



# Planning for Quality

## An Anticipatory Checklist

Providing for learners with  
mental health difficulties

Lesley Elmes



Care Services Improvement Partnership **CSIP**

North West  
Development Centre

endorsed by



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NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those without easy access because of barriers of class, gender, age, race, language and culture, learning difficulties and disabilities, or insufficient financial resources.

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# Anticipatory checklist

In August 2006 the Learning and Skills Council published its strategy *Improving services for people with mental health difficulties*. The strategy has adopted four broad aims:

- to build capacity of the further education (FE) system;
- to boost demand for learning;
- to ensure quality of provision; and
- to raise achievement levels of learners with mental health difficulties.

In order to take forward this strategy the LSC has joined with NIACE (National Institute of Adult Continuing Education) and NIMHE (National Institute of Mental Health in England) to promote access to learning and skills for people with mental health difficulties. Nine regional networks have been operational since 2004 as part of the partnership and have become forums to learn, share and disseminate good practice.

This checklist is intended to help organisations to provide quality-learning opportunities for people with mental health difficulties. It is a 'product' of the North West regional network and represents the combined thoughts and knowledge of the network members on how to provide for learners with mental health difficulties. The Anticipatory Quality Checklist is an important resource in implementing the aims of the strategy on *Improving services for people with mental health difficulties*. It has been organised so that each section is placed where it contributes most strongly to the strategy. This has not been easy to do, as some sections will support more than one aim of the strategy. For example, service user involvement will strongly support the aim to build capacity of the FE system; it will also ensure quality of provision. However, we hope it will show how the anticipatory duties of the Disability Discrimination Act will also support the implementation of the strategy to improve services for people with mental health difficulties.

The concept of an anticipatory checklist was inspired by the requirements of the Disability Discrimination Act. Under the Act the duty of the provider to make reasonable adjustments is an anticipatory duty. Responsible bodies should not wait until a person applies to a course before thinking about what adjustments they could make. Instead providers should be continually anticipating the requirements of people and the adjustments they could be making for them.

Failure to anticipate the need for an adjustment may mean it is too late to meet the needs of the learner with a disability and would therefore be deemed as failure to comply with the

Act. Lack of awareness would not in itself provide a defence should a claim be made against the institution.

Anticipating the individual and varied needs of people with mental health difficulties is particularly challenging for a learning provider. However, it is important to bear in mind that if a learning provider gets it right for this group of learners then they are more likely to be meeting the needs of all learners. This checklist is designed to support the process.

The checklist has been compiled to give an expansive range of guidelines and prompts as exemplars of good practice that could be used to inform and support the service provided. However, it is recognised that providers will offer varying levels of provision and therefore will not be able to implement all of the following guidelines.

Within these guidelines we have also made reference to the Common Inspection Framework that links each area of development. This process could then be used to inform self-assessment and other policies and procedures.

This Anticipatory Checklist is aimed at managers or tutors with responsibility for learners with mental health difficulties. However, the implementation of the Disability Discrimination Act is a whole-organisational responsibility, and while one person or a team may be tasked to drive through the Anticipatory Framework, they will have to involve others in the organisation and expect them to assume responsibility for certain tasks.

Each section has a short introduction to explain how it relates to learners with mental health difficulties. It then shows where each section links to the Common Inspection Framework.

We have also included relevant learner comments to illustrate the impact that getting it right can have. There is also space for you to make notes as you work through the framework. At the end of the pack there is an action plan for you to complete so that you can note the actions you need to take and record your progress as you go along.

**aim**

**To build capacity of  
the further education (FE)  
system**

## Learner consultation and involvement

Learners with mental health problems are 'experts by experience'. This means that experiencing what it is like to access and take part in learning with a mental health difficulty allows those learners to provide insights and make judgements that will help us all to understand how to widen participation and develop inclusive learning opportunities. Not only will it enable you to develop your provision, but it is now a legal duty under the Disability Equality Duty. The Disability Equality Duty 2006 requires an organisation to show how disabled people have been involved in the development of provision.

Involving and consulting with learners and community groups will ensure the curriculum meets the needs of the students. Seeking information from groups and individuals prior to enrolment, during their course and at the end will result in students accessing the right learning programme and their support needs being appropriately met.

### The Common Inspection Framework

*"The extent to which programmes or activities match learners' aspirations and potential, building on prior attainment and experience."*

### The Learner Voice

*"There is an Advisory Group that some of us sit on, we talk about the courses and support available. We discuss how the college can make things better for people with mental health problems. They listen to us."*

## 1. Learner consultation and involvement

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 1.1    | Learners with mental health difficulties have the opportunity to act as a representative on provider groups, learner networks, forums, and so on.   |           |           |
| 1.2    | When learners are invited to join meetings, committees and other groups, every effort is made to ensure that meetings are inclusive and procedures are put in place to ensure that learners are able to participate fully.  |           |           |
| 1.3    | A variety of accessible methods are used to consult and gather opinions: <ul style="list-style-type: none"> <li>• forums</li> <li>• questionnaires</li> <li>• focus groups</li> <li>• websites</li> <li>• suggestion boxes</li> </ul>   |           |           |
| 1.4    | Learners' opinions are fed back and where reasonably possible action is taken and outcomes monitored. The outcomes of any consultation or involvement are reported back to learners.  |           |           |
| 1.5    | Learners with mental health issues are used as expert voices, with support where appropriate <ul style="list-style-type: none"> <li>• on staff training events.</li> <li>• on service promotion events</li> </ul>   |           |           |
| 1.6    | Learners are involved in a range of activities such as: <ul style="list-style-type: none"> <li>• curriculum development</li> <li>• support arrangements</li> <li>• strategic directions</li> <li>• marketing</li> <li>• development of policies and procedures</li> <li>• research</li> <li>• feedback on quality of the learning experience</li> <li>• action to improve the learning environment</li> </ul> |           |           |
| 1.7    | Arrangements are in place for the reward and recognition of learner involvement.  |           |           |
| 1.8    | Training and support is available to learners to enable them to be involved.  |           |           |

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**aim**

**To boost demand  
for learning**

## Partnership working

Links with other organisations that work with people experiencing mental health difficulties will ensure learners receive the support they need to achieve their potential. Links with voluntary and statutory agencies will ensure that service-users are more aware of the variety of learning and skills options and progression routes that are available to them. Good partnership working will also help to ensure that people with mental health problems are well-supported in returning to learning. Working with mental health services will also help to meet any shared agendas to promote social inclusion and challenge stigma and discrimination against people with mental health problems.

Multi-agency working could offer preventative measures for young people who are at risk of developing emotional or psychological distress and contribute to the five aims of Every Child Matters.

### The Common Inspection Framework

**“Where appropriate... the effectiveness of links with other organisations to promote the well-being of the learner.”**

**“And where appropriate... how effective links are made with other providers, services, employers and other organisations to promote integration of care, education and any extended services to enhance learning and to promote well-being.”**

### The Learner Voice

**“I never thought about doing a course until my doctor suggested it.”**

**“My consultant told me about the college which I first visited with the Community Psychiatric Nurse.”**

## 2. Partnership working

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 2.1    | All organisations have collaborative arrangements/ agreements at both strategic and operational level.  |           |           |
| 2.2    | Learning providers supply a named contact to local health and social care agencies, community and voluntary sector agencies, Job Centre Plus and other appropriate agencies.  |           |           |
| 2.3    | Learning and skills providers ensure that health and social care agencies, Job Centre Plus and other appropriate agencies are provided with information about the range of opportunities and support available.                                       |           |           |
| 2.4    | Partner organisations agree on and ensure the most effective use of resources, which includes any financial costs or staffing commitments.  |           |           |
| 2.5    | Referral routes and transitional arrangements are agreed between agencies.  |           |           |
| 2.6    | Arrangements for assessment, reviews and tracking are agreed with referring agencies.   |           |           |
| 2.7    | Learning and skills providers ensure that all partnership organisations are aware of appropriate accreditation opportunities for their users, including Recognising and Rewarding Progress and Achievement (RARPA) and other New Measures of Success. |           |           |
| 2.8    | Health and social care organisations contribute to the support of learners with mental health difficulties where appropriate, and to raising mental health awareness among the staff and other learners within learning provision.                    |           |           |
| 2.9    | Local Mental Health and Learning network groups are active with appropriate membership. There should be: <ul style="list-style-type: none"> <li>• remit</li> <li>• agendas</li> <li>• reporting mechanism</li> </ul>                                  |           |           |
| 2.10   | Local inter-agency network strategy reflects national and regional initiatives, policies and practices.   |           |           |
| 2.11   | The benefits of learning are promoted to outside agencies.  |           |           |

# Marketing

Effective marketing is key to encouraging learners with mental health difficulties. Marketing and promotion can inform people of the benefits of returning to learning, what they might hope to gain from taking up learning and what support they should expect. Therefore it is essential that clearly-targeted materials are available in environments used by people experiencing difficulties. Materials also need to be shared with staff in other agencies working with this client group so that they are informed of the opportunities and support available. All information produced or advice provided by an organisation should be sensitive to the issues faced by learners with mental health difficulties. All materials produced should show positive and non-stigmatising images and information to potential and current learners and use inclusive language.

## The Common Inspection Framework

*“The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes.”*

## The Learner Voice

*“I picked up a leaflet in my G.P. surgery which explained about support and who I could contact for a chat.”*

*“My key worker showed me a leaflet about courses for people with problems like mine, we talked about it and he said it would be a good thing to try. Having his support helped, it didn’t feel so unknown.”*

### 3. Marketing

| Number | Task   | Completed | To Action |
|--------|--|-----------|-----------|
| 3.1    | Information is available from welcoming and easily accessible locations.   |           |           |
| 3.2    | Information is shared with and promoted by other appropriate agencies.   |           |           |
| 3.3    | All relevant literature contains sensitive reference to mental health support and provision.                                   |           |           |
| 3.4    | Distribution list is created from contacts within the community. Advice on content is sought from community agencies.          |           |           |
| 3.5    | Promotion and publicity is positive, challenges stereotyping and prejudice.  |           |           |
| 3.6    | All reception staff and front-line staff are fully aware and trained in working with learners with mental health difficulties. |           |           |

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**aim**

**To ensure quality  
of provision**

## Staffing

This section relates to staff who have direct responsibility for learners with mental health difficulties, in a managerial, teaching or support capacity.

One person or team within the organisation might lead on the developments within this area of work and form the links with other agencies. They will also liaise within the organisation, but the responsibility to support learners remains with all staff.

The success of provision for students with mental health difficulties often relies upon the staff responsible having an understanding of the issues faced by the learners. A good working relationship with local mental health professionals will also ensure a continuum of support for the learners and a two-way system of communication and support that will benefit all who are involved.

### The Common Inspection Framework

**“The adequacy and suitability of staff, including the effectiveness for recruitment and selection of staff to ensure that learners are well taught and protected.”**

### The Learner Voice

**“I just need to know that someone is available who understands me when I need them.”**

## 4. Staffing

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 4.1    | There is at least one named specialist staff member with a mental health role and responsibility.   |           |           |
| 4.2    | The role is within an appropriate service section <ul style="list-style-type: none"> <li>• additional support</li> <li>• learner services</li> <li>• widening participation</li> <li>• access</li> <li>• inclusive learning</li> <li>• equality and diversity</li> </ul>  |           |           |
| 4.3    | The role includes an understanding of mental health issues and experience of working with this client group.  |           |           |
| 4.4    | There are an adequate amount of hours allocated to the role.  |           |           |
| 4.5    | The person responsible is clearly identified to learners and easily accessible.   |           |           |
| 4.6    | The role must involve working with other agencies and organisations.  |           |           |
| 4.7    | The role has a clear remit and established job description.   |           |           |
| 4.8    | The role has clear and appropriate line management and reporting routes.  |           |           |
| 4.9    | Staff have access to continuous professional development relevant to their role which may include: <ul style="list-style-type: none"> <li>• attendance at external training events and conferences;</li> <li>• attendance at Network meetings;</li> <li>• access to relevant publications and literature; and</li> <li>• accredited courses and further study.</li> </ul> |           |           |
| 4.10   | Staff have access to mentoring/supervision support, accessed – where appropriate – through partnership working to develop an ethical approach to their work and to safeguard their own well-being.  |           |           |

## The whole organisation approach

*“Creating a culture and ethos that are welcoming to disabled learners and sensitive to their needs will do much to meet the requirements of DDA”. (LSDA, 2005)*

People with mental health difficulties still remain one of the most isolated and stigmatised groups in society. Therefore, in line with the Government’s drive for social inclusion, educational organisations should strive to provide an environment that addresses the barriers to learning faced by people with mental health problems and which tackles the stigma and negative images associated with mental ill-health. Challenging discrimination and working to create welcoming learning environments for this group of learners will contribute to make learning and skills provision accessible for all learners. It will help to ensure that participation in learning is a positive and rewarding experience. It will contribute to creating a ‘healthy organisation’ ethos.

### The Common Inspection Framework

*“How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential”*

### The Learner Voice

*“I really thought I would be told to go away, and not to be so stupid for thinking I could come to college but I was made to feel so welcome. Now I really look forward to coming here.”*

## 5. The whole organisation approach

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 5.1    | The minimum requirement is that all staff are trained in mental health awareness that is fit for purpose.   |           |           |
| 5.2    | A Quality Assurance Framework includes mental health.   |           |           |
| 5.3    | All staff are aware of their responsibilities and active involvement towards learners with mental health needs.   |           |           |
| 5.4    | All staff are aware of referral protocols and boundaries of expertise.  |           |           |
| 5.5    | Mental health is included in service policy and strategic plans including: <ul style="list-style-type: none"> <li>• development plans</li> <li>• strategic plans</li> <li>• equality and diversity policy</li> <li>• equality and diversity impact measures</li> <li>• self-assessment reports</li> <li>• self-assessment action plans</li> <li>• Disability Discrimination policy</li> <li>• disclosure policy</li> <li>• confidentiality policy</li> <li>• Disability Equality statement</li> <li>• race equality scheme</li> </ul> |           |           |
| 5.6    | All tutors and Learning Support staff and front-of-house staff are trained in mental health inclusive learning/Disability Discrimination Act good practice.   |           |           |
| 5.7    | All managers are trained in inclusive/mental health good practice.  |           |           |
| 5.8    | The organisation promotes positive mental health to all staff and learners by organising and supporting a variety of activities such as: <ul style="list-style-type: none"> <li>• World Mental Health Day events</li> <li>• stress awareness training</li> <li>• positive employment practice such as 'Mindful Employer' schemes</li> </ul>   |           |           |
| 5.9    | All provision and services provided by the organisation are available to all learners.  |           |           |
| 5.10   | All provision complies with all aspects of the Disability Equality Act (2005) and specifically targets: <ul style="list-style-type: none"> <li>• discrimination</li> <li>• stigma</li> <li>• disclosure</li> </ul>  |           |           |

## Mental health issues

*“Stop. Think. Understand. 1 in 4 of us will suffer from a mental illness in our lifetime, but many will also face isolation, prejudice & rejection as a result of our stigmatisation of mental illness. Mental illness affects all of us. Reduce the stigma of mental illness.”* ([www.changingminds.co.uk](http://www.changingminds.co.uk))

Everyone experiences mental health difficulties in different ways. In order to support a learner, an understanding of the issues and difficulties that may affect their learning will ensure ‘reasonable adjustments’ are made to help each individual to succeed. All organisations should ensure that they actively promote positive attitudes to mental health and well-being and challenge the stigma and discrimination that surrounds mental illness.

### The Common Inspection Framework

*“How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential.”*

### The Learner Voice

*“The support worker understood that my change of medication would change my sleep patterns.”*

## 6. Mental health issues

| Number | Task   | Completed | To Action |
|--------|--|-----------|-----------|
| 6.1    | Confidentiality issues are addressed.  |           |           |
| 6.2    | Disclosure is actively encouraged and students are made fully aware of the benefits of disclosure and given various opportunities to disclose.   |           |           |
| 6.3    | The Disability Discrimination Act is complied with and learners are aware of their rights.   |           |           |
| 6.4    | The implications for students with mental health difficulties are fully considered within the organisation's Disability Equality statement   |           |           |
| 6.5    | Professional boundaries are recognised by staff working with learners with mental health difficulties and referral systems are in place.   |           |           |
| 6.6    | Support is available for all staff to support a healthy college ethos and especially to those working with learners with mental health difficulties through <ul style="list-style-type: none"> <li>• supervision</li> <li>• management</li> <li>• links with local Mental Health Services</li> </ul> |           |           |
| 6.7    | The environment is mental health-friendly <ul style="list-style-type: none"> <li>• clear signage</li> <li>• quiet rooms</li> <li>• welcoming environment</li> </ul>  |           |           |
| 6.8    | The provider has a mental health strategy.   |           |           |
| 6.9    | Policies to protect mental and physical well-being are in place, such as: <ul style="list-style-type: none"> <li>• bullying and harassment</li> <li>• safeguarding vulnerable adults</li> </ul>  |           |           |

## Monitoring information and data collection

The collection of data will be essential to be able to show how providers meet the requirements of the Disability Equality Duty. The duty to promote equality of opportunity will require organisations to consider the extent to which they are actively involving disabled people and gathering information about the effects of their policies and practices. In relation to learners with mental health difficulties it will be a requirement to demonstrate the educational opportunities available and consider how the service provided takes into account the needs of the disabled person. The information gathered could then also be used to inform the self-assessment process.

### The Common Inspection Framework

"How effectively performance is monitored and improved through quality assurance and self-assessment."

### The Learner Voice

"It is essential for a public authority to have some idea of how they are currently performing on disability equality to inform their Disability Equality Scheme. Mapping current performance areas for improvement can help identify further actions."

## 7. Monitoring information and data collection

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 7.1    | An environment is created in which learners and potential learners feel safe to disclose any mental health needs.   |           |           |
| 7.2    | Anonymity and data protection procedures are practised.   |           |           |
| 7.3    | Learners are made aware of why it can be helpful to disclose mental health needs and how any information they provide will be used.   |           |           |
| 7.4    | Management is aware of mental health data requirements.   |           |           |
| 7.5    | Monitoring data includes: <ul style="list-style-type: none"> <li>• referral routes</li> <li>• progression information</li> <li>• number of outreach classes</li> <li>• number of discrete classes</li> <li>• number of students on mainstream classes including work-based learning, apprenticeships, and others</li> <li>• achievement/completion</li> <li>• all demographic data</li> </ul> |           |           |
| 7.6    | Mental health data is compared with other disadvantaged or disability groups.   |           |           |
| 7.7    | The organisation's data is compared with national and local demographic information.  |           |           |
| 7.8    | Data is reported to management groups and feeds into equality and diversity reports and self-assessment reports and disability equality schemes.  |           |           |



**aim**

**To raise achievement levels  
of learners with  
mental health difficulties**

## Curriculum

Learners with mental health difficulties require a choice of options to access education. Many potential learners find a non-pressurised first step to learning in familiar surroundings beneficial, such as short courses specifically set up for people experiencing mental health difficulties in mental health settings. However, this does not apply to all learners: many may wish to access mainstream courses or training opportunities with access to appropriate support. Effective Information, Advice and Guidance (IAG) and initial assessment enable providers to work with new learners to ascertain what is the right option for them. Strong partnerships and collaborative arrangements within an area and across an organisation will allow for a varied range of provision and progression routes to be available to learners.

### The Common Inspection Framework

*“How well teaching and/or training and resources promote learning, address the full range of learners’ needs and meet course or programme requirements.”*

### The Learner Voice

*“I tried a couple of classes out first without having to commit myself.”*

*“After talking it through with the adviser we came up with a package of courses that interested me and that suited my situation.”*

## 8. Curriculum

| Number | Task   | Completed | To Action |
|--------|--|-----------|-----------|
| 8.1    | Accurate course information is available.  |           |           |
| 8.2    | Learners are able to talk through all the options before committing themselves to any opportunities. Part of these decision-making process may involve visiting different venues, meeting tutors, sitting in on classes and so on.   |           |           |
| 8.3    | A variety of opportunities is available within the curriculum framework or links are established with other providers to allow for a staged involvement and moves within the provision. <ul style="list-style-type: none"> <li>• discrete class</li> <li>• community class in appropriate venues</li> <li>• classes in mental health support agencies</li> <li>• information, advice and guidance</li> <li>• in-class support</li> <li>• mainstream</li> </ul> |           |           |
| 8.4    | Where discrete programmes are available then they should have a clear and varied choice of subjects, levels and options and clearly-stated aims and objectives.  |           |           |
| 8.5    | Accessible and appropriate progression routes are available that are clearly identified to learners at the beginning of any discrete provision.  |           |           |
| 8.6    | Subjects offered on discrete programmes complement mainstream programmes.  |           |           |
| 8.7    | Learners are supported to access accredited learning opportunities wherever possible and any reasonable adjustments made where necessary to support their success.   |           |           |
| 8.8    | Appropriate soft outcomes – for example, confidence-building and independence progress – are taken into account and recorded as part of RARPA or any other measure of success.   |           |           |
| 8.9    | All programmes comply with a quality framework. <ul style="list-style-type: none"> <li>• observation of teaching and learning</li> <li>• qualified staff</li> <li>• good facilities</li> </ul>   |           |           |

## Support for learners

Support for people with mental health difficulties is as diverse as people in society. A range of options for support should be available to learners. Initially a learner may have high support needs, but this will vary with each individual and throughout the duration of a course. A package of support appropriate to individual need will enable learners to achieve their full potential. In addition to the support provided by education, signposting to other services who support the well-being of young people will help meet the aims of the *Every Child Matters* agenda.

### The Common Inspection Framework

“The care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards.”

### The Learner Voice

“When I was absent someone rang me up and made an appointment to meet me to help catch up with the work I missed.”

## 9. Support for learners

| Number | Task  | Completed | To Action |
|--------|---|-----------|-----------|
| 9.1    | Pre-course support is available.  |           |           |
| 9.2    | Appropriate strategies are in place to provide a variety of flexible support options.   |           |           |
| 9.3    | Any disclosure of support requirements is quickly and effectively followed up by appropriate staff.   |           |           |
| 9.4    | The learners are aware of where to go and what is available. <ul style="list-style-type: none"> <li>• one-to-one personal support</li> <li>• through a buddy/mentor</li> <li>• small discrete groups</li> <li>• meeting and greeting before class</li> <li>• one-to-one support tutors in class and between classes</li> <li>• enrolment support</li> <li>• subject tutor liaison</li> <li>• counselling service</li> <li>• careers advice</li> <li>• volunteering opportunities</li> <li>• course information</li> </ul> |           |           |
| 9.5    | Key members of additional support team have mental health training as appropriate to their role.  |           |           |
| 9.6    | Learner attendance is sensitively followed up and supported by the named person.  |           |           |
| 9.7    | Additional support funding is fully utilised.   |           |           |
| 9.8    | A full additional support process is applied to each learner: <ul style="list-style-type: none"> <li>• information, advice and guidance (IAG)</li> <li>• assessment</li> <li>• support</li> <li>• regularly reviewed</li> </ul>   |           |           |
| 9.9    | Learner services support <ul style="list-style-type: none"> <li>• enrolment procedure</li> <li>• benefits advice</li> <li>• course costs</li> <li>• material/resources costs</li> <li>• finance advice</li> <li>• childcare</li> <li>• welfare advice</li> </ul>  |           |           |

## Action plan

Using the actions noted in the Checklist, identify below the actions you need to take in order to improve the provision available to learners with mental health difficulties. Put the action in the left-hand column and then complete the rest of the action plan. Remember, implementing the Disability Discrimination Act is not the responsibility of one person but of the whole organisation, so make sure you involve the relevant people.

| Action to take | What needs to be done | By whom | By when | Outcomes achieved |
|----------------|-----------------------|---------|---------|-------------------|
|                |                       |         |         |                   |
|                |                       |         |         |                   |
|                |                       |         |         |                   |

# Planning for Quality

## An Anticipatory Checklist

This checklist is intended to help organisations to provide quality learning opportunities for people with mental health difficulties.

Under the Disability Discrimination Act it is an anticipatory duty of the educational provider to make reasonable adjustments for learners with mental health difficulties, rather than wait until a person applies to a course.

Anticipating the individual and varied needs of people with mental health difficulties can be particularly challenging for educational providers. Getting it right for this group of learners will make it more likely that providers can meet the needs of all learners.

While the *Anticipatory Checklist* is aimed primarily at managers or tutors with responsibility for learners with mental health difficulties, the implementation of the Disability Discrimination Act is a whole-organisational responsibility.

Each section has a short introduction to explain how it relates to learners with mental health difficulties. With exemplars of good practice and comments from learners, each section links to the Common Inspection Framework. A model Action Plan for organisations is also included.



**[www.niace.org.uk](http://www.niace.org.uk)**

To find out more about NIACE's free briefings on the learning needs of adults with mental health difficulties, please visit

**[www.niace.org.uk/mentalhealth](http://www.niace.org.uk/mentalhealth)**