



Devon Recovery Learning  
Community

# TUTOR'S HANDBOOK

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### **Table of contents**

- Section 1: Welcome and introduction*
- Section 2: What do we mean by Recovery*
- Section 3: The aims of our Recovery Learning Approach*
- Section 4: Our Recovery curriculum*
- Section 5: Our ethos of co-production*
- Section 6: Becoming a tutor with the DRLC*
- Section 7: Peer tutor support*
- Section 8: Tutor fees and payments*
- Section 9: New course proposals*
- Section 10: Course and session planning*
- Section 11: Running Your course*
- Section 12: Quality assurance*
- Section 13: Teaching materials and consumables*
- Section 14: Student support*
- Section 15: Work phones*
- Section 16: Registration and course enrolment*
- Section 17: Student numbers on courses*
- Section 18: Venues*
- Section 19: The academic year*
- Section 20: Record keeping*
- Section 21: Confidentiality and information governance*
- Section 22: Student fees and expenses*
- Section 23: Children*
- Section 24: Pets*
- Section 25: Safeguarding*
- Section 26: Drugs/alcohol/smoking*
- Section 27: Complaints*
- Section 28: Student behaviour*
- Section 29: The Student Code of Conduct*

**1.0 Welcome** to the Devon Recovery Learning Community (DRLC) and thank you for your contribution and interest in our endeavour to support people to learn to live well.

Our students are people with lived experience of mental health difficulties, their family and friends, and the professionals who support them.

### **1.1.1 Introduction**

1.1.2 This handbook aims to set out the procedures, the functions, the processes and the systems that tutors should follow in order to ensure that the DRLC operates in ways that are safe, effective, welcoming and compassionate for our students as well as for you, our tutors. We want to give you an idea of what you can expect as a tutor of the DRLC, and to provide you with some guidance to some of the things we would like to ask you to do.

1.1.3 The DRLC is a Recovery College provided by Devon Partnership NHS Trust (DPT) and run in partnership with other organisations to offer a wide-ranging and holistic approach to learning for mental health, recovery and wellbeing.

1.1.4 The DRLC offers courses for the wellbeing of adults living in Devon. Our courses are free and open access, and our students do not need to be accessing mental health services to attend our learning opportunities.

1.1.5 The purpose of the DRLC is to promote the values and principles of recovery for personal wellbeing through learning and education.

1.1.6 The focus is for people to recognise and develop knowledge, understanding and skills that can help them live well according to their personal definition of recovery and wellbeing.

1.1.7 The DRLC offers a variety of learning opportunities:

- to share knowledge and understanding of people's experience of mental distress;
- to help people to find ways to manage their recovery;
- to teach skills that can support personal recovery and wellbeing;
- to offer signposting and support for people to develop their own learning pathways;
- to generally offer a more holistic approach that can help people recognise the broad range of possibilities for living a more productive, meaningful and hopeful life even with the effects and symptoms of mental health issues.

1.1.8 The DRLC is not a clinical service. Our tutors do not have access to Care Notes and our courses are not intended as an alternative to therapy or treatment.

1.1.9 As DRLC comes under the umbrella of DPT, it is guided by the policies and procedures of the Trust. However, as paragraph 1.1.8 makes clear, it is not providing a clinical service. In terms of how people access courses, and in terms of their relationship with tutors and fellow students, it is run more along the principles of a college or educational establishment.

- 1.1.10 The DRLC functions in part to reduce some dependency on mental health services through the delivery of educational opportunities that support people to learn self-management skills, to promote personal choice and responsibility, to help expand our thinking about what it means to live well and to offer opportunities to try out and experience different approaches that can complement and enhance clinical care or clinical intervention. Therefore, our courses do not replicate courses currently available within the local community through mainstream or further education, because the intention of our approach is to learn how to live, get and stay well.
- 1.1.11 This tutor handbook applies mainly to those tutors who come under the umbrella of Devon Partnership NHS Trust (DPT), and with only a few procedural differences, this guidance will equally apply to those tutors delivering courses run by our partners, such as Mind, Rethink, Shekinah, EDP, etc. If you are teaching on a course run by our partners there may be additional information for you, and you should speak to your manager if you have any questions.

## 2.0 What Do We Mean by Recovery?

“The goal of recovery is not to become normal. The goal is to embrace the human vocation of becoming more deeply, more fully human.” Patricia E. Deegan, *Recovery as a Journey of the Heart*

Research says that one in four of us will experience a mental health problem at some point in our life. ‘Mental Illness’ is a term that some find difficult. But it describes the terrible impact of deep and acute or enduring mental distress or disorder. It can sap a person’s inner energy and spirit. Without this inner spark, people can be devastated, unable to work, make life choices or respond to the world around them.

- 2.2.1 The DRLC believes that with the right support and help people with mental health issues can and do recover and live meaningful and purposeful lives of their own choosing.
- 2.2.2 Because Recovery is a personal and unique process, everyone has his or her own definition.
- 2.2.3 Along with Bill Anthony we define Recovery as: “a deeply personal, unique process of changing one’s attitudes, values, feelings, goals, skills and roles. It’s a way of living a satisfying, hopeful and contributing life, even with the limitations caused by illness. Recovery involves developing new meaning and purpose in life as one grows beyond the catastrophic effects of mental illness”.
- 2.2.4 There are two key themes surrounding recovery that can help define what recovery can mean to us:
- a) *Personal Recovery* relates to regaining spirit, hope and energy, so that each person can begin to make choices of their own, regain control and move forward in their lives.
  - b) *Clinical Recovery* includes medical interventions and treatments to help with symptoms employing the knowledge and skills of mental health practitioners. Clinical recovery can be part of and complementary to personal recovery.
- 2.2.5 Personal recovery can include but is not limited to:
- Making the best use of clinical interventions and treatments
  - Acceptance of who we are and what we can do

- Acquiring knowledge and understanding in order gain control of our lives
- Finding our own voice and being heard
- Taking (back) responsibility for our own recovery
- Finding meaning and purpose
- Having hope for the future
- Being able to make our own choices
- Being able to assert our own needs
- Overcoming stigma and feeling positive
- Giving back and helping others
- Living well despite symptoms of illness

### **3.0 The Aims of Our Recovery Learning Approach**

- 3.3.1 The DRLC offers free, open access opportunities to learn about mental health and recovery by providing a unique curriculum designed to increase knowledge, understanding and skills to equip students with tools to live a meaningful, productive and fulfilling life.
- 3.3.2 Our aim is to promote hope, opportunity and choice. We want to help people take control and become an expert in their own wellbeing and recovery in order that they can get on with their life despite any mental health challenges they might face.
- 3.3.3 Our recovery courses are not an alternative to therapy or treatment.
- 3.3.4 Our students are not required to attend our courses prior to accessing mental health or any other professional services.
- 3.3.5 Our courses are free because our students want to learn, not because they have to.
- 3.3.6 Our students are people with lived experience of mental health difficulties, their family and friends, and the professionals who support them. People enrol on our courses as students, not patients, and they do not need a referral from a health practitioner or be using mental health services to access our courses.
- 3.3.7 Our co-production tutor teams are required to bring a range of expertise to the courses they deliver including: 1) an in-depth understanding of recovery values and principles; 2) specialist knowledge of the subject they are teaching; 3) teaching, training or group experience; 4) subject-relevant experience of working in the field of mental health; 5) subject-relevant lived experience of mental health issues.
- 3.3.8 Our approach is educational, informed by the values and principles of recovery that aim to instil hope, opportunity and control. We believe that through education people can learn how to take care of themselves, and others, more effectively.
- 3.3.9 Our courses are open access for Devon residents over the age of 18 and are free of charge. Our courses are not an alternative to therapy and we do not provide clinical treatments or interventions
- 3.3.10 We are a Recovery College supported by Devon Partnership NHS Trust together with a range of partners across Devon to provide educational opportunities so students can learn more about what they can do to live well. We are not a clinical service therefore, we do not take referrals from health professionals and students do not have to be using the mental health services to enrol on any our courses.

## 4.0 Our Recovery Curriculum

4.4.1 We are very proud of our recovery curriculum which provides the foundation to our recovery learning approach for Devon. The DRLC does not replicate learning that is available through mainstream education, such as Adult Learning.

4.4.2 The intention of recovery education is to offer learning opportunities that can help people recognise and develop for themselves the knowledge, understanding and skills they need to live well. The DRLC offers a broad range of courses to support personal recovery and which can complement and enhance clinical interventions and treatments.

4.4.3 Our curriculum is holistic, with courses that focus on ways people can learn to manage their mental health by choosing what they feel will help them live, get and stay well. This might include anything from understanding a diagnosis or treatment, managing symptoms and relaxation skills to breadmaking, finding meaning and purpose through creative expression, exploring the benefits of physical or mental activity or getting involved through peer support.

4.4.4 The main areas of our curriculum cover the following areas:

- **Rebuilding Your Life**
  - around what we mean by Recovery and what it might mean for you
  - around planning ahead for your wellbeing
  - around exploring ways to get your life back on track, either through work, volunteering, or other activity that is meaningful for you
- **Knowledge and Understanding**
  - about the experience of mental distress
  - about mental health issues, diagnosis and treatments
  - about ways to live well with mental health symptoms
  - to enable you to take control of their lives and be able to make the best use of and move beyond mental health services
- **Developing Practical Skills**
  - that can help you manage your moods and emotions
  - that can help you manage your feelings of stress and anxiety
  - that can support you to live life more independently
  - that help you lead a productive and meaningful life
  - that help you pursue your dreams and desires
- **Living Well and Finding Meaning**
  - by trying out and having the chance to experience new things
  - by discovering your hidden talents and sharing them with others
  - by exploring the benefits of intellectual and creative activity through art, music, creative writing and drama
- **Opportunity**
  - to meet other people and share your experience
  - to try out and learn new things
  - to get involved and make a difference
- **Wild Things!**
  - to provide learning opportunities for challenging the mind and the body
  - to offer opportunities for people to take personal recovery to challenging new levels
  - to offer a supportive and safe environment where people can push themselves to set new goals, face their fears, and try something new

## 5.0 Our Ethos of Co-Production

5.5.1 Co-production between mental health support providers and people with lived experience of mental health difficulties is a key value and defining principle of Recovery Education. All courses offered by the DRLC are co-produced and co-delivered by at least two co-tutors who bring essential recovery criteria to every learning opportunity that we offer. Our goal is to create a culture of co-production informed by recovery values and principles in everything the DRLC does, from administrative procedures and management to curriculum and course development.

5.5.2 Tutors who co-deliver our courses bring to the learning environment a wealth of relevant experience and skills that are not always achieved or even possible were courses taught by one tutor only.

5.5.3 Our courses are taught by two tutors.

5.5.4 Our tutors will be required to receive approval to facilitate courses by the DRLC management before commencing their teaching duties.

5.5.5 We recognise that a tutor may bring a range of professional and lived experience to their work and that it is rarely possible to define or limit a tutor's contribution into a single category of "mental health professional" or "expert by experience". However, each course will be informed and facilitated by at least one tutor who will bring:

- the declared intention of sharing their relevant lived experience;
- the declared intention of sharing their relevant experiences as a mental health practitioner; having training and experience of working with people with mental health issues
- teaching, training or workshop/group facilitation experience;
- specialist knowledge of the subject area.
- Experience of teaching, training, group work, or workshop facilitation

5.5.6 Understandably, no one tutor would reasonably be expected to deliver on this broad set of skills without the support of a co-tutor, nor is it always possible or best practice. Co-production and co-delivery allow tutors to draw on the skills in which they are most expert without compromising on those skills a second tutor would be able to bring. The result is teaching that is rich and varied, and a learning environment that is safe, welcoming, recovery-focussed, and personal to its students.

5.5.7 All tutors will adhere to the Tutor's Code of Conduct as part of their responsibilities with the DRLC. **You will find the Tutor's Code of Conduct in Appendix 1 of this Tutor Handbook.**

5.5.8 If a tutor breaches the Code of Conduct this will be addressed by their respective organisation's disciplinary procedure.

5.5.9 *Most tutors find that teaching courses through the DRLC has a beneficial effect on their mental health. Our tutors often say that it gives them purpose and helps them value their lived experience as something positive that they can share with others. Both tutors and students find mutual benefit in feeling less isolated and alone. Sharing your recovery story is very powerful; it provides an opportunity to reduce the stigma around mental illness; it offers opportunities to improve ways*

*we can support others experiencing similar things; it gives voice to those who have struggled to speak out; it brings people together through shared experiences and offers opportunities to feel kindness and compassion.*

## **6.0 Becoming a Peer Tutor with the DRLC (recruitment)**

- 6.6.1 You do not need to be currently using the mental health services to become a peer tutor with the DRLC, but you will need to discuss with our manager why you are eligible for the role and what relevant lived experience you will be bringing to the courses you wish to deliver with us.
- 6.6.2 It is vital that peer tutors have a good understanding of recovery values as they apply to themselves and others. To ensure that all our tutors are knowledgeable around current research and understanding of Recovery, we encourage all prospective and current peer tutors to enrol on our introductory course *What Is Recovery?* In fact, peer tutors are welcome to attend any of our recovery courses as part of their personal development and to experience other perspectives or recovery and different methods of teaching and co-delivery.
- 6.6.3 Prior to committing to the delivery of any course with the DRLC, peer tutors should feel confident that they can deliver the subject of their course safely, taking into consideration the wellbeing of themselves and others.
- 6.6.4 Peer tutors will be responsible for looking after their own wellbeing before, during and after any course they teach. However, the DRLC understands that our mental health can be unpredictable and that life circumstances can adversely affect how we are from one moment to the next. It is important, therefore, that you let us know if you feel that you are becoming unwell or feel that your continued role in the delivery of your course is putting your mental health at risk. Your wellbeing is our priority.
- 6.6.5 If you feel that you are unable to continue in delivering your course, please inform your co-tutor and contact the DRLC manager as soon as possible so we can make alternative arrangements if necessary to find a co-tutor to cover your absence.
- 6.6.6 For more information about your role as a co-tutor/peer trainer with the DRLC, please contact the office and the manager will gladly arrange an appointment with you to discuss any questions you might have about being a peer trainer with us.

## **7.0 Peer Tutor Support**

- 7.7.1. Peer tutors are offered individual supervision upon request either with a manager from the DRLC, or else by arrangement with their line manager from our partner organisations, to discuss any issues or concerns they have in their role as peer trainers.
- 7.7.2. Peer tutors are offered group supervision during tutor meetings held by the management of the DRLC in different parts of the county throughout the year.
- 7.7.3. Peer tutors who have taken a leave of absence due to ill health will be invited to attend a return to work interview with the manager that will consider any additional support to help them return to their involvement or work with the DRLC.

7.7.4. From 2018, as far as possible, all peer tutors will have to attend and pass the DRLC Train the Trainer's course within 6 months of joining the DRLC. This will be in addition to Corporate Induction training that peer trainers will receive if they are accepted onto the DPT Bank.

7.7.5. All our peer tutors are happy to speak about their own experience and what they bring to the courses. Please feel free to contact us if you have any questions.

## **8.0. Tutor Fees and Payment**

8.8.1. The payment and employment status of our tutors varies widely according to their background and individual employment circumstances.

8.8.2. If you are a mental health practitioner, volunteer, peer champion, peer mentor or a member of staff from one of our working partners, you will probably be doing this work as part of your job or role within the organisation you work for.

8.8.3. If you are coming from a background of personal experience of mental health issues and are not already employed by or volunteering for one of the Learning Community partners, your fees and employment status with the DRLC will be negotiated individually with you. In this case there are generally two different routes to payment for your work as a co-tutor with the DRLC: a) through paid involvement, or b) applying to join DPT's Staff Bank as a Peer Trainer.

8.8.4. For more information about tutor rates of pay through the DRLC, please contact the office and the manager will gladly arrange an appointment with you to discuss the different routes for involvement.

## **9.0. New Course Proposals**

9.9.1. The DRLC always welcomes expressions of interest for new course proposals.

9.9.2. Before submitting any new course proposal, it will save you a lot of time if you speak with a member of the DRLC team to discuss the idea for your course/s and to ensure you meet our recovery criteria and follow our procedures.

9.9.3. For certain courses, we may require from one or both co-tutors, certificates of training or evidence of your experience in your specialist subject area, including but not limited to: Mindfulness, yoga, martial arts, CBT or DBT related subjects, and clinical specialities.

9.9.4. All courses delivered through the DLRC must meet the following approval criteria:

- Does the course and its delivery reflect recovery values, with an overarching purpose of offering support for people to live well?
- Is the course co-produced? This means it is designed and delivered by people with appropriate personal and professional experience working together in equal partnership.
- Does the course aim to provide a valued and positive learning experience; attainment of personal goals; and people gaining hope, opportunity and control in daily living?
- Will the course offer a safe space for students to contribute, express themselves, and learn from each other?

- Will the proposed content and activities deliver these aims?
- Does the course operate on educational rather than clinical principles, so that people attend as students not patients?
- Is the course safe? Safety issues will be addressed as part of the risk assessment for the course.
- Is confidentiality adequately managed?
- Is the course accessible to all who wish to use it, including people with mental health problems, families, mental health workers and other supporters?
- Can the course offer a bridge to taking up studies and training in open settings?

9.9.5. Stage 1: New course proposals can be submitted at any time, but in order for a proposal to be considered as a course for the following term tutors must submit an expression of interest with a rough draft of the course to the New Course Proposals Committee before the Stage 1 deadline.

9.9.6. Stage 2: At the meeting to review course proposals including Stage 1 proposals, the New Course Proposals Committee will consider your draft proposal and provide you with feedback in order that the proposal can proceed to Stage 2 of the new course proposals process. Members of the committee will be happy to meet with you to discuss their decision and to provide suggestions for your course and its delivery with the DRLC.

9.9.7. At the meeting to review Stage 2 course proposals, the New Course Proposals Committee will make a final decision about all submissions. It is still no guarantee that courses which meet all our recovery criteria can be delivered during the following term, as the DRLC must also consider its budget and the geographical spread of its curriculum to ensure that the recovery learning needs of people across Devon are being met as much as possible.

9.9.8. The New Course Proposals Committee meets to review Stage 1 and Stage 2 proposals in the Autumn and in the Spring to decide on new courses for the following term.

9.9.9. Deadlines for submission of new course proposals for Stage 1 and Stage 2 are announced at the beginning of each term.

9.9.10 The Devon Recovery Learning Community courses are not formally assessed and do not lead to formal qualifications. Tutors, however, may wish to introduce some form of assessment and this is up to you and your co-tutor. Please make sure that students are aware in advance of any assessment which they may be required to do, what form it will take, and whether it is optional.

## **10.0. Course and Session Planning**

10.10.1. The content of your course is up to you to decide along with your co-tutor.

10.10.2. Courses you submit can vary in length and duration, but can be subject to negotiation by our New Course Approvals Committee who must consider such details as budget, appropriate length in relation to content, etc.

10.10.3. Tutors can suggest entry requirements for some courses, such as previous experience or instruction in a subject (for example, Mindfulness). Some courses

may be a pre-requisite for other more in-depth courses on a similar subject. This stipulation would not exclude students from attending courses of their choice, however, students should be made aware, either from the course description, from our Admin Team, or from tutor contact with the student prior to the course, whether the course has any suggested requirements.

- 10.10.4. Teaching should accommodate different learning styles in order to make the course accessible for all students. Students should indicate during enrolment if they have any special needs and the DRLC will endeavour to make every possible allowance to accommodate their needs which might include: handouts in large type, printouts on different coloured paper, venue choices that offer a range of access, personal choices with regards to involvement in group activities, introductions, seating arrangements, and so forth.
- 10.10.5. Please contact our Admin Team if you need any assistance with regards to meeting any special needs for students who may enrol on your course.
- 10.10.6. Before you start you will be asked to submit a course plan and individual session plans, a risk assessment, information for the prospectus and possibly also evidence of experience, qualifications or certification of specialist knowledge in your subject area.
- 10.10.7. The course is not a clinical therapy session and clinical risk assessment is not part of the preparation. All courses, however, should include consideration of risk and how tutors can reduce the incidence of risk. Your risk assessment should be based on being prepared for anything untoward which may occur in the ordinary running of your class, including physical risk, e.g. use of any equipment, trip hazards, allergies and non-physical risk, such as the risk of distress or discomfort if sensitive topics form part of your course.
- 10.10.10. Any courses provided by a third party (for example: Exmoor National Park, Haven Banks, Royal Albert Memorial Museum, etc) will have their own risk assessments relevant to their building or activity, in addition to, but which will not replace any risk assessment tutors should provide.
- 10.10.11. Tutors must keep a register of the students attending the course.
- 10.10.12. Please do not use the student list that you receive as an email as this includes student contact details and other personal information which is confidential.
- 10.10.13. Student attendance sheets provide a vital record to track our student numbers and report on how many people attend our courses. Therefore, upon completion of the course, tutors must return the completed attendance list to the DRLC either by post to our address at New Leaf, Farm House Rise, Exminster EX6 8AB, or as a scanned and attached document to [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net). Tutors can also place the document in a sealed envelope and post it through the Recovery Library book returns drop box located outside the Old Chapel in the reception to St Sidwell's Community Centre.

## **11.0 Running Your Course**

- 11.11.1 There is a certificate of attendance for when students complete a course, even if it is just a single session. Printed copies of these are available with the tutor resources we keep in our Recovery Library based at St Sidwell's.

- 11.11.2 Certificates are optional, but should be offered to all students should they wish to keep a record of their attendance. Both tutors should sign and complete the certificates with the name and date of the course and the name of the student.
- 11.11.3. Should tutors or other students wish to take photographs of other students or their work, make recordings during the course, or publish creative writing or other written work of a student, media consent must be obtained by the student whose image or work is being recorded or documented.
- 11.11.4. It is very important that we collect student feedback on all our courses to be able to make improvements, and to evidence the success of the DRLC. Please make sure that you leave 5 minutes at the end of a course for students to complete evaluation forms.
- 11.11.5. You are also asked to complete a tutor evaluation in order to give a brief report of your own experience of the course and anything you would like to change for future offerings.
- 11.11.6. A handy checklist for tutors of things they might need to do and remember before, during and after a course has been compiled for easy reference and is included with this Tutor Handbook. **Please refer to the Tutor Check List in Appendix 6 of this Handbook which also includes further information about any special procedures for Wild Things! tutors.**
- 11.11.7. **You will find copies of our course and session planning templates as well as our course approvals criteria, media consent forms, risk assessment template, evaluation forms and other relevant documents in Appendix 5 of this Tutor Handbook.**
- Hard copies of all course and session planning templates are also available with our tutor resources kept in our Recovery Library based in Exeter at St Sidwell's. Digital or hard copies are also available on request from our Admin Team who can be reached by phone on 01392 677067 or via email at [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net).

## 12.0. Quality Assurance

- 12.12.1. All our courses will be monitored for quality assurance purposes.
- 12.12.2. All courses that are offered by third party organisations must meet our criteria for all courses delivered through the DRLC. This includes the requirement that all courses are co-produced and co-delivered according to our ethos of co-production and in keeping with our recovery principles and values.
- 12.12.3. Any courses that are offered by third party organisations will also be reviewed and developed on a regular basis.
- 12.12.4. This will include monitoring of the course and session plans, review of student and tutor evaluations, and observation of classes by one of the management team. All observations will be arranged and agreed with you in advance.
- 12.12.5. There is also the opportunity for peer observation of courses so that tutors can learn from each other. If you are interested in this, please get in touch.

- 12.12.6. For any number of reasons, DRLC management has the discretion to require that a course be revised before it can run again.
- 12.12.7. Any course required to undertake revision of its content, session planning, or length and duration of sessions will need to be submitted again to the Course Approvals Committee for approval before it can be delivered again.
- 12.12.8. Courses that have been approved by the Course Approvals Committee can be delivered again in future terms by different tutors as long as the course content and session planning is not substantially changed other than to reflect different teaching styles, personal narratives, or activities that do not impose substantial changes to the purpose and meaning of the course.
- 12.12.9. The DRLC recognises that students, co-tutors or members of our partner organisations may be unhappy with the experience they may have received on our courses, and that people have the right to express their concerns or make any complaints regarding the work that we do. The procedure for making a formal complaint can be found under paragraph xxx. Concerns or complaints from our students about our course or our tutors will be carefully considered by the management and any necessary course revisions or cancellations will be put to the Course Approvals Committee for action when the committee next convenes.

### **13.0. Teaching Materials and Consumables**

- 13.13.1. The DRLC provides all basic teaching materials, such as pens, paper, flip charts and flip chart markers, photocopying, clip boards, and basic arts and crafts materials. Please contact the Admin Team or manager to discuss your course needs.
- 13.13.2. We have a small budget for any additional equipment and materials but please check before you spend anything to ensure that we have enough money to fund it.
- 13.13.3. The DRLC will cover the cost of teas, coffee and biscuits only if students are unable to purchase such items for themselves from a kitchen or café located on the site of the venue. Some venues, such as the North Devon Link Centres and West Country Housing have kitchens that can provide teas and coffees for a small donation; other venues, such as St Sidwell's, the Exeter Community Centre, Paignton Library, etc. have cafes on site where students can purchase their own refreshments.
- 13.13.4. Please contact the DRLC before you go out and buy any teaching materials and consumables for your course. It is quite likely that we have supplies we can offer you for the purpose or else acquire them at substantially lower cost through our procurement procedures than from anything you can purchase full price at retail.
- 13.13.5. You must request permission from the manager to purchase any teaching materials or refreshments before the start of your course. Without the permission of the manager, you could put yourself in the position of being responsible for any costs you incur.
- 13.13.6. Once you have received permission from the manager, you must keep and submit all receipts for any purchase you make in order that you receive reimbursement for the cost of your purchases. Without receipts, the manager is, unfortunately, not able to authorise any claim and the finance department will not

make payments.

- 13.13.7. With few exceptions, students are normally responsible for providing their own packed lunch and snacks which they will be reminded to bring on any all-day courses delivered through the DRLC

## 14.0 Student Support

- 14.14.1 As part of the role of tutor, we expect tutors to contact each student prior to the start of your course.

The purpose of this contact is:

- to confirm their attendance
- to invite any students on the waiting list in case of any last-minute cancellations
- to alleviate any anxiety the student might have around attending the course
- to answer any questions
- to provide directions to the venue
- to ask about any special needs
- to remind them to bring anything they might require in order to participate on the course

- 14.14.2. Please let our Admin Team know if for any reason you or your co-tutor are unable to fulfil this responsibility so that someone from the DRLC can provide this contact.

- 14.14.3. It has been shown that as well as the formal email reminder we send out to students 2 weeks prior to their course start date, that a personal phone-call from the tutor/s a few days before the course has made the difference between students attending or not attending.

- 14.14.4. Other than this complementary reminder from tutors/Admin Team, our courses are self-contained and tutors are not expected to be available for advice or queries outside the hours of the course. Tutors should to seek the advice of the DRLC manager should they feel that a student is making or attempting to make any inappropriate demands on their time.

- 14.14.5. If students have any queries about further courses or would like more information or input on the subject of your course, you are of course free to offer any advice you feel able to give before referring them on to a member of the DRLC team at 01392 677067 or [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net)

- 14.14.6. If students require clinical support/assistance or escorting to your course by a member of staff, support worker, carer or family member, then the supporter must also be enrolled on the course as a fellow student.

- 14.14.7. Tutors cannot act as escorts for students who require support staff, assistance or escorting from hospital to attend a course. Students attending DRLC courses from inpatient wards (for example: The Cedars, Langdon Hospital) remain the responsibility of the ward team that they are under.

## 15.0. Work Phones

- 15.15.1. Tutors must not use their private phones or private email addresses to

contact students for work purposes. For this reason, tutors can be provided with work phones for use before, during and after their course for the purpose of making contact with students to confirm their attendance, to contact the office, to confirm venue bookings, and in the case of emergencies.

- 15.15.2. Tutors will be expected to familiarise themselves with DPT's Telecommunications Policy which is included in **Appendix 6** of this Tutor Handbook. All DPT policies can be found online here: <https://www.dpt.nhs.uk/resources/policies-and-procedures>
- 15.15.3. Depending on the amount of involvement tutors do, they can retain a work phone for the duration of their work and involvement with the DRLC, or they can sign a phone out/in just for the use of a specific course.
- 15.15.4. To acquire a work phone, please contact the DRLC manager on 01392 677067 or by email on: [caroline.nicholson6@nhs.net](mailto:caroline.nicholson6@nhs.net)
- 15.15.5. Tutors should not use their work phone for private use under any circumstances. Phone use is closely monitored by the Trust's IT systems.
- 15.15.6. Emergency/important numbers have been added to the address book of each work mobile.
- 15.15.7. When tutors are finished with their phones at the end of their course, they should delete any additional numbers they add to the address book and delete any text messages or other information in accordance with DPT's Information Governance policy.
- 5.15.8. When not in use, tutors should turn their phones off to avoid an unnecessary contact out of hours with students.

## **16.0. Registration and Course Enrolment**

- 16.16.1. Our courses are free and open access to all adult residents of Devon.
- 16.16.2. Our students can include:
- People using the mental health services
  - People who have never accessed the mental health services
  - Hospital patients with community leave
  - Mental health practitioners
  - GPs
  - Friends
  - Family members
  - Carers
  - Teachers
  - Employers
  - Other professionals
- 16.16.3. Enrolments on some courses are sometimes taken by our third-party partners. These are indicated in our prospectus and students are informed of their contact details.
- 16.16.4. For all other courses, all bookings come through the DRLC, which is based at

New Leaf, Farm House Rise, Exminster EX6 8AB. Our staff can be reached on 01392 677067, Monday – Thursday from 10am – 2pm, or by email at [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net)

16.16.5. Students can register to book courses online at [www.devonrlc.co.uk](http://www.devonrlc.co.uk), or they can ring Monday-Thursday, 10am – 2pm, to complete an enrolment form over the phone with a member of staff, or they can email us to request an enrolment form on [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net)

16.16.6. The registration collates:

- Name
- Address
- Date of birth
- Phone and/or
- Mobile and/or
- Email
- Emergency contact details
- Any additional needs we should know to support the student's participation on the course
- Equal opportunities information
- Request for permission yes or no to contact student at a later date for evaluation purposes

16.16.7. It is a core principle of recovery education that students make their own decision to attend. For this reason, the DRLC will not take enrolments from a third party, although students can give a member of the DRLC staff verbal permission to speak with their carer, friend, support worker or relative who can provide us with the necessary information to complete their booking over the phone.

16.16.8. *It follows that* the DRLC will not take referrals from health professionals or practitioners and students must enrol of their own accord.

16.16.9. Students do not need to be using mental health services to enrol on any of our courses.

16.16.10. Students do not need to go through a process of assessment or referral in order to attend a course with the DRLC.

16.16.11. All courses will be open to individuals regardless as to whether they access services, are a support/carer or a staff member. Some courses, however, will be targeted at a more specific population (i.e. carers), but will not be exclusively for that population of people.

16.16.12. There may be suggested entry requirements for some courses and recommended pathways: some courses may be a pre-requisite for other more in-depth courses on a similar topic. This stipulation would not exclude students from attending courses of their choice, however, the course description in the prospectus should identify any suggested requirements and tutors and/or admin staff within the DRLC should also outline to the prospective student whether the course has any recommended entry requirements.

16.16.13. As a general rule, all students must be enrolled prior to attending any course.

16.16.14. If someone should turn up at your course without booking, you may accept

them on the course if you have space, and it will be at your discretion and that of your co-tutor to agree to allow them onto the course. Please ask anyone attending at the last minute to complete an enrolment form and if you have a copy, you should provide them with a Student Handbook and they should be made aware of the Student Code of Conduct. **The Student Code of Conduct can be found in Appendix 2 to this Tutor Handbook.**

16.16.15. Two weeks before your course, a member of our Admin Team will drop you a line with a password protected document letting you know who has booked on your course. You will receive an email with the attached document and a follow-on email with the password you will need to open it. Please feel free to ring us at any time to know how your course is booking up.

16.16.16. A member of our Admin Team will send a formal email or text reminder/phone call to all students two weeks before the course, but we still find that a certain percentage of students who book on courses do not attend. For this reason, we have a waiting list for all courses whom we can contact to fill any vacancies we are made aware of.

16.16.17. Students enrolling on Wild Things! will also be asked to complete a Participant Form in advance of their attendance. **Please refer to Appendix 5 for the forms, documents and templates that you will need for teaching your courses. Please refer to the Tutor Check List in Appendix 6 of this Handbook which includes further information about any special procedures for Wild Things! tutors.**

## 17.0. Student Numbers on Courses

17.17.1. The minimum number of confirmed enrolments for a course to run is 4.

17.17.2. There is generally no upper limit to the number of students that can be registered with the DRLC, however, each individual course offered can specify the maximum number of students that can attend.

17.17.3 Unless otherwise specified, we normally set a maximum number of enrolments between 12 and 15, though numbers are sometimes also dependent on the requirements of our partners which will decide on venue capacity, health and safety (especially for Wild Things!), equipment, etc.

17.17.4. Students can be added to a waiting list and will be offered a place on a first come first served basis if vacancies become available on the course.

17.17.5. Students on a waiting list for one course unfortunately cannot be offered first place the next time that the course is held.

17.17.6. Our Admin Team will normally inform you several weeks in advance if numbers on your course are below the minimum in order that you can advertise your course among your networks.

17.17.7. The DRLC also regularly advertises its courses on Daisy, DPT's intranet, as well as through DPT's social media networks. With the permission of our partner organisation, Recovery Devon, the DRLC also advertises and boosts courses on their facebook page.

17.17.8. A course will be cancelled and students contacted by our Admin Team if the

minimum number of 4 enrolments has not been attained at least one week before the course start date.

17.17.9. If student enrolment falls below the minimum enrolment of 4 once the course has already started, tutors are at their own discretion whether it would be in the best interests of the students to cancel the course or continue regardless of the few numbers. If tutors are unsure what they should do, please call the office and ask to speak with a member of staff for further advice.

## **18.0. Venues**

18.18.1. The DRLC has a list of venues across Devon with whom we have good relationships and who can provide free or discounted rates. These frequently used venues also provide welcoming and familiar places for our students, so we encourage our tutors to avail themselves of these venues, but also encourage our tutors to help us resource new venues suitable for running courses throughout Devon.

18.18.2. Until we have full-time administrative back-up, please note that as part of your course preparation you will be ultimately responsible for the arrangements for your course venues. This allows you to have greater control over dates, times and all other necessary arrangements for your course.

18.18.3. Our Admin Team will be happy to provide you with a list of venues or else support you to find a venue that suits your needs. Please make sure that you have a telephone number to call about your room booking and that you have checked everything you need, including:

- presentation equipment needed
- layout of chairs/tables
- tea/coffee making facilities
- any special access needs

18.18.4. The Admin Team is available to help as much as they can with room bookings and arrangements. Please call our administrative staff on 01392 677067 or [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net).

## **19.0. The Academic Year**

19.19.1. The DRLC has two terms each year: a Spring/Summer term that runs from March - August; and an Autumn/Winter term that runs from September - February.

19.19.2 The two term system respects Bank Holidays but does not otherwise accommodate breaks, such as lengthy Spring and Summer holiday periods. Our office is normally closed between December 23<sup>rd</sup> and the first Monday of the New Year. The DRLC has made this decision to run its terms back to back because we recognise that mental health does not necessarily take holidays. It is often during these most stressful periods that people need the most help, be it a reason to leave the house, finding purpose during times not otherwise occupied by family or work responsibilities, or being with like-minded others struggling during the holidays.

19.19.3. Each term is divided into two enrolment periods corresponding to each of the four seasons of the year.

- 19.19.4. The DRLC divides each term into two enrolment periods to better manage enrolments and be able to offer more chance for students to plan and manage their recovery by enrolling on courses at times most appropriate to their recovery, as well as offer more opportunity for other students late to enrolment to have a chance at a place on a course later on in the term.
- 19.19.3. The Spring enrolment period is from March to the end of May; the Summer enrolment period is from June to the end of August; the Autumn enrolment period is from September to the end of November; the Winter enrolment period is from December to the end of February.
- 19.19.4. The Spring enrolment period is normally identified in our course prospectus by a blue butterfly icon; the Summer enrolment period is identified by a yellow sun icon; the Autumn enrolment period is identified by a red (Canadian) maple leaf; and the Winter enrolment period is identified by a blue snowflake.
- 19.19.5. Students can only enrol on courses during one enrolment period at a time, and enrolments open normally one month prior to the start of each enrolment period. Therefore, enrolments for Autumn courses starting in September open the first week of August; enrolments for Winter courses starting in December open November 1<sup>st</sup>.
- 19.19.6. There are no Spring or Summer breaks as such, although courses normally are not scheduled to run on Bank holidays.
- 19.19.7. The DRLC office is closed for two weeks over Christmas and New Year.
- 19.19.8. The DRLC office is open between Monday and Thursday; the office is closed on Fridays.
- 19.19.9. The DRLC office phone lines are open Monday-Thursday only between the hours of 10am and 2pm.
- 19.19.10. For emergencies or urgent enquiries outside our office hours please refer to the section of this handbook regarding **Student Wellbeing and Emergencies**.

## **20.0. Record-Keeping**

- 20.20.1. This is an educational opportunity and not a clinical intervention. There is no requirement to keep a record of students' response or contribution to the course and no entry to clinical notes is needed, nor will student progress be shared with clinical teams or health care professionals.

## **21.0. Confidentiality and Information Governance**

- 21.21.1. Students will expect that their attendance and participation in courses will be kept confidential.
- 21.21.2. The DRLC respects the privacy of all students on our courses and tutors, therefore, must not talk about the identity of any student to anyone outside the DRLC, share information within the DRLC only as necessary, keep personal details of all students private and confidential and not discuss one student with another.
- 21.21.3. Hard copies of enrolment forms with a student's personal details are stored at New Leaf in a locked cabinet. A course calendar with student details are also

entered onto a spreadsheet on a DPT shared drive in accordance with the Data Protection Act 1998. Information sharing between the DRLC Admin Team and the tutors delivering a course will be achieved in line with DPT's information sharing procedures.

21.21.4. Tutors will be sent a list of their students and any medical or other information they have shared with us. Tutors will receive this list as an encrypted document which tutors can only open with the password sent to them in a separate email. Please keep this list secure and do not allow students to see it, as it contains confidential information about fellow students. To ensure the privacy of students on your course, please do not use the list of attendees you receive from us as your attendance register; please use the separate attendance sheet provided in your tutor pack **You will find a copy of the Attendance Register template in Appendix 5 of this Tutor Handbook.**

21.21.5. If sending any information containing details of students' names or personal details, please ensure that all communication is secure. Tutors can do this if they are using an NHS email address to another NHS email address, or by post clearly labelled confidential.

21.21.6. If tutors are sending information with personal details of students outside the NHS, they must send it as an encrypted Word document which must be password protected. The password created to protect the document must be sent to the person receiving the document in a separate email in accordance with DPT's encrypted email procedures.

21.21.7. Student information we pass to tutors will include:

- Student's name
- Student's address
- Student's phone number
- Student's email (if they have one)
- Emergency contact
- Additional learning needs

21.21.8. At the enrolment stage, students are asked to give consent to share information with our partners for the purpose of their course booking only.

21.21.9. The DRLC is not a clinical service and we do not have access to Care Notes. The DRLC is not privy to any student's clinical history; we will therefore not know if a student is or is not accessing mental health services. Tutors will only be made aware of a student's mental health issues if they disclose this in their enrolment form under 'additional learning needs' or of their own accord during a course.

21.21.10. Information shared during courses between tutors and students will remain confidential. However, there are certain times when tutors may need to share student information with other professionals, services or agencies. These include:

- If there is concern that a child is at risk from harm
- If there is concern that a student is putting another person at risk of harm
- If a student has threatened to do serious harm to themselves
- Concerns around Safeguarding

21.21.11. In such circumstances, the course tutors will be responsible for being aware

of and ensuring that the DRLC emergency procedure is carried out. Further information around Safeguarding, what it means and what to do if you have concerns for the safety of a student on your course, a child or the safety of someone else, can be found in paragraph 25.0 below. **Please also refer to the section on Student Wellbeing and Emergencies in this Tutor Handbook.**

- 21.21.12. We keep student details as given on the registration form for future monitoring and reporting. Students are informed of this on the registration form.
- 21.21.13. Under the Data Protection Act 1998, individuals can request to see all information that the DRLC holds on them, both on paper and electronically.
- 21.21.14. Student information will be retained and archived according to DPT policies and procedures and stored securely in a locked filing cabinet in accordance with the Data Protection Act of 1988.

## **22.0. Student Fees and Expenses**

- 22.22.1. Our courses are provided free of charge to students who have experience of using mental health services, their family and friends, and the mental health professionals who support them.
- 22.22.2. In most cases, the DRLC is not able to meet any expenses students may incur to attend, such as travel or childcare.
- 22.22.3. Occasionally, if travel or child care forms an integral part of the course content (for example, a course involving travelling by public transport, or a course for parents of babies or toddlers), a budget is likely to have been obtained for that course to proceed in the prospectus.
- 22.22.4. Our partners may have arrangements of their own to support students to attend courses they run with us, and it will be the responsibility of the student to make any relevant enquiries regarding such additional support.

## **23.0. Children**

- 23.23.1. Unfortunately, we are unable to accept enrolments on any of our courses from people under the age of 18. We hope that this will change in the future, but we are presently not equipped to deliver courses to this age group.
- 23.23.2. Many of our courses, however, are relevant to friends, family, teachers, and other supporters of young people and we hope our learning opportunities can be helpful in the work and relationships with the young people our communities endeavour to support.
- 23.23.3. Children and young people under the age of 16 attending our Recovery Library and Drop-Ins which are located at St Sidwell's Community Centre in Exeter and Heathcoat Community Centre in Tiverton must be accompanied by a responsible adult over the age of 18.

## **24.0. Pets**

- 24.24.1. Please contact our office to enquire about students who ask to bring pets, therapy or guide dogs on any of our courses.

24.24.2. The DRLC understands and appreciates the value that pets can bring to our personal recovery, and that some animals are there in an official capacity for therapy or as guide dogs. However, we must respect that some students on our courses may have allergies as well as different feelings around unfamiliar animals in close proximity to them, such as in a classroom environment.

24.24.3. Of course, we will not discriminate against people who bring therapy or guide dogs to our courses, but it is important to inform other students on our courses beforehand and to support them and the student bringing their therapy/guide dog as much as possible.

24.24.4. On some of our Wild Things! courses, it may be possible to welcome well-behaved pets on a lead in some cases. This should be discussed in advance with the DRLC Manager and any instructors from our partner organisations.

24.24.5. The DRLC management and the course venue must be informed in advance of the start of any course if any pet/therapy/guide dog will be attending with a student.

## 25.0. Safeguarding

25.25.1. Safeguarding vulnerable children and adults at risk is everyone's business. It depends on people understanding and doing the following things:

- being aware of the risks of abuse and neglect that adults at risk can face
- knowing what help is available
- understanding their responsibilities
- working together to report and investigate concerns
- working together to prevent abuse and neglect.

25.25.2. An adult at risk is someone over 18 years old who:

- has care and support needs
- is experiencing, or is at risk of, abuse or neglect
- as a result of their care and support needs is unable to protect himself or herself against the abuse or neglect or the risk of it.
- If someone has care and support needs but is not currently receiving care or support from a health or care service they may still be an adult at risk.
- provides information for people who may experience or be at risk of experiencing abuse, their families, carers, and anyone who works with people with health or social care needs.

25.25.3. Tutors within the DRLC who suspect a child or vulnerable adult is at risk of harm or abuse must tell the manager of the DRLC as soon as possible. If a tutor sees, hears or suspects that a child or vulnerable adult is in immediate danger they must contact the police on 999. Otherwise contact Care Direct on 0345 155 1007. **Please also refer to the section on Student Wellbeing and Emergencies in this Tutor Handbook.**

25.25.4. Information about Safeguarding in Devon can be found online here: <https://new.devon.gov.uk/devonsafeguarding/>

## 26.0. Drugs/Alcohol/Smoking

26.26.1. The DRLC follows DPT's zero-tolerance of the use of alcohol and drugs in the

workplace. For the DRLC, this means a zero-tolerance approach to the use of drugs and alcohol by tutors, volunteers or students on courses run through the DRLC.

26.26.2. The DRLC is committed to the wellbeing of its employees and to supporting those employees with health issues related to alcohol or substance abuse to seek help.

26.26.3. The manager who becomes aware of a tutor whose work or performance is becoming adversely affected by their use of alcohol or other illicit substance will refer to DPT's policy on Alcohol and Substance Abuse which can be found on DPT's website here:

<https://www.dpt.nhs.uk/resources/policies-and-procedures/hr/alcohol-and-substance-abuse>

26.26.4. The DRLC does not tolerate the use of alcohol or illicit substances by students who can be asked to leave a course by tutors if found to be under the influence.

26.26.5. Tutors must inform the manager immediately if a student has been found to be attending a course under the influence of alcohol or other illicit substances in order that their continued enrolment on the course should be reviewed.

26.26.6. Tutors and students should follow government regulations with regard to smoking. N.B. All NHS sites are now smoke-free.

## 27.0 Complaints

27.27.1. All complaints, both verbal and written will be acknowledged and resolved as sensitively as possible by the DRLC.

27.27.2. Where possible, students are to make a verbal complaint in the first instance; every effort will then be made to resolve this by the staff member, who should also make their line manager aware of the complaint so that the appropriate action can be taken.

27.27.3. If a student has a complaint to make which can't be resolved on the spot, please refer them to the DRLC Manager on 01392 677067, or email [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net).

27.27.4. If you have a complaint or a concern about the DRLC, please contact the DRLC manager on 01392 677067, or email [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net).

27.27.5. If the complaint of a student or a complaint of your own is something that has not been able to be resolved by the manager of the DRLC, you can contact the Patient Advice and Liaison Service:

- Call PALS on their Freephone number **0800 073 0741**
- Email PALS at [dpn-tr.pals@nhs.net](mailto:dpn-tr.pals@nhs.net)
- Write to PALS at:
- PALS

Devon Partnership NHS Trust  
Wonford House  
Dryden Road  
Exeter  
EX2 5AF

- **You can find the DPT concerns and complaints policy in Appendix 7 to this Tutor Handbook.**

27.27.6. Complaints regarding courses delivered through our partner organisations should follow the procedures of the relevant parties.

## **28.0. Student Behaviour**

28.28.1. The Student Handbook makes it clear that we expect certain standards of acceptable behaviour on all our courses.

28.28.2. All students receive a copy of our Student Handbook as an email attachment whenever they receive a formal course reminder from our Admin Team. The Student Handbook is also available on our website at [www.devonrlc.co.uk](http://www.devonrlc.co.uk) It is good practice for tutors to keep with them on courses they deliver a hard copy of both the Student and Tutor Handbooks for reference.

28.28.3. Ideally students will be expected to come to the course on time, to attend all the sessions, and to participate in the activities, but this may present particular challenges to some students. As far as possible we aim to be able to accommodate all levels of attendance and participation, and to make students feel welcome even if they do not feel able to take a full part in the session.

28.28.4. All students, however, will be expected to behave with respect towards fellow students and tutors. Disruptive or aggressive behaviour is not acceptable and tutors should feel free to exclude any student who is disturbing the work of others; whose behaviour is threatening or abusive; or who proves to be under the influence of drugs or alcohol.

**28.28.5. The Student Code of Conduct appears in Appendix 2 of this Tutor Handbook**

## **29.0 The Student Code of Conduct**

29.29.1 All students are required to agree to the Student Code of Conduct.

29.29.2 The use of alcohol and illicit, non-prescribed substances is not tolerated by the DRLC.

29.29.3 Cigarette smoking is subject to Government Legislation. The course tutors should inform students at the beginning of a course, whereabouts students are permitted to smoke.

29.29.4 The DRLC operates a zero tolerance to violence or abusive behaviour.

29.29.6 If a student breaches the Code of Conduct a process of escalation will be followed. **The escalation process following a breach of the Student Code of Conduct can be found in Appendix 3 to this Tutor Handbook.**

# Appendices

**Appendix 1:** Tutor Code of Conduct

**Appendix 2:** Student Code of Conduct

**Appendix 3:** Exclusion Procedure

**Appendix 4:** Student Wellbeing and Emergencies

**Appendix 5:** Forms, Resources and Templates

**Appendix 6:** Tutor Checklist

**Appendix 7:** Some Useful and Relevant Policies from DPT

# Appendix 1

## Tutor Code of Conduct

### Devon Recovery Learning Community Tutor Code of Conduct

We expect all trainers to adhere to their respective organisation's code of conduct.

The DRLC expects its tutors to:

- Refrain from using offensive language
- Be punctual, and to be prepared for the lesson that they are going to teach.
- Be familiar with the DRLC Tutor Handbook, and to follow out the procedures documented within the guidance if the need arises.
- Actively listen to students and respect their views
- Have some understanding of where to sign-post students, if necessary
- Deliver courses using a variety of teaching methods, aimed at the various types of learning
- Record any incident of note, including date, time and brief description of the incident, and report it to their co-tutor and manager
- Look after their own wellbeing at work
- Actively manage the classroom environment, ensuring that the learning is accessible for all
- Attend and take an active part in individual/group supervision, and request supervision for additional support if they feel it is needed
- Respond to identified training needs
- Maintain a professional relationship with the students
- Refrain from developing personal relationships with students whilst they are undertaking learning offered through the DRLC
- Model the principles of recovery
- Take part in the development of the courses and curriculum of the DRLC
- Assist in the evaluation of the courses and course material.

# Appendix 2

## Student Code of Conduct

### Devon Recovery Learning Community Student Code of Conduct

As a student at the Devon Recovery Learning Community, we aim to give you all the support and guidance you need to achieve success. The Code of Conduct is a guide to show you what we expect from students of the DRLC so that we can help you to find hope, opportunity, meaning and connection in a supportive, accessible and non-threatening learning environment.

The DRLC is a recovery-focused community comprised of people from a multi-cultural, multi-ethnic range of backgrounds and experiences who work closely together for our individual and communal wellbeing. It is important that teaching and learning can be undertaken in a way that is respectful, welcoming, purposeful and safe.

The Student Code of Conduct has been designed to enable us to realise our recovery aims.

#### **As a student at the Devon Recovery Learning Community we expect you to:**

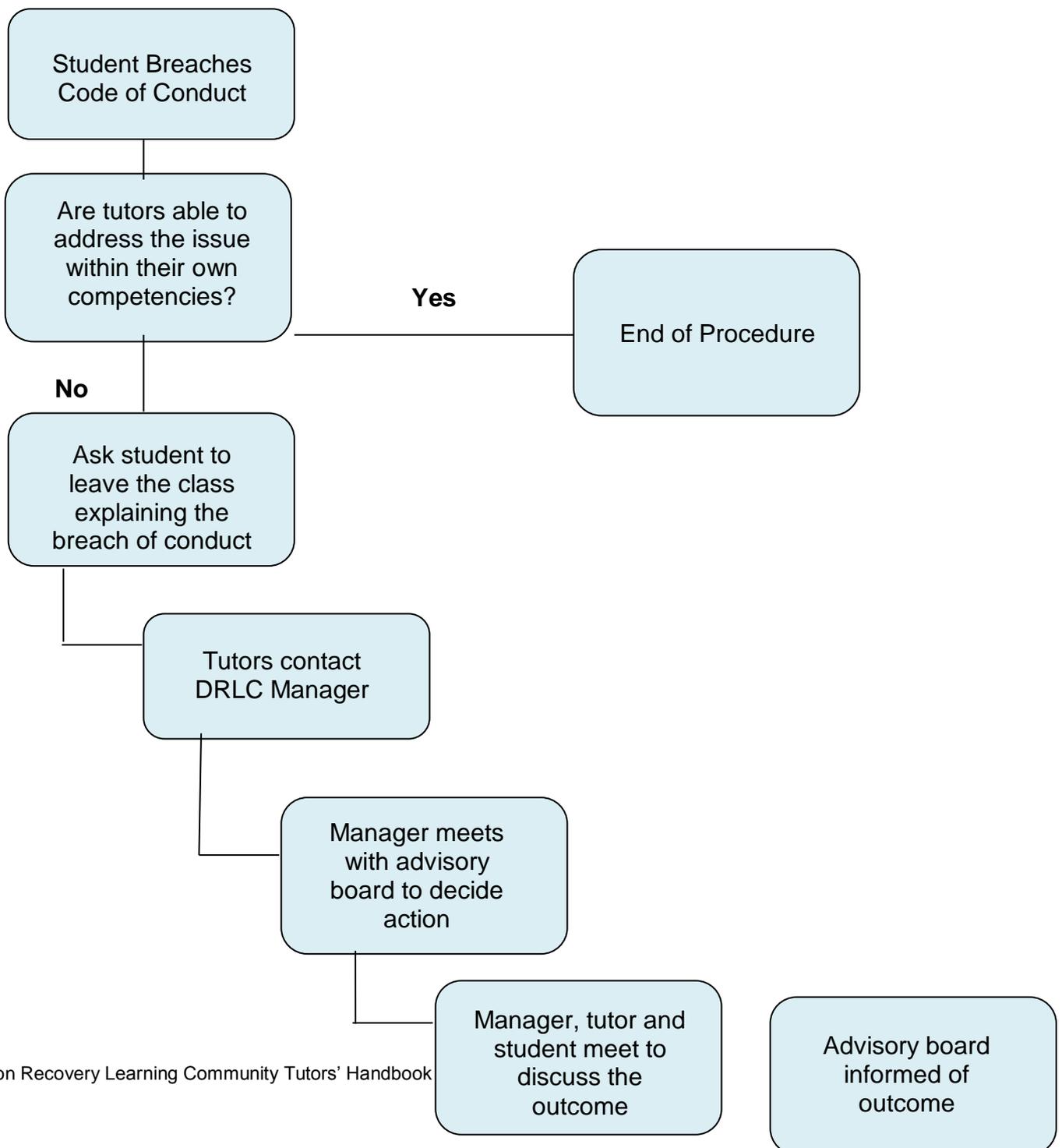
1. Show respect to all students and staff, not use offensive or racist language, never discriminate or harass others and not to wear logo's or slogans that could be offensive to others.
2. To respect the wellbeing and property of the other members of the community.
3. To take an active part in your own learning and use the resources made available to you.
4. To give us information that we need to support your enrolment.
5. To turn your mobile phones on silent/off during the session, unless you have particular reason for which you have agreed with the co-tutors otherwise.
6. To attend courses punctually.
7. To take responsibility for your own learning and come to the session equipped to participate.
8. To communicate your wishes as to how we can support your wellbeing whilst attending sessions.
9. To advise us of things that may be preventing you from getting the most out of your learning experience.
10. To refrain from the use of alcohol and illicit substances while attending courses, the Recovery Library and Drop-In and other DRLC activities or events.

#### **Failure to adhere to the Student Code may lead to exclusion from the Devon Recovery Learning Community**

# Appendix 3

## Escalation Process for Breach of Student Code of

### Conduct



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## **EXCLUSION PROCEDURES FROM THE DRLC:**

If a student's behaviour has meant that they have been asked to leave a session or have been disruptive or threatening to the extent that the tutors are concerned about their continued involvement in the DRLC, their registration with the DRLC will be reviewed by the DRLC Manager and Advisory Board.

The DRLC Manager may wish to meet with the person and with the tutors before a decision is made around their exclusion.

The exclusion may be temporary or permanent. Once the decision has been made the person will be written to with the expectations and outcome clearly stipulated including any timescales.

A person is able to appeal against their exclusion using the DRLC complaints procedure.

# Appendix 4

## Student wellbeing and emergencies

### Tutor Guidance if a Student Becomes Distressed or Suicidal

During a course, you may feel concerned for the wellbeing of a student. For example, they may disclose profoundly distressed feelings, or even mention suicidal ideas or thoughts of harming other people.

What should you, as the tutor, do in this type of circumstance?

1. Remember that you do not carry responsibility for your students on your own. Your co-tutor is there to consult and the DRLC management and steering group are also sharing responsibility for the welfare of all our students.
2. If someone is becoming distressed or the tutors are concerned about the person's emotional wellbeing, the tutors can have a conversation with the person if they feel it is within their competencies to do so.
3. If the person does not wish to engage with the tutors or if the tutors have concerns for the wellbeing of the person this should then be escalated to the DRLC Manager to ensure appropriate follow up action is taken.
4. In very rare circumstances tutors will have a duty to take action without permission from the students. This only applies when you have weighed up all available information and discussed your concern with your co-tutor and sought to raise the issue with the person concerned.
5. If you feel that immediate action is needed, talk to the student themselves first if you can. Explain that you are worried about them and would like to make sure that they are safe and have somewhere to turn. Make sure that you do this after the course or in a break so that you can speak in private and not in front of others. If the disclosure is made openly in front of other students, you may need to say to the student that you would like to talk to them outside of class about the issue.
6. Only if you continue to believe there to be a risk of serious and imminent harm, whether to the person themselves or specific other people, can you contact the person's care team or emergency services without their permission to seek urgent assistance.
7. As the DRLC is not a clinical service, the DRLC managers will not have access to a person's clinical history, if indeed the student is even using the mental health services. We would only know this information if the person disclosed this information to us and gave us permission to contact the mental health services on their behalf.
8. If you are still concerned, tell the student, and ask if you may pass on the information to someone else, for example their emergency contact or one of their care team. The student themselves may suggest the best person to talk to.

9. The DRLC is about learning, not therapy, and your role as a tutor is best limited to helping the person to find the right sources of help.
10. If you feel that there is an immediate risk – for example, you believe that the student is at risk of suicide, or if you have imminent concerns for their safety, the safety of yourself or others, do not hesitate to call an ambulance on 999; if there is a risk of violence or harm to other people, call the police on 999.

### **Tutor Guidance if a Student Becomes Physically Unwell**

If a course tutor is concerned for the physical wellbeing of a student, and does not consider it to be an emergency they may need to direct the student either to their GP, or to NHS 111 for further advice.

In the event of an emergency (i.e. collapse, cardiac arrest, violence, threatening behaviours), course tutors are instructed to contact the appropriate emergency services.

In the event of a physical health emergency an ambulance should be called immediately.

### **Tutor Guidance in the Event of Fire**

With regard to fire safety procedures, it is the responsibility of the tutors to inform students of the Emergency Evacuation procedures and Meeting Points in the building that they are using prior to the start of the course as part of general housekeeping.

In the event of an evacuation at a community venue in which the DRLC course is being delivered the DRLC has an obligation to ensure all students are evacuated from the building or to ensure that the Fire Marshall is alerted to any difficulties with this.

It is suggested that should a student be unable to exit the building for example is unable to use the stairs, as far as possible and whilst maintaining own safety, a tutor should wait with the student in the designated place of refuge. Their co-tutor should raise the alarm with the Fire Marshall and inform them that there is a student at the refuge point.

Such incidents should be immediately reported to the DRLC manager who will complete and submit an incident report in line with DPT's Incident Reporting Policy.

## **Tutor Guidance if You or Your Co-Tutor Becomes Unwell or You Can't Get to Your Course Due to Unforeseen Circumstances**

What should you do if you cannot tutor your course due to illness or other unexpected circumstance?

Once the course is advertised in the prospectus, we consider that we have an obligation to students to offer it. If for any reason you are not able to continue to teach it, please let us know as soon as possible. We will be grateful for any suggestions about someone who can take your place but it is not your responsibility to find an alternative tutor.

If you are not able to attend on the day of a course, for example because of car trouble, inclement weather or illness, you must let your co-tutor and our administrative staff know as soon as possible on 01392 677067, or email [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net)

Whilst our courses are not normally delivered within a clinical setting, but even so, please think carefully if you might be at risk of passing on any illness to our students. It is DPT policy that staff should not attend work if they have had any symptoms of vomiting or diarrhoea within the previous 48 hours.

If we have some advance warning, the possibility exists that we can contact your co-tutor and the students on the course in order to reschedule the session for another date. In some circumstances, the DRLC can find a last-minute substitute or even a member of staff from a partner organisation can step in to support your co-tutor if they felt that was appropriate.

Ultimately, it would be up to the discretion of the co-tutor to decide if they felt competent enough to deliver the course on their own together with the approval of DRLC management.

If, however, a tutor is unable to deliver two or more sessions of a multi-part course, the DRLC would find a suitable co-tutor who could bring the relevant knowledge and expertise to continue to run the course according to our ethos of co-production, which is a *sine qua non* and core to the principles of Recovery Education.

# Appendix 5

## Forms, resources and templates



2. Attendance  
Register.docx



3. Evaluation  
form\_tutors newest.



4. RLC\_Evaluation  
form - newest.docx



art%2c  
photography conse



DRLC participant  
form.docx



Participant  
Consent.pdf



enrolment form  
newest.docx



DRLC Course  
approval criteria.doc



RLC\_Course plan  
v5.doc



RLC\_Session plan  
v2.doc



Risk assessment  
template.docx



Information for the  
prospectus.docx

# Appendix 6

## Tutor Check List

### Before the course

- tutors must arrange to contact their co-tutor to meet up and discuss the course content
- tutors must arrange a suitable means of contacting one another, for example, agreeing to exchange email address/phone number or liaise with DRLC manager to use a work mobile that can be signed out for the duration of the course (see work phone guidelines below)
- tutors must ensure that the DRLC office has their most up-to-date contact information
- tutors should contact the venue to confirm the course booking and request any special equipment (flip chart, projector, screen, refreshments if you cannot bring your own/there isn't a kitchen or café on site).
- Tutors must liaise with DRLC management regarding the purchase of ANY additional resources, equipment or materials prior to any out of pocket purchases. The cost of any purchases that have not been agreed with the DRLC management beforehand might not be reimbursed through expenses.
- Any printing for your courses can be done using the office printer at New Leaf. This can save us lots of money. B&W printing is even cheaper. Our admin team will be happy to post any resources to you via DPT's internal mail system and you can pick post up at your nearest community mental health team. Call us to arrange your printing needs.
- Tutors can also request books and resources by visiting our Recovery Library based at St Sidwell's or by using our online library catalogue. If there are books you need for your course, please check our online catalogue at

[www.devonrlc.co.uk](http://www.devonrlc.co.uk) where you can reserve and check books out online. Our librarian can then arrange for any book/s your order to be delivered to you using DPT's internal mail system. If you would like us to order new books that would be helpful to the teaching and delivery of your course, we are happy to discuss your needs and consider acquiring such resources for the library.

- The DRLC can then send materials, books from the Recovery library
- Wild Things! tutors should contact the activity provider:
  - to arrange to meet up with lead instructor of activity
  - to discuss with lead instructor course content and how best to make the activity suitable for DRLC students
  - to ensure lead instructor is aware of the role of the DRLC tutor and agrees to work to the best of their ability according to the ethos of co-production and co-delivery
  - to provide clothing and kit list
  - to make the tutors aware of any risks, special requirements, Health and Safety procedures, etc.

#### 2 weeks before start of course –

- DRLC office will send a formal email/text reminder to all students enrolled on your course that they have a confirmed place, and to ask students to contact the office if they can no longer attend/want to cancel.
- DRLC office will contact students on the waiting list to invite them to take up any cancelled places
- DRLC office will email co-tutors the student list in an encrypted MS word document

#### At least one week before the start of the course –

- Co-tutors should arrange to contact by phone/email/text all students enrolled on the course:
  - to confirm their attendance
  - in case of any cancellations, to ring students on the waiting list
  - to provide directions to the venue, information about parking, accessibility
  - to answer any other questions
- Depending on the course, co-tutors might initially send a group text to students that provide a mobile number, then email/phone the remaining students on the list.
- Tutors should endeavour to contact any students who do not reply to confirm their attendance, and it is acceptable to use other accepted methods of contact for the purpose of confirming attendance
- Tutors should not leave messages or discuss the course on which the student has enrolled with a third party, but should only speak with the student.
- If leaving a voicemail message, give just the minimum amount of information, for example, *'Hello, this is Daniel from the Recovery Learning Community ringing to ask if (name of student) can get in touch with our office to confirm their attendance on the course they have booked on which is starting next Wednesday. The office number is: 01392 677067. Thank you.'*
- Ensure you have gathered all the necessary resources, leaflets, pens, flip chart paper and markers, supplies and materials necessary for the smooth running of your course

- Ensure you have printed copies of an attendance sheet, student evaluation forms, tutor evaluation forms and certificates of attendance, media consent forms, etc.
- Tutors can request hard copies of all resources
- Ensure you have entered in your work phone all emergency contact details, the contact information of your co-tutor and the DRLC office phone (see work phone guidelines)
- Wild Things! tutors must be sure to contact all students before the course to confirm their attendance
- Wild Things! tutors must ask each student prior to the start of the course to complete the relevant participant form provided by the DRLC, Haven Banks Outdoor Education Centre or other relevant third-party organisation.
  - Ideally, tutors should complete the participant form with students over the phone and then ask them to sign the form on arrival at the course
  - If students have not received a copy of the participant form with their formal email reminder, they can be offered to have one sent to them digitally or by post. Students can then read through at their leisure, sign and then return the participant form by email or by post **prior to the start of the course** to the DRLC office at: [dpn-tr.drlc@nhs.net](mailto:dpn-tr.drlc@nhs.net) or DRLC, New Leaf, Farm house Rise, Exminster EX6 8AB
  - Tutors should explain that the purpose of the participant form is to assist tutors in being made aware of any physical or mental health issues that might have an impact on their participation. Having a physical or mental health issue would not necessarily prevent them from participating on the course, but would help tutors make reasonable adjustments in order that they can take part according to their ability.
  - Tutors should inform students that if the DRLC does not receive their participant form prior to the start of the course, that the activity provider and/or the DRLC has the discretion to deny them a place in the highly unlikely occasion that any physical or mental health issue might be deemed unmanageable or would put the student, the tutors or others at risk.
  - For any concerns regarding the physical or mental health of a student and how it could adversely impact on their participation, tutors must refer the matter to the DRLC manager who will make a final decision in consultation with the third-party activity provider.
- Wild Things! tutors must inform students about any additional clothing, kit, or other necessities students might need to bring for the course. Such things could include suitable clothing for the weather, suitable footwear, packed lunch, snacks, water bottle, medications (inhalers, epi-pens for bee stings, insulin, etc), sun screen, pocket money, mobile phone.
- Wild Things! tutors should encourage all students to arrive at least a half an hour before the course start time in order that participant forms can be signed and checks, that students can begin to change into wet suits, and to ensure a timely departure if travelling to an activity by minibus.

#### On the day the course starts

- Tutors should arrive at least a half an hour before the course starts to set up, discuss any issues, and also greet any early arrivals.
- Tutors must keep an attendance sheet of all students on each session of a course.

- Tutors and Wild Things! tutors should meet and greet students, hand out any prepared resources, welcome packs and ensure all participants have received, read and signed their participant forms, media consent forms and signed the attendance sheet.
- Once all students have arrived, tutors and Wild Things! tutors should introduce themselves and invite students to introduce themselves, run through any housekeeping/fire safety/toilets
- Tutors and Wild Things! should invite students to create ground rules for the course
- Tutors and Wild Things! tutors should introduce the course, the course contents, expectations and also the purpose of the course (see the ethos and values of Recovery Education)
- Wild Things! tutors should ask students to store away any valuables they have brought with them. If the course is an onsite activity there may be lockers where they can secure their belongings not needed on the activity.
- Wild Things! tutors must ensure that all students are seated safely, bags securely stowed, with seatbelts secure if travelling by minibus.
- Wild Things! tutors handover to instructors of third party organisation for activity to commence
- Wild Things! tutors actively participate in course and to support students' practical and emotional needs
- Tutors and Wild Things! tutors actively contribute their relevant personal/lived experience to the course content

At the end of each session of a multi-part course/single session course

- Allow enough time before the end of each session of a multi-part course for questions and for students to check out, ensuring their safety and wellbeing, and to remind them of any additional information they might need to know for the next session.
- Tutors do not need to ask students to complete an evaluation after each session of a multi-part course; evaluations are only required to be filled out at the end of a course.
- Ensure students take away with them any belongings they brought to the course.
- Ensure course venue is left in a clean state, all rubbish, water bottles, scrap paper is thrown away. If you have used flip chart paper or a white board, don't forget to take any pens you brought with you, erase all information from a white board and dispose of all sheets of flip chart paper that you have written on.

At the end of the last session of a multi-part course/single session course

- Ensure you offer students information that can signpost them to other opportunities, other courses, other groups. A good practice is to provide relevant leaflets and other information that students can peruse and take away with them. Our courses are intended to provide students with links to opportunities, courses, activities offered in the community and to encourage and inform them of the things they can access that can aid their recovery and wellbeing.
- Offer students an opportunity to check out and ensure their safety, particularly if the course is one that may have brought up distressing issues or triggers. Sometimes, all students need is a chance to say that they will be okay and safe to help them contain their emotions and not act upon any harmful or destructive thoughts.

- Allow 5 minutes before the end of the course for students to complete a student evaluation. These evaluations are vital for the DRLC to obtain in order to provide the evidence we need to continue to offer recovery-focussed and co-produced courses to support people to get and stay well.
- Certificates of Attendance can be signed by the tutors, filled in and handed out to each student who has completed the course.
- All tutors should complete their own tutor evaluation of how the course went for them, to include some reflection on what went well in your course, what didn't go so well, and what you might change for next time. The tutor evaluation also offers you an opportunity to say how the experience of teaching the course has supported you in your recovery.
- At the end of any course, tutors and Wild Things! tutors should debrief with each other and with the instructors of any partner organisation to consider changes or improvements that can be made for next time.

### Post Course Admin

- Scan/post/email/hand in to the DRLC office the following documentation:
  - Attendance register
  - Student evaluation forms
  - Tutor evaluation forms
  - Media consent forms
  - Participant forms (Wild Things! tutors only)
  - Shred or else return with documents above any printed versions you may have produced of the student register that includes the names and personal details of students enrolled on your course.
- If you signed out a work phone and are returning it at the end of your course:
  - Delete all texts and any phone numbers of tutors or students you might have added pertaining to your course
  - Arrange with the DRLC manager to return phone to the Recovery Library or else sign it back in with our Recovery Librarian when the Recovery Library is open on Wednesdays, between 1 and 3. The Recovery Library is located in the Old Chapel, St Sidwell's Community Centre, Sidwell Street, Exeter EX4 6NN.
  - You must return your work phone and sign it back in to the Library in person. **DO NOT DROP THE PHONE OFF IN THE LIBRARY BOOK RETURNS BOX.**
- Complete and send in your timesheet and expenses claim form (Bank Peer Trainers only), or your paid involvement form (tutors being paid through the paid involvement route only) to the DRLC Manager, Caroline Nicholson, either by post: Devon Recovery Learning Community, New Leaf, Farm House Rise, Exminster EX6 8AB or by email: [caroline.nicholson6@nhs.net](mailto:caroline.nicholson6@nhs.net)
- Don't forget to scan/send any travel receipts/receipts for cost of materials and/or consumable (agreed with manager before your course)

# Appendix 7

## Some Useful and Relevant Policies from DPT



HR20\_Acceptable\_Behaviour\_Policy\_Dec



HR11\_Alcohol\_Substance\_Abuse\_Nov16



G04\_Complaints\_Policy\_May15.doc



GV03\_Confidentiality\_Feb16.doc



HR28\_Equality\_Diversity\_Jun15.pdf



S01\_Health\_Safety\_Dec15.doc



GV00\_Information\_  
Governance\_Policy\_I



C08\_Professional\_B  
oundaries\_Policy\_M:



C25\_Safeguarding\_  
Children\_Apr16.doc



C19\_Safeguarding\_  
Adults\_Policy\_June1



G21\_Social\_Media\_  
Working\_Online\_Po



G25\_Telecommunic  
ations\_Policy\_Sep16

