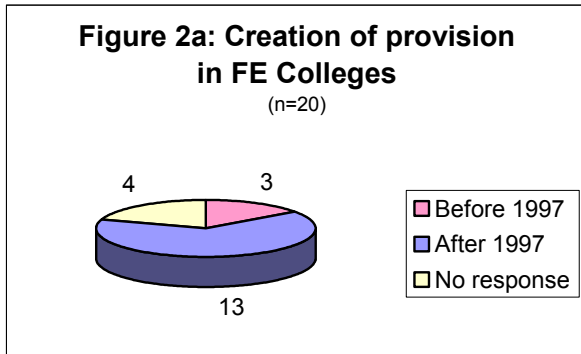


To find out how many providers were seeking to engage with adults with mental health difficulties, we asked whether they made targeted provision for this group of learners. From Figs. 1a and 1b we can see that eight of the twenty colleges and four of the seven LEAs who responded to the questionnaire were making targeted provision for adult learners with mental health difficulties. Annex 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 thirteen colleges and four LEAs have set up their provision since 1997, an increase above the national average, particularly for colleges.

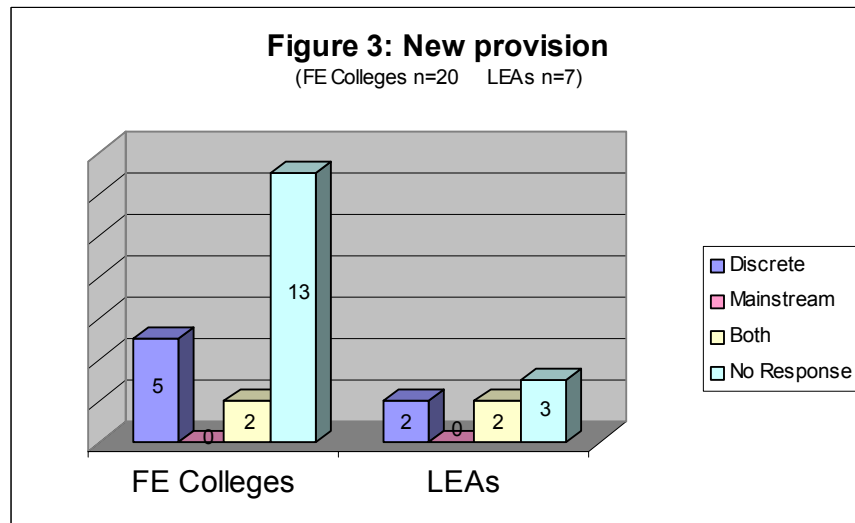
The high levels of provision set up since 1997 and the higher than average planned new provision would suggest that there is a level of energy and enthusiasm for this new area of

work for (see figure 3) many of the providers within the region. In light of the work currently being undertaken by the Social Exclusion Unit on mental health and social exclusion and the cross-governmental recommendations arising from this work, there is a need to ensure that education providers are supported to 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, discrete provision set up specifically for people 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 difficulties and only recruit learners with mental health needs onto them.



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

Four of colleges will be setting up discrete provision, one will be supporting learners on mainstream courses and six will be doing both; nine indicated they were not planning any new provision or did not reply to the question; two LEAs were planning to set up discrete provision, two will be developing discrete provision and supporting learners on mainstream courses; three were not planning any new provision or did not reply to the question. Within the South West it would appear that the biggest growth in new provision will be in discrete provision. It will be important to ensure that learners accessing such provision will have appropriate support to move onto mainstream provision if they so wish. However, the number of providers who are seeking to set up both discrete and mainstream provision would suggest that this is already a concern for them.

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

Providers' comments:

Discrete provision, but within the context of the College's (vocational) curriculum. (College)

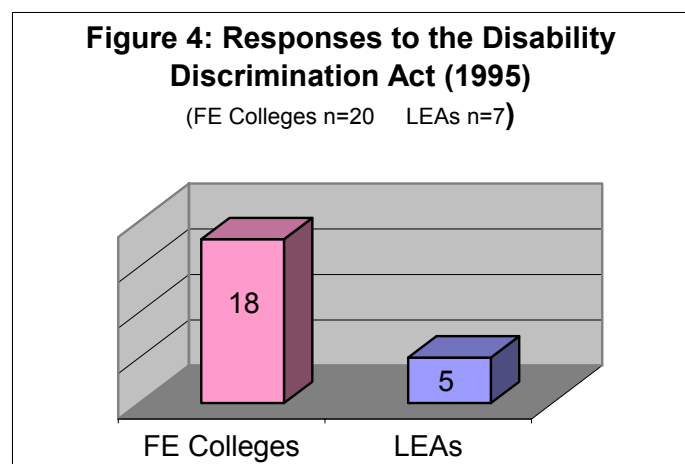
'Learning to Feel Better' is a project targeted at health professionals, particularly GPs to encourage them to make referrals to learning advisers – including those with depression, etc. This is in addition to both discrete groups and mainstream provision. (LEA)

We have a range of discrete provision – "First Step Courses" – this provision is being constantly reviewed and expanded. This provision is also available for other students not ready for mainstream courses. (College)

Discrete provision taking laptops into a day hospital also dramatherapy groups in the day hospital and course specifically for people suffering from Aspergers. (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.



As Fig. 4 indicates, an encouraging eighteen of the twenty colleges and five of the seven LEA's who responded to the questionnaire described one or more ways in which they were responding to the requirements of the Act.

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:

Specifically trained Adult Guidance staff and other support staff. (College)

Support of project workers, training tutors, working with local GPS with 'Prescription for Learning', allocating learning support workers, developing training for Learning Support Workers. (LEA)

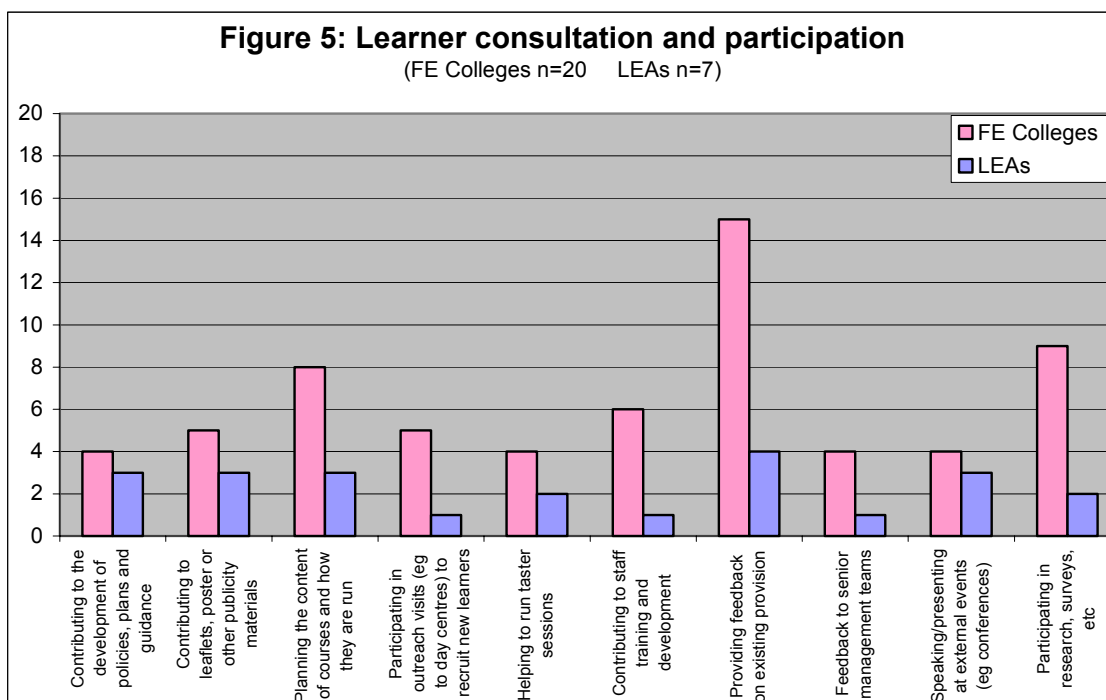
We have specific courses for people with mental ill health and we have staff within the service with experience of supporting this important group of learners. (College)

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). Less than half (ten colleges and two 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) and nine colleges and three LEAs had done so. Putting this area of work into the organisations strategic plans gives it a greater visibility and increases the likelihood that it becomes part of the providers overall plan for growth. Encouragingly, a further two colleges and one LEA were planning to include this group of learners in their future plans. Again, the regional networks may provide opportunities to address this issue, perhaps by ensuring that education features in Joint Investment Plans and other community care plans, or by education providers joining NSF Implementation Groups.

4. Learner consultation and participation

Consultation with learners is crucial to developing inclusive and responsive adult education provision and within the consultation process, the 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.

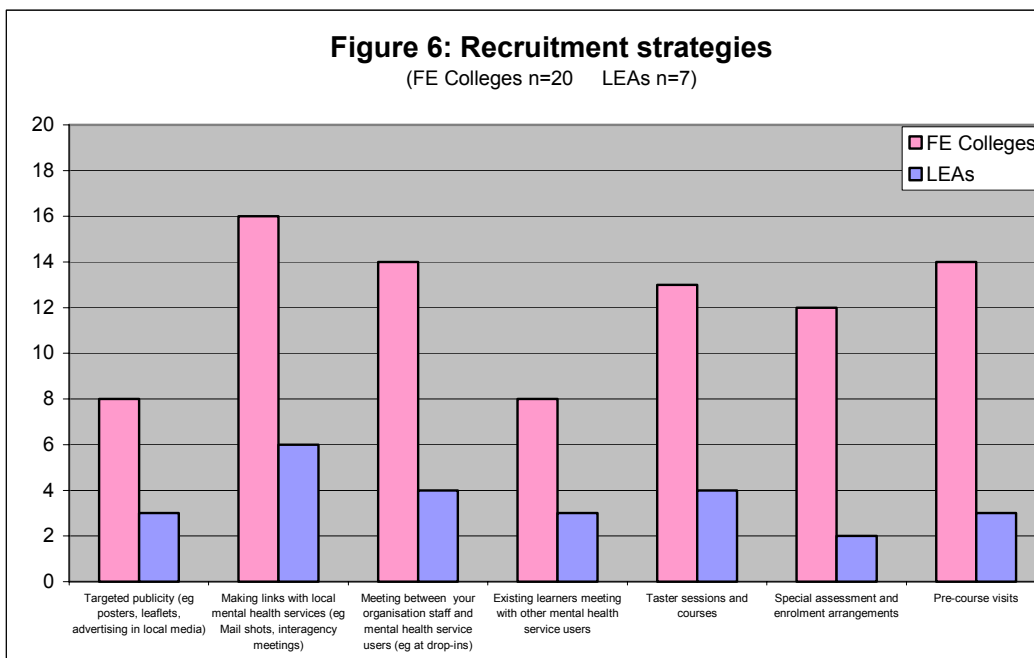
Providers were asked how they involved learners in developing and delivering provision for adults with mental health difficulties.

Provider's comment:

A research project was undertaken in 1994, jointly by this college and Health Trust/Social Services. (College)

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; fourteen of the twenty colleges and five of the seven LEAs who responded to the questionnaire are actively recruiting this group of learners and described their recruitment strategies.



Forging links with local mental health services is one of the most popular recruitment strategies, followed by meeting between providers' staff and mental health service users, taster sessions or courses, pre-course visits, and special assessment and enrolment arrangements. There are however, some differences here between colleges and LEAs.

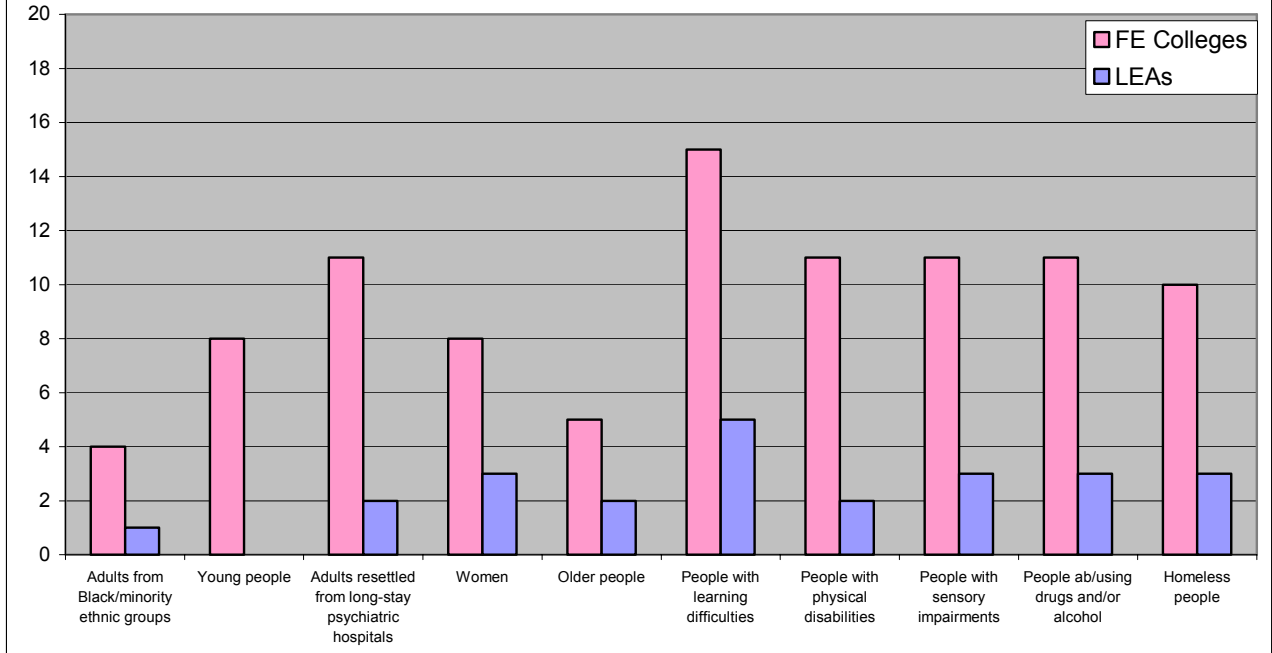
Providers were asked whether they identified learners with mental health difficulties: by encouraging self-identification before or at enrolment, through referral sources, at guidance interviews, at additional support needs interviews, or by staff referring existing students. For the twenty colleges who responded to the questionnaire, the most commonly used strategies were the guidance interview (eighteen), encouraging self-identification (seventeen), and the additional support needs interview (sixteen). For the seven LEAs who responded to the questionnaire, the most common means used were via referral sources (four), encouraging self-identification (three), at the guidance interview (two), and at additional support needs interviews (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.

Figure 7: Targeting specific groups of learners with mental health difficulties

(FE Colleges n=20 LEAs n=7)



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 community mental health teams (seventeen colleges and three LEAs), day hospitals (eleven colleges and three LEAs), day centres (twelve colleges and three LEAs) and supported accommodation (thirteen colleges and one LEA). They were less likely to be working with hospital in-patient services (ten colleges and one LEA) and regional secure units (three colleges and one LEA).

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 (ten colleges and twelve LEAs), and liaison with referrers (four colleges and one LEA). Three colleges and one LEA used two or more ways of identifying learning support needs. No response was received from two colleges and two LEAs. No providers in the South West indicated that they encouraged self-identification as a means to identify learners with mental health difficulties. If we look at figure 8 below we can clearly see that where learner needs are identified, providers are able to put in place the necessary support. However, some providers stated that they found 'undiagnosed'/unidentified learners to be a challenge in this area of work (see providers views p20). It may be necessary to support providers to create an environment in which potential learners feel able to disclose their mental health needs and to support providers to be more anticipatory in meeting the needs of learners.

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

Providers' comments:

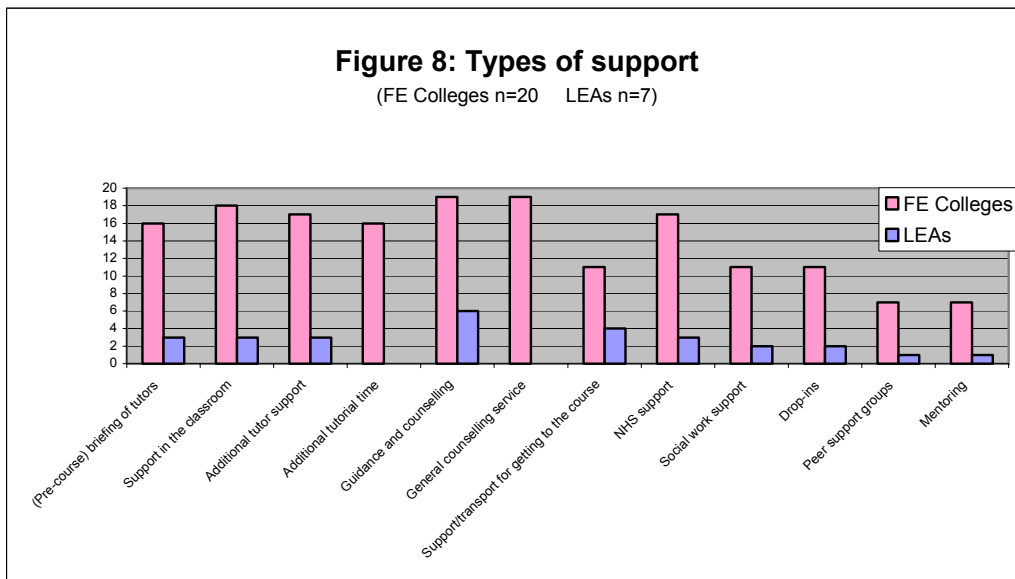
All learners are asked at initial assessment interview if they need any support and are given the opportunity (confidential) to specify need. (LEA)

In LDD we run 2-week taster sessions, which include observational diagnostic assessments. (College)

Most of our learners are either referred via professionals in Social Services or the Health Care Trust and we are informed of their requirements. (LEA)

Application form encourages students to identify needs whilst assuming confidentiality, and though preliminary guidance and contact with CPNs, social workers, etc. (College)

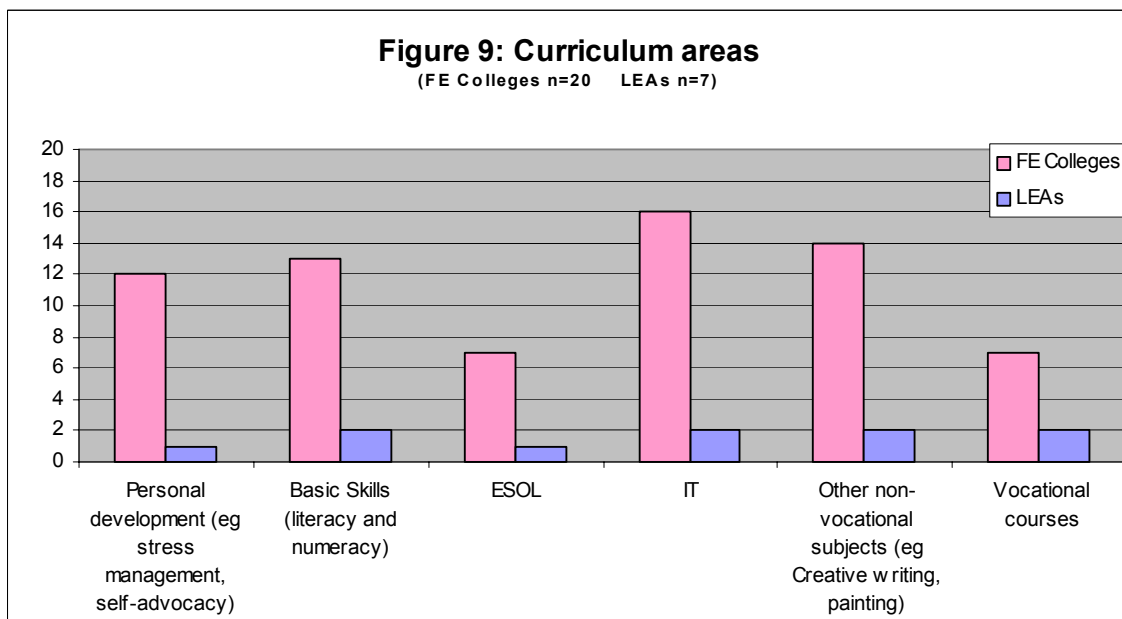
Although some learners may choose to negotiate their support needs after starting a course, the survey found that individual support plans were in place in twelve colleges and three LEAs. The types of support were as follows:



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, pre-course briefing of teaching staff, support in the classroom, guidance and counselling, general student counselling service and health and social services staff. The difference in the way colleges and LEAs may be a reflection of the different infra-structures that exist in FE colleges and LEAs that learners are able to access.

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.



As Fig. 9 indicates, 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. 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. There may however be assumptions made about the level of basic skills needs among adult with mental health difficulties.

Providers were asked which outcomes they used to measure progress. Although we could have included in the questionnaire other outcomes such as “learning a new skill” or “learning more about a particular subject”, we were also interested in finding out about the broader outcomes of learning for people with mental health difficulties which can enable them to make changes in different areas of their lives. Furthermore, outcomes can be interchangeable: learning a new skill, for example, can enhance self-esteem (i.e. improve mental health) and can lead to a more independent lifestyle.

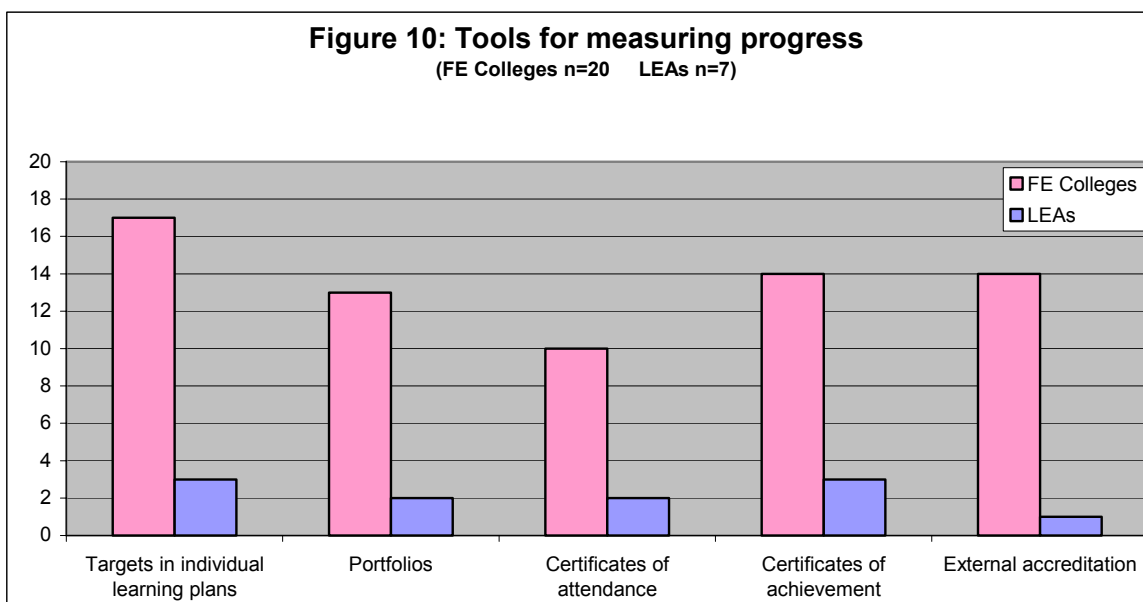
Outcome	FE Colleges (n=20)	LEAs (n=7)
Moving from discrete to mainstream further/adult education	15	4
Improved mental health	14	4
Moving to higher education	11	2
Starting volunteering or unpaid work experience	9	4
Starting/retaining open employment	10	2
Starting/retaining sheltered employment	10	1
More independent lifestyle	7	1

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

Provider's comment:

Soft targets e.g. attend interview and analyse needs and wants. (LEA)

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



These findings are interesting and reflect a recognition of the wider benefits of participation in learning for adults with mental health 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.

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 fourteen colleges and three LEAs, this was the LSC. Other sources of funding are shown 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. The most frequently cited were support from staff in other agencies (four colleges), free staff training (three colleges) and free use of premises (one college and one LEA). Five colleges 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:

Invitations to local mental health training days where relevant. (College)

The courses are held in Social Services/Trust Premises and no charge is made on either side. MH staff are available for support at all sites. (LEA)

10. Staffing

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

There are designated staff posts in nine colleges and one LEA, although some will have a broader remit than mental health.

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

Activity	FE Colleges (n=20)	LEAs (n=7)
External training events	16	2
Networking	13	4
External conferences	14	2
In-house Training events	11	1
In-house briefing/information sessions	9	0
Supervision	8	0
Mentoring	5	0
In-house conferences	1	1

Relatively few education staff had access to supervision; possibly because this is more prevalent in health and social care services. However, some providers' staff are receiving support and/or supervision from staff in mental health services and it may be possible to organise this more widely.

11. Partnerships

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

Partnership Organisation	FE Colleges (n=20)	LEAs (n=7)
Mental Health Trusts	17	4
Connexions/IAG	16	2
Social Services Department	14	3
GPs/Primary care teams	12	3
Voluntary Organisations	9	6
Mental Health service user groups	9	4

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

Providers were asked whether the effectiveness of these provisions could be strengthened by closer partnership working with other agencies?

Providers' comments:

Close co-operation is planned with a range of community agencies as follows: community mental health sub-help group (FRIEND), Job Centre Plus, Connexions: various local employers – particularly from the local authority initially. (LEA)

Social Services – we have particularly poor links. All other work well but we could ALWAYS improve. E.g. stronger links with some GP practices and any link at all with other practices. (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.

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

- identifying and meeting learners support needs;
- partnership;
- flexible and responsive provision;
- inclusion and widening participation;
- outcomes and progression; and
- staffing.

Providers' comments:

The tutors involved in the mental health provision have built up a good rapport with other professionals and are able to offer courses according to requirements i.e. Dramathrapy and Anger Management. (LEA)

We are able to attend to the wider issue of positive mental health as an issue that develops with quality of life and community development. (LEA)

Provision designed around needs/interests expressed by learners and potential learners. (College)

Networking with variety of agencies. (LEA)

We have recently been awarded a co-financed project bid which specifically targets people with mental ill health. (College)

As a new provision it has been successful at promoting awareness of mental health issues for both students and staff – breaking barriers. (College)

Barriers and challenges

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

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

- funding;
- lack of time and resources;
- staffing;
- attitudes;
- partnerships; and
- 'undiagnosed'/unidentified learners.

Providers' comments:

The tutors are only mainly in contact during teaching time and do not have additional time for meetings, etc. (LEA)

Insufficient funds to implement physical resource changes required. Some transport difficulties. (College)

At times there were apparent concerns regarding a loss of professional control in agency remit. (LEA)

Lack of funding is the biggest barrier – a new post has recently been developed (funding manager), which would hopefully address this issue. (College)

In the South West most learning providers described 'identifying and meeting learners support needs', 'partnerships', 'flexible and responsive provision' and 'inclusion and widening participation' as being a strength and achievement. 'Funding' was identified as being the biggest barrier and challenge to developing this area of work by most providers, followed by 'lack of time' and 'resources and staffing'.

In describing their 'strengths and achievements' and their 'barriers and challenges', different providers raised similar issues under one or other of these headings (eg 'staffing' and 'partnerships'). This may reflect the varying degrees of expertise and experience among learning providers, but it may also relate to other factors such as level of commitment and support from senior management or the presence of designated staff posts. Further research would help us to understand why some providers seem to

succeed in some areas of development while others do not. However, the similarities between the two lists would also suggest that there are shared agendas 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 region.

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 South West region, eighteen of the twenty colleges and all seven of the LEAs want to be kept in touch. Furthermore, sixteen of the twenty colleges and five of the 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. We are particularly encouraged by this high response and see it as a reflection of the high level of energy and commitment to this area of work in the region.

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

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 South West 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)
Bath and North East Somerset Council			•			•
Bournemouth Borough Council			•		•	
Bristol City Council			•			
Cornwall Adult Education Service	•	•		•	•	
North Somerset LEA			•		•	
Somerset, Adult Learning and Leisure			•	•	•	
Torbay Council			•			

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

Name of LEA	Black / minority ethnic people	14-19 year-olds	Former long-stay hospital patients	Women	Older People	People with learning difficulties	People with physical / sensory / other disabilities	People abusing drugs/alcohol	Homeless people
Bath and North East Somerset Council	•			•		•	•	•	•
Bournemouth Borough Council			•			•			
Bristol City Council									
Cornwall Adult Education Service			•	•	•	•	•	•	•
North Somerset LEA						•	•		•
Somerset, Adult Learning and Leisure				•	•	•		•	
Torbay Council									

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

Name of LEA	Policies/plans/etc	Publicity materials	Planning courses	Visits to recruit new learners	Helping to run taster sessions or courses	Staff training and development	Feedback on current provision	Speaking at conferences etc	Research and surveys etc
Bath and North East Somerset Council									
Bournemouth Borough Council	•	•	•	•	•		•	•	
Bristol City Council									
Cornwall Adult Education Service	•		•		•		•		•
North Somerset LEA		•	•					•	
Somerset, Adult Learning and Leisure	•	•				•	•	•	•
Torbay Council							•		

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

Name of LEA	Targeted publicity	Linking with mental health services	Meeting service users	Taster sessions and courses	Special enrolment arrangements	Pre-course visits
Bath and North East Somerset Council		•	•	•		•
Bournemouth Borough Council		•	•			
Bristol City Council						
Cornwall Adult Education Service	•	•	•	•	•	•
North Somerset LEA	•	•		•	•	
Somerset, Adult Learning and Leisure	•	•	•	•		•
Torbay Council		•				

5. Who supports learners with mental health difficulties?

Name of LEA	Teaching staff	Learning support staff	Staff from health and/or social care services	Mentors, volunteers, buddies, other learners	Other mental health service users
Bath and North East Somerset Council				•	
Bournemouth Borough Council	•		•	•	
Bristol City Council	•	•			
Cornwall Adult Education Service	•	•	•	•	•
North Somerset LEA	•		•		
Somerset, Adult Learning and Leisure	•	•	•	•	
Torbay 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
Bath and North East Somerset Council	•		•	•		•		
Bournemouth Borough Council			•	•				
Bristol City Council	•	•				•		
Cornwall Adult Education Service		•	•	•		•		•
North Somerset LEA				•			•	
Somerset, Adult Learning and Leisure	•	•		•		•	•	
Torbay 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						
Bath and North East Somerset Council						
Bournemouth Borough Council	•			•		•
Bristol City Council						
Cornwall Adult Education Service	•	•	•	•		•
North Somerset LEA	•	•		•	•	
Somerset, Adult Learning and Leisure	•		•	•		•
Torbay 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										
Bath and North East Somerset Council										
Bournemouth Borough Council	•									
Bristol City Council										
Cornwall Adult Education Service	•	•	•					•	•	
North Somerset LEA	•				•				•	
Somerset, Adult Learning and Leisure	•							•	•	
Torbay 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						
Bath and North East Somerset Council						
Bournemouth Borough Council						
Bristol City Council						
Cornwall Adult Education Service		•	•			•
North Somerset LEA						•
Somerset, Adult Learning and Leisure		•	•			•
Torbay 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							
Bath and North East Somerset Council							
Bournemouth Borough Council			•	•		•	
Bristol City Council						•	
Cornwall Adult Education Service	•	•		•	•	•	•
North Somerset LEA	•		•	•		•	•
Somerset, Adult Learning and Leisure	•	•	•	•	•	•	•
Torbay 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							
Bath and North East Somerset Council	•						
Bournemouth Borough Council		•		•	•		
Bristol City Council							
Cornwall Adult Education Service	•	•	•	•	•		•
North Somerset LEA	•	•		•	•		
Somerset, Adult Learning and Leisure	•	•	•	•	•	•	
Torbay Council	•	•		•			

Mapping Inclusive Education Projects South West Colleges

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

	Mainstream (current)	Discrete (current)	Not Specified (current)	Mainstream (planned)	Discrete (planned)	Not Specified (planned)
Name of College						
ATC (City of Bristol College)			•			
Bridgwater	•	•				
Cannington			•		•	
Cirencester College			•			
East Devon College						
Exeter College	•	•		•	•	
Filton College FE	•	•		•	•	
GLOSCAT			•		•	
North Devon College		•			•	
Plymouth College of Art and Design			•			•
Plymouth College of Further Education	•	•				
Royal Forest of Dean College			•			
Somerset College of Art and Technology	•	•				
St Brendan's Sixth Form College						
Strode College	•				•	
Stroud College of FE			•			
Swindon College	•	•				
Truro College		•				
Weston College	•	•				•
Weymouth 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
ATC (City of Bristol College)			•			•			
Bridgwater			•			•			
Cannington			•			•	•		
Cirencester College		•				•	•	•	•
East Devon College		•					•		
Exeter College			•			•	•	•	•
Filton College FE				•		•	•	•	•
GLOSCAT	•		•	•				•	•
North Devon College		•		•	•	•	•	•	•
Plymouth College of Art and Design						•	•		
Plymouth College of Further Education		•	•	•	•			•	•
Royal Forest of Dean College									
Somerset College of Art and Technology			•	•	•	•	•	•	•
St Brendan's Sixth Form College									
Strode College	•	•	•	•	•	•	•	•	•
Stroud College of FE						•			
Swindon College	•	•	•	•	•	•	•	•	•
Truro College						•			
Weston College		•	•			•	•	•	
Weymouth College	•	•	•	•		•	•	•	•

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

	Policies/plans/etc	Publicity materials	Planning courses	Visits to recruit new learners	Helping to run taster sessions and courses	Staff training and development	Feedback on current provision	Speaking at conferences etc	Research and surveys etc
Name of College									
ATC (City of Bristol College)		•	•	•			•	•	
Bridgwater		•				•	•		
Cannington							•		•
Cirencester College		•		•		•			•
East Devon College		•			•		•		
Exeter College							•		•
Filton College FE			•				•		
GLOSCAT	•		•			•	•		
North Devon College	•		•	•	•	•	•	•	•
Plymouth College of Art and Design									
Plymouth College of Further Education	•	•	•		•	•	•		•
Royal Forest of Dean College									
Somerset College of Art and Technology			•	•			•	•	•
St Brendan's Sixth Form College							•		
Strode College				•	•		•		
Stroud College of FE									
Swindon College						•	•	•	•
Truro College									
Weston College			•				•		•
Weymouth 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						
ATC (City of Bristol College)	•	•	•			
Bridgwater		•	•	•	•	•
Cannington		•	•	•		•
Cirencester College	•	•	•	•	•	•
East Devon College				•	•	•
Exeter College	•	•	•	•	•	•
Filton College FE		•	•			
GLOSCAT	•	•	•	•	•	•
North Devon College	•	•	•	•	•	•
Plymouth College of Art and Design						
Plymouth College of Further Education	•	•	•	•	•	•
Royal Forest of Dean College		•			•	•
Somerset College of Art and Technology	•	•	•	•	•	•
St Brendan's Sixth Form College						
Strode College		•	•	•	•	•
Stroud College of FE		•		•		
Swindon College		•	•	•	•	•
Truro College						
Weston College		•	•			•
Weymouth College	•	•	•	•	•	•

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 College					
ATC (City of Bristol College)	•	•	•		•
Bridgwater	•	•	•		
Cannington	•	•	•		
Cirencester College	•	•	•	•	•
East Devon College	•	•	•		
Exeter College	•	•	•		
Filton College FE			•		•
GLOSCAT	•	•	•		•
North Devon College	•	•	•	•	•
Plymouth College of Art and Design	•	•			
Plymouth College of Further Education	•	•	•	•	•
Royal Forest of Dean College	•	•	•		
Somerset College of Art and Technology	•	•	•		
St Brendan's Sixth Form College	•	•	•		
Strode College	•	•	•		
Stroud College of FE	•	•	•		
Swindon College	•	•	•	•	•
Truro College	•	•	•		
Weston College	•	•	•		•
Weymouth College	•	•	•	•	•

6. How are learners with mental health difficulties supported?

Name of College	Pre-course briefing of tutors	Support in the classroom (e.g. from LSAs)	Additional time/support from tutors	Guidance and counselling	Student counselling service	Support/transport for getting to the course	Off-course support (e.g. drop-ins)	Peer support groups
ATC (City of Bristol College)		•	•	•	•	•		
Bridgwater	•	•	•	•			•	
Cannington	•	•	•	•	•	•		
Cirencester College	•	•	•	•	•	•	•	•
East Devon College	•	•		•	•	•		
Exeter College	•	•		•	•	•	•	•
Filton College FE	•			•	•		•	
GLOSCAT	•	•	•	•	•		•	•
North Devon College	•	•	•	•	•	•	•	•
Plymouth College of Art and Design		•	•	•	•			
Plymouth College of Further Education	•	•	•	•	•	•	•	•
Royal Forest of Dean College	•	•	•	•	•	•		
Somerset College of Art and Technology	•	•	•	•	•		•	•
St Brendan's Sixth Form College	•		•	•	•		•	
Strode College	•	•	•	•	•	•		
Stroud College of FE		•	•		•			
Swindon College	•	•	•	•	•	•		
Truro College		•	•	•	•			
Weston College	•	•	•	•	•		•	
Weymouth 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						
ATC (City of Bristol College)	•		•			
Bridgwater	•		•			•
Cannington	•		•			•
Cirencester College	•	•	•	•	•	•
East Devon College	•		•	•	•	•
Exeter College	•	•	•	•	•	•
Filton College FE	•	•		•		
GLOSCAT						
North Devon College	•	•	•	•	•	•
Plymouth College of Art and Design		•				
Plymouth College of Further Education	•	•	•	•	•	•
Royal Forest of Dean College						•
Somerset College of Art and Technology	•	•				•
St Brendan's Sixth Form College		•	•			
Strode College	•	•				
Stroud College of FE	•					•
Swindon College	•	•				•
Truro College				•	•	•
Weston College	•		•	•		•
Weymouth 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										
ATC (City of Bristol College)	•								•	
Bridgwater	•									
Cannington	•								•	
Cirencester College	•	•			•				•	•
East Devon College	•	•								
Exeter College	•									
Filton College FE	•									
GLOSCAT	•	•			•					
North Devon College	•					•			•	•
Plymouth College of Art and Design	•	•								
Plymouth College of Further Education	•									
Royal Forest of Dean College	•									
Somerset College of Art and Technology	•	•		•		•				
St Brendan's Sixth Form College	•									
Strode College	•		•							
Stroud College of FE	•									
Swindon College								•		
Truro College	•								•	
Weston College	•									
Weymouth 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						
ATC (City of Bristol College)		•	•			•
Bridgwater		•		•		
Cannington	•	•	•			•
Cirencester College	•	•	•	•	•	•
Cornwall Adult Education Service		•	•			•
East Devon College		•	•	•		
Exeter College	•	•	•		•	•
Filton College FE						
GLOSCAT		•				•
North Devon College		•	•	•	•	•
Plymouth College of Art and Design						
Plymouth College of Further Education	•	•	•	•	•	•
Royal Forest of Dean College		•	•			•
Somerset College of Art and Technology	•	•	•	•	•	•
St Brendan's Sixth Form College		•	•	•		
Strode College	•	•	•			
Stroud College of FE		•	•			
Swindon College	•	•	•	•		
Truro College		•				•
Weston College			•	•		•
Weymouth 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								
ATC (City of Bristol College)			•		•	•		•
Bridgwater				•	•	•		
Cannington	•	•	•	•	•			
Cirencester College	•	•	•	•	•	•	•	•
East Devon College	•		•	•	•			
Exeter College			•	•	•		•	
Filton College FE					•			•
GLOSCAT	•		•	•	•	•	•	•
North Devon College	•		•	•	•	•	•	•
Plymouth College of Art and Design		•	•	•				
Plymouth College of Further Education	•		•	•	•	•	•	•
Royal Forest of Dean College	•		•		•	•		
Somerset College of Art and Technology	•	•	•	•	•	•	•	•
St Brendan's Sixth Form College						•		
Strode College			•	•				
Stroud College of FE					•		•	
Swindon College	•		•	•	•	•	•	•
Truro College			•	•	•	•		
Weston College		•	•		•			
Weymouth 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							
ATC (City of Bristol College)	•	•		•	•		
Bridgwater				•			•
Cannington				•			•
Cirencester College	•	•		•			•
East Devon College	•	•		•			•
Exeter College				•	•		
Filton College FE	•	•	•	•		•	
GLOSCAT		•		•			
North Devon College	•	•	•	•	•		•
Plymouth College of Art and Design		•		•	•	•	
Plymouth College of Further Education	•	•	•	•	•	•	•
Royal Forest of Dean College	•	•		•	•		
Somerset College of Art and Technology	•	•		•	•	•	•
St Brendan's Sixth Form College		•		•			
Strode College	•	•		•	•		•
Stroud College of FE		•					
Swindon College	•	•	•	•	•	•	•
Truro College		•		•			
Weston College	•	•	•	•			
Weymouth College	•	•	•	•	•	•	•

Annexe 1: SOUTH WEST

FE Colleges	Number of learners enrolled	LEAs	Number of learners enrolled
ATC (City of Bristol College)	35	Adult Learning and Leisure Somerset	0
Bridgewater	50	Bath and North East Somerset	10
Cannington	45	Bournemouth	120
Cirencester College	30	Bristol	0
East Devon College	5	Cornwall Adult Education Service	0
Exeter College	38	North Somerset LEA	160
Filton College FE	238	Torbay Council	40
GLOSCAT	50		
North Devon College	260		
Plymouth College of Art and Design	0		
Plymouth College of Further Education	150		
Royal Forest of Dean College	16		
Somerset College of Art and Technology	116		
St Brendan's Sixth Form College	0		
Strode College	30		
Stroud College of FE	100		
Swindon College	62		
Truro College	6		
Weston College	14		
Weymouth College	61		

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

Annexe 2: THE QUESTIONNAIRE

**NIMHE/NIACE Mental Health Project
Questionnaire for LEAs/Colleges**

Name of LEA/College:

Name of contact person:

Job / Title:

Address:

Tel. No:

Fax No:

E-mail:

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

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

PART 1

POLICIES, PLANS AND CURRENT PROVISION

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

Yes / No

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

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

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

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

Yes/No

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

Yes / No

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

Yes / No

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

Yes (*please enclose copies*) / No

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

Yes / No

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

LEARNER CONSULTATION AND PARTICIPATION

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

- a Contributing to the development of policies, plans and guidance
- b Contributing to leaflets, posters or other publicity materials
- c Planning the content of courses and how they are run
- d Participating in outreach visits (e.g. to day centres) to recruit new learners
- e Helping to run taster sessions

- f Contributing to staff training and development
- g Providing feedback on existing provision
- h Feedback to senior management teams
- i Speaking/presenting at external events (e.g. conferences)
- j Participating in research, surveys etc.
- k Other (please describe below)

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

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

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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