

## **Ss2Q Best Practice Briefing – No 1**

### **Training, Accreditation and Support for Tutors delivering Stanford University self-management courses**

*The expectation is that tutors are recruited, inducted and effectively managed. What this means: The tutors are the programme's most valuable resource. It is essential that they feel supported at all stages of involvement. They need to be able to give a commitment of at least two years to the programme, even though they may not always be able to deliver.*

#### **Ss2Q - Step 4 – Management**

The **minimum requirements** oblige provider agencies to produce evidence to show that:

- (c) Tutors have attended a standardised training event where they receive training from accredited trainers
- (d) Tutors have moved through identified steps to become accredited, as outlined in the training frameworks available on [www.selfcareconnect.co.uk](http://www.selfcareconnect.co.uk)
- (e) Tutors have been supported to maintain their Passport to Practice

**Most of the following information and more is freely available  
by logging into Stepping Stones Supporting Information at  
[www.selfcareconnect.co.uk](http://www.selfcareconnect.co.uk)**

#### **Frequently Asked Questions (FAQs)**

##### ***1. How are Tutors trained?***

Tutors are trained at standardised training events which enable them to become familiar with the Stanford University manual and which provide them with practice opportunities.

At the end of event they are assessed by the Trainers leading the event and if successful they are ready to deliver their first course.

It is recommended that where possible any potential Tutor (volunteer or staff) attends a six-week course as a participant as the first stage of their training. This

enables the potential Tutor to cover the material delivered during the six-week self-management course (which is an essential requirement of the initial training) and provides an opportunity to internalise the material, reflect and put it into practice for themselves prior to training on how to deliver the course.

There are currently no Ss2Q type standards for organisations providing training of Tutors. However there are some basic requirements to look for in a training provider.

The training event must be run by a **Lead Trainer, a Co-Trainer and an Event Organiser**. For details of the responsibilities of these roles, refer to Appendix 2 of the CDSMC Trainers' Guide Manual.

In summary:

- **The Lead Trainer** is an accredited Tutor and Assessor who has previously taken the role of Co-Trainer and received feedback from a Trainer of Lead Trainers. He or she has overall responsibility for the event.
- **The Co-Trainer** is an accredited Tutor and preferably an Assessor whose main responsibility is to support the Lead Trainer
- **The Event Organiser** is any person, whose main responsibility is to ensure preparation in advance of the event and to ensure all non-training matters are taken care of.

The minimum time required to cover the material that is delivered during the six weeks of the self-management course on the Tutor training is 12 hours. In addition to all sessions in the standardised *Tutors Manual* containing the material delivered during the six-week course, the following components need to be covered through an additional bloc of 12 hours' training:

- ✓ The skill of action planning and problem solving.
- ✓ A practice delivery observed and evaluated for each prospective Tutor/Trainer.
- ✓ Working with groups and different types of participants.
- ✓ Adult Education and Special Sensitivities.
- ✓ Essential skills as a facilitator eg free thinking.
- ✓ Administration (not essential).
- ✓ Marketing (not essential).

- ✓ An opportunity to express fears and ask questions.
- ✓ Quality Assurance and Evaluation – the requirements for accredited Tutors.
- ✓ The framework surrounding the ethos of the course, including the Social Model of Disability.

The following are the patterns of training that may be used. Any combination of training will require a total of 24 hours, comprising 12 hours to cover the sessions in the *Tutors Manual* (which those on the shorter courses will have covered by actually doing the course) and 12 hours to cover the remaining components.

Option 1: Standard 4 day residential

Total number of training course hours = 24

A suggested timetable for any Tutor to cover the initial training:

Day One	2.00 pm – 6.00 pm	Day Two	9.30 am – 5.30 pm
Day Three	9.30 am – 5.00 pm	Day Four	9.00 am – 1.00 pm

Option 2: Shortened training course

Total number of training course hours = 12

In this option, **ALL** prospective Tutors must attend a 6-week local course to cover the material that is delivered over the CDSM course as covered in the *Tutors Manual*. They then attend the Tutor training course to focus on the key elements of the CDSMC and learn how to deliver the material. The option chosen will depend on the location of the potential volunteer Tutors and the location of the training course venue. The important point is to ensure that they have covered all of the CDSMC sessions in the manual either as a course participant or at a Tutor training event, plus the activities suggested in the Lead Trainer’s Manual (eg Adult Education & Special Sensitivities, Delivery Skills Practice & Feedback, Recruitment & Marketing, Working with Groups, Brief History).

Any combination of times can be considered as long as all the components are covered. The Lead Trainers have overall responsibility for training. Lead Trainers need to discuss any programme for training Tutors prior to delivery. Full details of the training options can be found below:

<http://www.selfcareconnect.co.uk/185>

## **2. What are my Tutor training options?**

### Option 1: Purchase a place on a training course

The usual – and probably the simplest – route to train your prospective Tutors is to purchase a place on an existing course. If you know the names of the main providers in your area you can look on their websites for further information. Make contact with other providers (PCTs and third sector) in your area through informal networking, or EPP CIC [www.expertpatients.co.uk](http://www.expertpatients.co.uk)

### Option 2: Organise your own training event and provide in-house Trainers, or purchase the support of Trainers

You can organise your own training event if you have a number of Tutors to train, or you are confident you could sell places to others looking to train their Tutors. Information and guidelines for setting up an Initial Training Event for volunteer Tutors can be found in the Training Event Organisation Pack on

<http://www.selfcareconnect.co.uk/185>

If you have a **Lead Trainer, a Co-Trainer and an Event Organiser** you can also provide the training in-house.

Alternatively, you can ask around other provider agencies and compare prices for the provision of trainers and organisation of training events. Providers like EPP CIC and Arthritis Care [www.arthritiscare.org.uk](http://www.arthritiscare.org.uk) and others like the Talking Health Network [www.talkinghealth.org](http://www.talkinghealth.org) will often be open to developing a bespoke package or training and support to meet your needs.

## **3. How do I get my Tutors accredited?**

In order to maintain consistency and standards in course delivery, Tutors are assessed at all stages of their development.

### At the Initial Training Event

At the initial training event, each volunteer has the opportunity to prepare and deliver a small section of the course. He or she is then offered feedback by the Lead Trainers on this delivery and is marked against a set of criteria on a '*Delivery Skills Feedback Form*'.

### During delivery of the first two courses

A Tutor is assessed by a trained Assessor during their first and second course deliveries. Success in these two assessments leads to accreditation. Accreditation gives a Tutor a 'Passport to Practice', which they hold independently of the organisation that recruited them, and which enables them to deliver for any other Stanford University licensed organisation.

#### **4. Who accredits tutors?**

Assessors are accredited self-management Tutors that have delivered at least 4 courses (at least 2 of which were delivered after accreditation) and have experience of the accreditation process personally.

The role of the Assessor is to conduct assessments (for non-accredited Tutors) and monitoring (for accredited Tutors) visits (collectively referred to as 'assessments') to assess the standard of delivery by Tutors. Having been through the Assessor training, the Assessors are eligible to assess both the courses that they trained to deliver and other Stanford courses, as the skills gained are generic and transferable.

It is recommended that as a minimum, when assessing a Stanford course, Tutors have not previously delivered, they either attend conversion training or receive a full briefing and a current course manual in relation to the course they are assessing.

#### **5. What are my accreditation options?**

##### Option 1: Self-assessment

If you have a number of Assessors they could be used to accredit your Tutors. However, the need for impartiality means that you should always attempt to have an outside Assessor to accredit, perhaps by having a reciprocal arrangement with another organisation.

##### Option 2: Freelance Assessors

There are a number of accredited Assessors who operate as freelance practitioners and you can buy their time and support by entering into individual agreements with them. Use your informal networking and other networks such as Talking Health [www.talkinghealth.org](http://www.talkinghealth.org).

##### Option 3: Purchase assessments from other providers

Ask around other provider agencies and compare prices for the provision of assessments.

**6. What are my options for providing supervision and support for my tutors in a way that helps them maintain their accreditation and develop their practice?**

Maintaining Accreditation

In order to maintain their accreditation tutors must:

- Attend a group supervision event at least once a year
- Have the delivery of a course monitored by an Assessor every 12 – 18 months.

An accredited Tutor may also be required to:

- Attend update training – for example when a new manual is published
- Attend refresher training or co-train with an experienced tutor if they have not delivered for 12 months.

Supervision

Supervision encompasses skills development, quality assurance, personal and professional development and training. It needs to be carried out by an accredited tutor.

The information required during these sessions will be unique to each group or organisation. However, you should maintain continuity in the questions you ask volunteers involved in your group or organisation. You can monitor progress in responding to the needs and concerns of volunteers.

Group events encompass skills development and training, volunteer appreciation days and celebrations.

Individual sessions provide support and address the individual training and development needs, as well as being an opportunity for two way feedback.

Further information on the background and aims of supervision and a framework for annual supervision and training can be found on

<http://www.selfcareconnect.co.uk/185>

Annual review process for tutors

An annual review may be carried out in much the same way as an annual appraisal for employed staff. It would not be intended as a substitute for

regular individual supervision, but more an opportunity to think about the 'longer view'.

An example of a review form can be found on <http://www.selfcareconnect.co.uk/185>

### Refresher training

The timescales for assessment and monitoring envisage a situation where a tutor has the opportunity to deliver courses within the preferred timescales. For many reasons this may not happen. Refresher training will be required when:

- A tutor is unable to deliver a first course within 6 months of the initial training
- A tutor is unable to deliver a second course within 12 months of initial training
- A tutor is accredited but has not delivered for 12 months
- A tutor has been unable to attend an annual good practice review group.

The scope and content of the refresher training will depend on the individual needs of the tutor and the point in their development at which this training becomes necessary. The person in the organisation with responsibility for tutors can assess the appropriate route in conversation with the tutor.

More information on refresher training options can be found on <http://www.selfcareconnect.co.uk/185>

As already mentioned, providers like EPP CIC and Arthritis Care, and others like the Talking Health Network will be open to developing a bespoke package of support to meet your needs.

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