Ticking the Boxes to Entitlement

A practical tool to support learning providers to assess the effectiveness of their practice in creating an environment where declaration by people who have mental health difficulties is the norm rather than the exception

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2010

Working for more and different adult learners

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"Completing this checklist made us think about how we all do things - it made us think about how we enrol currently for full time and part time courses."

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Section 1:

Introduction

1.1 Introduction

When a learner declares their mental health difficulties it gives a learning provider the opportunity to discuss with the learner how their disability might affect their learning and how the provider can best support that individual to achieve their goals. This checklist will support organisations to assess the effectiveness of their practice in creating an environment where declaration is the norm rather than the exception.

When learners and staff with experience of mental health difficulties are valued and supported their mental health and well-being is promoted. Creating an environment that that enables declaration involves: creating an atmosphere and culture that promotes positive mental health for everyone, including staff, visitors, governors as well as learners; celebrating the achievements of people who have mental health difficulties and developing processes and procedures to support this.

How do you ask the question and encourage learners to declare that they have mental health difficulties? There is some evidence to show that more learners have mental health difficulties than the declaration rate, via Individual Learner Record (ILRs), would suggest. There are many reasons why learners do not declare, most relate to the way they are treated or fear they will be treated and the stigma and discrimination they face when they do so. Staff within an organisation may be wary of encouraging declaration if they are not confident in their own knowledge of mental health issues or the actions that they or their organisation can take to support a learner who declares. Learners and staff need to feel entitled to access appropriate support if they declare a mental health difficulty and confident that the information they provide will be dealt with sensitively, and their confidentiality respected.

Under the Disability Discrimination Act (DDA) 1995 Part 4, paragraph 5.15 [1], providers are required to be proactive in encouraging people to declare. This

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[1] The Equality Act 2010 received Royal Assent on 8 April 2010. It replaces the existing anti-discrimination laws with a single Act. The main provisions will come into force in October 2010 and The Public Sector Equality Duty will come into force in April 2011 (until then the Disability Equality Duty (2006) continues to apply). Those parts of the Act relating to further and higher education are covered in Part 6, Chapter 2 and in Schedule 13. See: http://www.opsi.gov.uk/acts/acts2010/ukpga_20100015_en_1 . The duty to provide reasonable adjustments has been strengthened and the Act introduces 3 new definitions of discrimination, which may be of particular relevance to enabling declaration: Dual Discrimination; Discrimination by Perception and Discrimination by Association. Disability related discrimination is replaced by 'Discrimination arising from a Disability' and the duty to make reasonable adjustments is strengthened by a lowering of the threshold (for more information see: Skill Briefing: The Equality Act 2010 at www.skill.org.uk

involves providing appropriate and effective opportunities for declaration - not just during the admissions process but also after a learner starts on a course, for example before a trip or a work placement. Learners may be well at the start of the course and develop mental health difficulties during it or they may not have realised that they had symptoms of mental health difficulties prior to enrolling. They may also not have declared prior to starting the course if they need time, space and information in order to feel able to trust that the learning provider will be .supportive and enabling, or if previous experiences of declaring their disability have resulted in stigma and discrimination.

This checklist is a practical tool, to support delivery of the Learning and Skills Council's mental health strategy (LSC, 2009). It was funded by the Learning and Skills Council and forms part of the NIACE[2] /LSC/ISCRI Partnership Programme for 2009/10. Carol A. Taylor, NIACE East Midlands Regional Project Officer (Mental Health) led the project and development of this checklist, which involved the following organisations and groups:

- Isle of Wight College
- Grimsby Institute of Higher and Further Education
- Cheadle and Marple 6th Form College
- Leicestershire County Council
- Mental Health North East
- Interact in East of England
- Royal Forest of Dean College
- Rethink
- South Staffordshire and Shropshire Healthcare NHS Foundation Trust
- Nottinghamshire Health Care NHS Trust
- Participants at the Regional Learning Events in the East and West Midlands.

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[1] NIACE is the National Institute of Adult Continuing Education. The LSC is the Learning and Skills Council. The LSC ceased to exist on 31 March 2010, with responsibilities transferring to the Young People's Learning Agency, Skills Funding Agency and local authorities from 1 April 2010. ISCRI is the International School for Communities, Rights and Inclusion at the University of Central Lancashire.

1.2 How to use this checklist

The checklist has 8 sections:

1. Thinking about declaration prior to enrolment
2. Declaration during admissions
3. Ongoing opportunities for declaration (including part-time and distance learning)
4. Respecting confidentiality
5. Developing declaration and confidentiality procedures
6. Embedding new procedures in practice
7. Promoting positive mental health and well-being
8. Sample action plan

Use the checklist as a whole or the sections can be used independently of each other, for example, where responsibility for different elements is be given to particular groups of people within an organisation. Examples of ways to use it include:

- As a review tool to gather information for Self Assessment Reports and to support action planning;
- To inform the development and review of Single Equality Schemes and Disability Equality Schemes;
- In Continuing Professional Development (CPD) sessions with staff;
- To gather the views of partners, learners and staff on different aspects of the process;
- In personal development sessions with learners; and
- To assess whether policies and procedures are successfully implemented across the whole organisation.

1.3 Feedback

We hope that this checklist will act as a catalyst to help providers develop and improve what they do to enable declaration of a disability by learners who have mental health difficulties to help this group of learners to access the learning support they are entitled to (if and when they need it) to succeed in their learning. We would like to receive any comments you would like to make and about your experience of using this resource in practice. You will find a feedback form on the next two pages.

Feedback - tell us what you are doing and what you think

Please tell us what you are doing to support people who have mental health difficulties to declare their disability and access appropriate support. We would also like to know what you think of this checklist.

What are you doing?

> Please tell us here what you are doing to open the doors to learning. Who are you working with to make it work? How are people responding? How are you measuring the impact of what you are doing?

The checklist

Is it useful? How have you used it? Is it benefitting your work? And most of all is it benefitting your learners? If it is, we would love to hear about it - so please tell us. You can use this form or just send us an email. Please return it by post to: NIACE, Freepost LE3 066, Leicester LE1 7ZR. You do not need to use a stamp or email: to mentalhealth@niace.org.uk

> Please tell us here about how you are using the *Ticking the Boxes to Entitlement* checklist and about any benefits or problems you have found:

If you have any comments, questions or suggestions for how we might improve or develop the checklist please let us know in the box below.

Please let us have any comments/questions/suggestions here:

If you have spotted an error, we do apologise and with your help, we would like to try to put it right, so please tell us:

What the error is:

Where it appears in the resources:

We might use the things you have said above in publicity materials and reports, but we will not use your name or any identifying information. We will not pass your information on to any third parties.

Are you happy for us to contact you if we would like to find out more about any of the above?

[_] Yes [_] No

If you said yes, please tell us your:

Name:

Role:

Organisation:

Telephone no.:

Email address:

Section 2:
Checklists

2.1 Thinking about declaration prior to enrolment

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
Our marketing materials and information leaflets, including information on our website, explicitly mention and describe the support available to people with mental health difficulties.				
Our marketing materials are widely available to learners and potential learners and clearly describe the benefits to individuals who have mental health difficulties of declaring this.				
We target our publicity through networks that involve people with mental health difficulties and organisations that work with people with mental health difficulties.				
We discuss the importance of declaring a mental health difficulty with partner organisations and work with them to identify ways of facilitating declaration.				
We work effectively with schools to ensure that young people receive help to make an informed decision about whether to declare their mental health difficulties when in further education and that appropriate information is then shared and arrangements made to ensure continuity of learning support and that the transition from school to further education is a positive experience.				
Our marketing material and communications are effective in explaining the options available and the benefits of learning support for all learners and potential learners with mental health difficulties.				
We involve people with mental health difficulties in the development of marketing strategies, materials and activities.				

2.2 Declaration during admissions

a)   Questions on application and enrolment forms

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
Our application form has information about the benefits of declaration and the support that can be offered. It gives examples of disability that include mental health difficulties. It complies with the Data Protection Act and The Disability Discrimination Act.				
We review the language that we use in all our promotional literature to ensure that it is inclusive of people who have experience of mental health difficulties.				
Our staff are clear about the requirements of the DDA part4, The Data Protection Act, and the Freedom of Information Act.				
We review our policies and procedures and associated documentation at least once a year to ensure that they are compliant with the DDA and Freedom of Information Act.				

2.2 Declaration during admissions - continued

b)   Interview process

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We ensure that interviews are conducted in a setting that ensures privacy and maintains confidentiality.				
We ensure that support options, including those for people with mental health difficulties are routinely discussed with all learners and opportunities for declaration are provided during the interview.				
We produce guidelines for staff involved in the interview process to enable declaration and ensure that they are aware of the support available to people with mental health difficulties.				
We monitor the application of our guidelines and the effectiveness of them in encouraging declaration and ensuring that all who declare receive appropriate support.				

2.2 Declaration during admissions - continued

c)   **Enrolment process**

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We make mental health visible on enrolment days, through the display of materials with positive images and words.				
We ensure that learners have an opportunity to discuss their needs, in confidence, with staff.				
We ensure that all staff involved in the enrolment process are aware of the support available, including financial support and that they know how this support can be accessed and provide this information to learners.				
We have procedures in place to monitor and ensure consistency in practice across all sites, all forms of learning, including part-time and distance, subject, and type of provision (Adult and Community Learning, (ACL), Further Education (FE), Work-based Learning (WBL) and Apprenticeships)				

2.3 Ongoing opportunities for declaration

Including part-time, vocational and distance learning

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
Our tutors ensure that learners have ongoing opportunities for disclosure during induction.				
We have strategies in place to encourage declaration during tutorial sessions.				
We have strategies to support learners who declare after missing deadlines or failing to meet expected or required standards and grades or are being disciplined.				
We ensure that tutors are aware of how to gather record and share information received.				
Learners are able to review their support needs on a regular basis.				
We have strategies for encouraging declaration before examination registration and make appropriate arrangements for support for learners with mental health difficulties.				
We provide support, advice and guidance to learners who declare after exam/assessment results.				

2.3 Ongoing opportunities for declaration - continued

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We provide learners with opportunities to declare mental health difficulties when preparing for trips and visits.				
When learners do declare they have an opportunity for a private discussion about what this means and to ensure that we have their informed consent before information is passed to relevant staff.				
Learners are given the opportunity to declare and discuss concerns when work experience is organised.				
Tutors, learning support staff and information, advice and guidance (IAG) staff discuss with learners on work-based programmes and work placements and provide information about whether or not/ how and when to declare their mental health difficulties.				
We ensure that learners are made aware of their rights under equalities legislation and the support that they may be entitled to in employment if they declare their disability.				
We ensure that tutors and other staff collect and record new and additional information from learners at appropriate and agreed times.				
We work in collaboration with other organisations involved with individual learners, to facilitate the sharing of information and the transition process for learners.				
We use this collaboration to ensure that we all have a shared understanding of the requirements of the DDA and the Data Protection Act regarding disclosure, passing on of information and confidentiality.				
We have procedures in place to assess any risks to the learner from others and/or the organisation, as well as any risk from the learner to themselves and/or others.				

2.4 Respecting confidentiality

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
Our consent form clearly identifies who has access to the information provided, the period of time that the consent is given for and procedures and timescales for review of information and consent.				
Our consent form is easy to understand and written in clear and transparent language. Accessible versions of the form are available.				
Our consent form focuses on the support required and the adjustments that the organisation will make, and not the learner's mental health condition.				
Our consent form provides an opportunity for the learner to restrict the information passed on to specific staff and explains what information will be passed on and how.				
We work with learners and staff on the wording and design of our consent form.				
We encourage learners and staff, where appropriate, to negotiate and identify, in advance, actions that would be taken if an emergency should arise'.				

2.5 Developing declaration and confidentiality procedures

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We have declaration and confidentiality policies and procedures for full-time and part-time programmes that provide clear guidelines for staff.				
All our staff, including part-time, sessional and non-teaching staff are aware of the declaration and confidentiality policies.				
We have used the process of developing procedures to address any gaps and difficulties with current systems.				
We have actively involved our staff and learners, along with partner organisations in developing our declaration and confidentiality policies.				

2.6 Embedding new procedures in practice

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We have the support and commitment of senior/executive management in formulating new policies and procedures on declaration and confidentiality.				
We have the support of the governing body in developing, implementing and monitoring policies and procedures that create a whole organisation approach to mental well being.				
We provide information about mental health in the induction of all new staff and we arrange induction and mandatory Disability Discrimination and Disability Equality training, for staff that is specific to mental health, including addressing the issues of declaration and confidentiality.				
We require all staff, including senior managers, executives and governors to attend training in relation to mental health and developing a healthy organisation.				
All staff know who in the organisation they can turn to in emergency and non-emergency situations, including for advice and information about sources of help to support learners who have mental health difficulties and any concerns they may have about their own support needs in working with learners.				
Our tutors recognise their own role and responsibility in making reasonable adjustments for people with mental health difficulties.				
Our staff are either trained in carrying out risk assessments or know a named person with responsibility for risk assessment.				
We use new policies and procedures as a stimulus for further training.				

2.6 Embedding new procedures in practice - continued

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
Our disclosure and confidentiality procedures make explicit the monitoring and evaluation processes, to ensure that procedures are operating effectively in practice.				
We consult with learners and staff with mental health difficulties when monitoring and evaluating policies and procedures.				
We analyse Individual Learner Record (ILR) data, progression and retention data and make regular reports on the level of declared mental health difficulties to governors, senior managers, department managers and curriculum leads.				
We analyse ILR data, progression and retention data and benchmark this across schools and departments, and against other providers (where this information is available) taking account of variables such as the equalities strands, subject areas, and the level, length and type of learning/course.				

2.7 Promoting positive mental health and well being

Statement	Yes	In progress	No	Comments, thoughts and ideas e.g. What do we need to do - what, where, when, how and by whom.
We have a range of informal ways for learners and staff to share information and concerns anonymously.				
We have strategies in place to support learners and staff who are supporting peers who have mental health difficulties.				
We have a whole organisation policy that promotes and supports positive health and well being of learners, staff and visitors.				
We have mental health ambassadors/ champions who raise awareness of mental health with staff and learners.				
We actively promote positive images of people with mental health difficulties and celebrate their achievements.				
We celebrate learner achievements by nominating them for awards and by actively participating in Adult Learners Week in May each year.				
We participate in and celebrate World Mental Health Day in October each year and in Mental Health Week in April.				

2.8 Sample action plan (using section 1 of this checklist)

Statement	Yes	In progress	No	Action	Expected outcome	By whom	By when	Review/ completion date
Our marketing materials and information leaflets, including information on our website, explicitly mention and describe the support available to people with mental health difficulties.	X			1) Review marketing material on 6 month basis. 2) Sample 10% of material for short courses.	1) Material clearly identifying support available to learners with. mental health difficulties 2) All material circulated for short courses are compliant with policy.	Marketing manager	Every 6 months from Sept '10	Nov and April each year
Our marketing materials are widely available to learners and potential learners and clearly describe the benefits to individuals who have mental health difficulties of declaring this.		X		1) Identify where marketing materials are currently available to learners. 2) Work with learner forum to identify best/additional methods and places for distribution of marketing materials.	1) Identification of gaps in methods and places used. 2) Better placement of marketing materials resulting in increased interest and recruitment.	Marketing Manager Marketing Manager and Heads of Department	9th June '10 1st Oct '10	Review date 10th May '10 Completed on – Review date 1st September Dec '10 Completed on -
We target our publicity through networks that involve people with mental health difficulties and organisations that work with people with mental health difficulties.			X	1) Work with partners to identify networks and organisations that operate within the catchment of the college. 2) Set up meetings with the above organisation and networks to establish best way of reaching their users and partners.	1) Identification of gaps and potential partners and networks. 2) Publicity materials reaching wider range of groups leading to better awareness of offer and increased interest from people with mental health difficulties.	Partnership Manager, Marketing Manager and Heads of Department	July 31st '10 1st Dec '10	Review date 1st July '10 Completed on – Review date 31st October '10 Completed on -

Statement	Yes	In progress	No	Action	Expected outcome	By whom	By when	Review/ completion date
We discuss the importance of declaring a mental health difficulty with partner organisations and work with them to identify ways of facilitating declaration.			x	1) Set up meeting with partners to review arrangements and make any necessary adjustments in line with current national guidelines and practice. 2) Place 'enabling declaration, on department meetings for September start.	1) Increase in levels of declaration by people with mental health difficulties. 2) Increased awareness of ways of facilitating declaration.	Student services; Equality and Diversity manager Heads of Department	1) Sept '10 2) 31st October '10	Completed on
We work with schools to ensure that people with mental health difficulties are aware of the support available and are able to make informed choices.	X			1) Set workshop dates for 2010/11 and identify working group of school and college staff to plan, prepare and deliver.	1) Increased awareness by schools of the support available to their learners. 2) Learners' aware of choices available and able to make informed decisions.	School Liaison and partnership Managers	Dates set by 1st Sept '10 Workshops planned & delivered by 10th Dec '10	Completed on
Our marketing material and communications are effective in explaining the options available and the benefits of learning support for all learners and potential learners with mental health difficulties.	x			Reconvene learner panel to review material and communication methods and to recommend actions required.	Prospective learners, partners and families aware of options leading to increase in enquiries, enrolments and levels of declaration.	Marketing manager	Every 6 months from June	
We involve people with mental health difficulties in the development of marketing strategies, materials and activities.		x		Review membership of the learner panel and develop guidelines to ensure that all reviews of policy, materials and strategies involve people with mental health difficulties.	Policies, materials and strategies are developed taking into account the learners' voice and views and are appropriate to people with mental health difficulties.	Student services manager Marketing manager	21st Jan 2011	Completed on

Section 3:

Resources

3.1   Complementary partnership programme resources

3.2   Further reading

3.3   Useful websites/ web resources

3.1 Complementary partnership programme resources

The NIACE/LSC/ISCRI Mental Health Partnership Programme[1] has produced several resources, designed to complement *Ticking the boxes to entitlement,* and support people with mental health difficulties to get into and succeed in learning, including:

i. [Stimulating Demand for Learning](#) - Strategies that work to stimulate and increase demand for, and participation in learning, by people with mental health difficulties.

ii. [Race to Learning](#) - A guidance pack for Community Development Workers, Support Workers, Carers, Mentors and others offering support to black and minority ethnic adults within the mental health care system.

iii. [The Really Useful Book of Learning and Earning 2010](#) (RUBLE) is designed to support people experiencing mental health difficulties who wish to return to or take up work, volunteering or learning.

iv. [1 in 4 Learners' Information Series](#): This is a series of leaflets for people experiencing mental health difficulties to help them make choices about taking up learning and decisions about whether to declare their mental health difficulties. The leaflets are available to download in different formats including easy read and audio and using images showing young and adult learners:

- [You Can Do It!](#) - Have you thought about going back into learning?
- [Should I Say?](#) - A guide for learners about disclosing their mental health difficulties.

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[1] NIACE is the National Institute of Adult Continuing Education. The LSC is the Learning and Skills Council. The LSC ceased to exist on 31 March 2010, with responsibilities transferring to the Young People's Learning Agency, Skills Funding Agency and local authorities from 1 April 2010. ISCRI is the International School for Communities, Rights and Inclusion at the University of Central Lancashire.

The leaflets can be customised to include a provider's contact information and there is a useful *Ideas for using 1in 4 leaflets* sheet at:

http://www.niace.org.uk/sites/default/files/documents/publications/Ideas-using-1-in-4-Leaflets.pdf.

   v.   Mental Health and Wellbeing of Learners aged 14-19 - Report into the mental health and well-being needs, of young people aged 14-19 engaged in further education in the North West region.

   vi.   Learner Involvement.

   vii.   One in Four – A collection of artwork and writing that reflects the contribution that mental health support groups, user-led organisations and educational projects can make to encouraging people to learn about their conditions, gain insight and understanding, and to speak out, with authority of experience, about what is needed.

   viii.   Making the Journey - transport and travel issues for people who experience mental health difficulties.

   ix.   Back on Track 2 - improving partnership working between FE colleges and Early Intervention in Psychosis and Child and Adolescent Mental Health Services.

   x.   Boosting WBL - Increasing take up of Work-based learning provision by people who experience mental health difficulties.

   xi.   Take Ten People - Integrating employment and learning and skills for people with experience of mental health difficulties.

   xii.   Quest for Quality - the essential companion and guide to your existing or developing library of Partnership Programme resources. It provides opportunities for aspirational benchmarking, and maps the NIACE Partnership Programme resources against the Ofsted Common Inspection Framework (CIF)[2] for providers wishing to improve the quality of their services for people with mental health difficulties.

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[2] OfSTED (2010) *Handbook for the inspection of further education and skills from September 2009* OfSTED Crown Copyright http://www.OfSTED.gov.uk/OfSTED-home/Forms-and-guidance/Browse-all-by/Other/General/Handbook-for-the-inspection-of-further-education-and-skills-from-September-2009

xiii.   Mental Health Matters for FE Teachers Toolkit – A workforce development toolkit to support initial teacher training and CPD. It includes a section on enabling declaration and several training activities and case studies offering practical insights into reasonable adjustments for learners who have mental health difficulties.

xiv.   Working Well - Promoting mental health and wellbeing for staff in the Post-16 sector.

xv.   Workforce Equality in FE - Recruitment of staff with mental health difficulties.

All of the programme's resources can be accessed via the mental health pages on the NIACE website at: www.niace.org.uk.

3.2 Further reading

Disability Rights Commission	2007	*Understanding the Disability Discrimination Act: A guide for colleges, universities and adult community learning providers in Great Britain.* Stratford upon Avon: DRC. Available to download at: Skill (National Bureau for Students with Disability) http://skillcms.ds2620.dedicated.turbodns.co.uk.
Faraday, S. and Doyle, L	2004	*DDA: An updated review of resources.* London: Learning and Skills Development Agency (LSDA).
James, Kathryn	2006	*Supporting Learners with mental health difficulties. Guidance for colleges and other post-16 learning providers on implementing the Disability Discrimination Act.* London: LSDA.
Learning and Skills Council	2009	*LSC Mental Health Strategy: The Way Forward. Implementing the Vision of Learning for Living and Work (October 2006).* Coventry: Learning and Skills Council. Available to download at: http://readingroom.lsc.gov.uk or at www.niace.org.uk.
Learning and Skills Council	2003	*Disclosure, confidentiality and passing on information: Guidance for post-16 providers on implementing the Disability Discrimination Act Part 4.* Coventry: Learning and Skills Council. Available to download at: http://readingroom.lsc.gov.uk.
Rose, Christine	2005	*Do you have a disability-yes or no? or is there a better way of asking? Guidance on disability disclosure and respecting confidentiality. Guidance for colleges and other post-16 education providers on implementing the Disability Discrimination Act.* London: LSDA.
Warwick, I. et al.	2006	*Mental health and emotional well-being of students in further education - a scoping study.* London: Thomas Coram Research Unit, Institute of Education, University of London.

3.3 Useful websites/ web resources

Equalities and Human Rights Commission	**www.equalityhumanrights.com**
(LSIS) Excellence Gateway – online portal for the learning and skills sector to enable providers to finding advice, resources and support for their work and share good practice. It includes the Ofsted good practice database and the Healthy FE website.	**www.excellencegateway.org.uk**
Government Equalities Office (GEO) - is the department responsible for equalities legislation and policy in the UK. It is responsible for the Government's overall strategy and priorities on equality issues and aims to improve equality and reduce discrimination and disadvantage for all, at work, in public and political life, and in people's life chances.	**http://www.equalities.gov.uk/equality_bill.aspx**
Health and Safety Executive (HSE) – its work includes a varied range of activities; from shaping and reviewing regulations, producing research and statistics and enforcing the law.	**www.hse.gov.uk** See: Five steps to Risk Assessment - **www.hse.gov.uk**.
Mindful Employer - is a voluntary charter developed by employers for employers who are positive about mental health.	**www.mindfulemployer.net**.
Office for Disability Issues (ODI) – champions the needs of disabled people within government, working with all departments to help them better understand and meet the needs and aspirations of disabled people.	**www.officefordisability.gov.uk**
Office of Public Sector Information (OPSI)	Equality Act 2010: **http://www.opsi.gov.uk/acts/acts2010/ukpga_20100015_en_1**
Skill – The National Bureau for Students with Disabilities promotes opportunities for young people and adults with any kind of impairment in post-16 education, training and employment.	**www.skill.org.uk**
Time to Change - is a national programme to end discrimination faced by people who experience mental health problems. The programme includes 35 projects and is led by **Mind**, and **Rethink**.	**www.time-to-change.org.uk**