



ProFouND: Prevention of Falls Network for Dissemination

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PROTOCOL FOR TUTOR TRAINING

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WP5 – Best practice exercise regimen network development



D5.2 Protocol for tutor training

(V9_BT/DS 29/06/13)

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Introduction

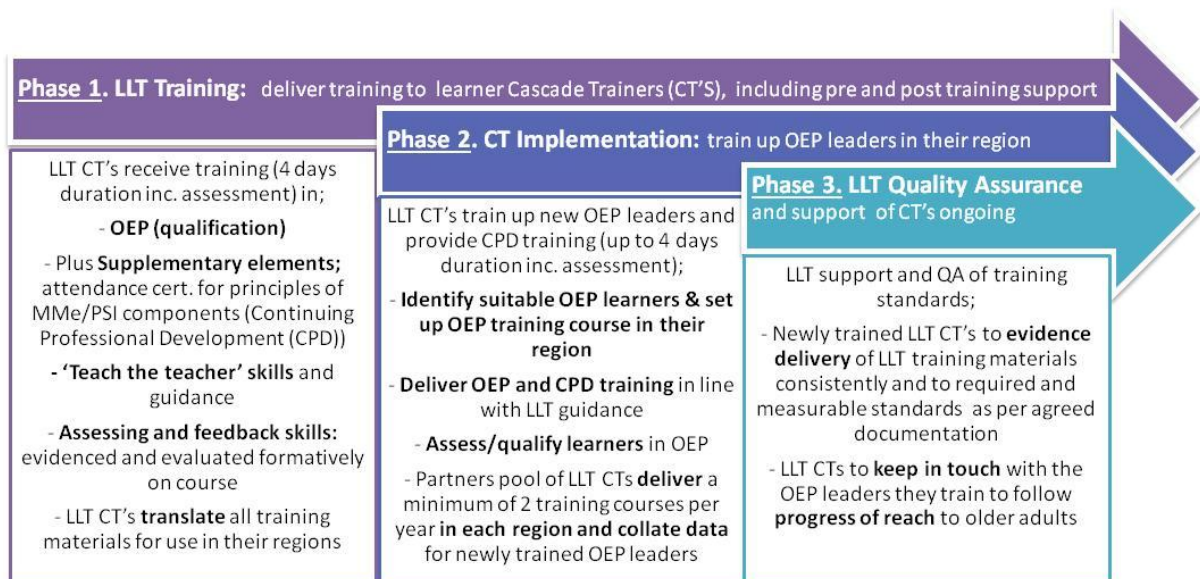
This deliverable covers the Protocol for Tutor Training across Europe, as per the objectives of WP5. [Later Life Training](#) (Bex Townley and Dawn Skelton) have produced this protocol in consultation with a number of the partners who will be involved in the training.

Objectives of WP5

The objective of WP5 is to create a network comprising a cadre of trained and accredited instructors of falls prevention and management exercise tutors across Europe, supported using online training and quality control. The tutors once trained will be accredited to provide evidence based falls preventions exercise interventions to a variety of different client groups and deliver evidence based, standardised and endorsed training themselves to new instructors in the regions. A network will be created for these tutors to be supported with continuing professional education, support for implementation, and a cascade model of training and delivery will ensure sustainability. Creation of this network and standardisation of delivery across regions will ensure effectiveness and reach.

WP5 will deliver tutor training to 3-5 health and leisure professionals in at least 15 regions over the first 18 months of the project. The SME delivering the work within WP5, Later Life Training (LLT) has successfully trained over 4000 specialist instructors and exercise leaders in the UK since 2003 and achieved exemplary reach to older people with a history of falls through their evidence based, nationally standardised and accredited training. In the UK the majority of training by the LLT tutors to participants is performed face to face, however, for the ProFouND project, there will be 4 contact days (including assessment) and the new cascade tutors will be required to study alone (online and with printed manuals) for a minimum of 4 days prior to the contact training. Worksheets and a short presentation will be required for submission prior to commencement of the course.

'Cascade Tutor' Training Overview



Newly trained Tutors will be called LLT 'Cascade Trainers' (LLT CT's). LLT CT's will be identified (locally by partners) and trained by Later Life Training (LLT) (in their region, i.e not in the UK). There is **no budget for travel for the CTs to attend training**, which is why we will attempt to run courses in a central location within the region so that people have as little travel/accommodation costs as possible. It is up to the organisations/partners to cover travel or to ensure that these costs are later recompensed when local cascade training begins.

LLT CT's will be trained in the OEP qualifications plus supplementary evidence based exercises/therapy led approaches to up from the floor, endurance and dynamic balance training, use of resistance bands for strength work, motivation techniques and strategies and considerations and documentation required for venue health and safety/participant inclusion criteria and assessment. In addition to achieving these qualifications, LLT CT's will also undertake 'tutor' training in order to further train (cascade) individuals within their own regions to become Specialist Exercise Instructors in the OEP and supplementary exercises. Between 3 to 5 CT's will be identified in 15 regions/countries.

The **Cascade Tutor Training** will involve first the qualification in the Otago Exercise Programme (OEP) Leaders Course [1, 2] and top up training in pertinent aspects of the Postural Stability Instructor (PSI) Course [3, 4]. These include teaching the therapy based approach to getting down to and up from the floor (Backward chaining) and the practical principles of warm up, endurance and flexibility training and use of resistance bands for strength training). Finally, they will cover general training in motivation techniques and support strategies for increasing uptake and adherence to exercise for frailer older people

(based on the Motivate Me (MMe) course)[5]. They will receive a certificate of qualification for OEP and two certificates of attendance at Continuing Professional Education (PSI principles and MMe principles).

The majority of their training will be online. They will have access to the manuals prior to the face to face contact and LLT will support the understanding of the manuals with narrated powerpoints and video clips available online.

Throughout the training the LLT CTs will receive the **training necessary for them to cascade train the OEP qualification**, and to deliver a **one day continuing professional development (CPD) day with emphasis on motivation techniques and additional PSI components**, as one local training course which will allow the tailoring of exercise to suit the individuals they will work with and for the new OEP leaders that they train to run both group sessions and one to one supported home delivery for those who are more frail or who do not want to attend group sessions.

The new LLT CTs will be required to **translate the student manuals and course paperwork** into their own language and these will form the basis of future training courses in their regions.

WP5 will work closely with **REPS Europe** and other organisations (such as physiotherapy councils) to ensure that the training courses delivered by these tutors in their own regions is accredited and quality assured.

The aim, once initial tutor training is complete, is to have a **network of at least 60 LLT CTs** across 15 regions cascade training. Each region will deliver at least 2 new OEP leader courses (to 10-15 new leaders) a year for the duration of the ProFouND project (Feb 2016) – so that the network of trained leaders grows by at least 1200 new OEP leaders across Europe in this period. It is hoped that the training in the local regions will be sustainable so that the CTs continue to grow the network of trained OEP leaders following the ProFouND project.

Depending on how many older people each OEP leader works with over a year, based on the UK experience, this will have the **potential reach** of 43,000 to 140,000 older people a year receiving effective falls prevention exercises.

Although the **cascade training cannot be free** (or it will not be sustainable) the cost will be set by the CTs so that it is feasible within the regions and for the target population. The LLT CTs will dictate locally the cost of new leaders attending the OEP training courses and the cost of these newly trained OEP leaders attending one day CPD training in the motivation techniques and the PSI additional elements). A small royalty (8% of net income from any delivered courses to new instructors) back to LLT from each cascade training course will allow constant update of materials, quality assurance, provision of certification and online and telephone/Skype support from LLT. This will also cover a small fee back to LLT for the IP

of the original and updated training materials.

The LLT CTs and OEP leaders they train will work for a variety of organisations and the **cost (or not) for older people themselves** to attend the exercise sessions or receive home based support of exercise will be dictated by these organisations (not set by LLT or ProFouND). The UK experience is that approximately half of such provision is free to the older person for at least the first 10 weeks of exercise (from healthcare, insurance and charitable organisations, however this may not be the case in other European regions).

Requirements of Cascade Trainers (CTs) within the ProFouND project

There are a number of requirements of the CTs trained by WP5 for the ProFouND project.

1. LLT CTs will be required to undertake a considerable amount of **pre-course reading and revision**. The OEP manual, the MME manual and the PSI additional components manual will need to be read and understood before the face-to-face training commences. The manuals will be supported by narrated powerpoint presentations and exercise technique videos online. The pre-course learning will require a minimum of 4 days self directed learning (accounting for learning in a second language)
2. The LLT CTs must attend all days of the face-to-face training. This is vital as the LLT tutors will not easily be able to return to complete any training if any days are missed.
3. The LLT CTs will be required to **translate the student manuals and course paperwork** into their own language and these will form the basis of future training courses in their regions. This is a task that can be allocated and shared amongst LLT CTs within a country/region and will be arranged on the course. The translations should be preformed within 2 months of completion of the course. It is anticipated that each LLT CT will require at least 2 days of translation time (direct into a Word document). The translations will be checked for accuracy by the partners within the ProFouND project.
4. The LLT CTs will be required to complete some **basic data gathering** on the future training they provide (including registers of attendance, assessment paperwork and pass rates).
5. Each **partner organisation** that has LLT CTs will sign up to deliver at least TWO cascade training courses a year to NEW instructors in their region during the lifetime of ProFouND and will endeavor to maintain the provision of training in their region after Feb 2016. Each OEP course they deliver will either be 3 days long including assessment (for exercise leaders) or 2 days long including assessment (for physiotherapists on the fast track course) PLUS, the CPD day is a 1 day course that includes the motivation and PSI elements. Therefore the minimum amount of days of cascade training within a partner organisation will be 8 days (this may be split

amongst a number of LLT CTs in that region).

6. If LLT CTs deliver training to older people themselves, they will be required to complete some **basic data gathering on their outcomes** (such as age and gender, pre and post training functional improvements). The OEP leaders they train will not be required to complete these outcomes when they work with older people, however, the LLT CTs will be required to keep in touch with the OEP leaders they train to follow progress of reach to older adults.

LLT Eligibility Criteria for Cascade Trainers:

Local partners are asked to begin to identify people for this training within their own regions. They must meet the following eligibility criteria. Any queries on the individual's eligibility must be directed to Bex Townley (LLT) – bex@laterlifetraining.co.uk.

Essential Criteria:

- Physiotherapist (or Physical Therapist), experienced (at least 3 years) in working with frailer older adults.
- Reasonably good spoken AND written English (LLT tutors will not be able to translate).
- Comfortable speaking to groups in a 'teaching' capacity and prepared to provide constructive feedback to learners. LLT training to the CT's will provide the technical expertise to recognise what feedback is required, but a CT must have inherent communication and motivation skills to 'talk' to people.
- Pre-requisite for attending the training: OEP worksheets to be completed and submitted for marking prior to being accepted onto the training. This gives learners an opportunity to identify whether they are able to work with the resources (language/layout) prior to committing to the training.

Desired (not essential but preferable) criteria:

- Currently delivering group exercise/therapy
- Currently delivering 'in-service' training with colleagues
- Holds a teaching qualification

LLT suggest, that for the greatest chance that the cascade trainers do continue with future local training (to increase the reach of qualified instructors locally and nationally), the partners identify local CT's that meet the following criteria:

Suggested Local Eligibility Criteria for choosing local CTs:

- **Time and availability to deliver cascade training** in the OEP and the CPD day at least once a year (max of 4 days per year). This is important to ensure local reach of new

training and staying confident in delivering the training (long periods not delivering reduces the confidence in future training and they are more likely to not deliver in the future).

- **Time to keep up to date** and involved with LLT online training materials (3-4) days a year), quality assurance and completion of paperwork reporting numbers trained, outcomes and reach of training.
- **Time and ability to translate teaching materials** (in conjunction with local partners).
- **Access to venues** to be able to deliver training (space suggested includes 1 room large enough to deliver an OEP course to a minimum of 4 people and maximum of 8) for delivery of theory teaching (with projector and writing tables/seats) and practical training (room needs to be able to accommodate moving of tables to perform exercises in seated, standing with chairs and on mats on the floor)

Payment of local CTs

There is no budget within the ProFouND project to pay the learner CT's to attend training or to deliver future local training courses, so the CT's identified for training **must either**:

- **Work within a service or organisation** that will pay them to deliver future training (this may be within their current paid employment) OR
- **Be allowed to charge a fee** (or a fee per new instructor) to deliver local training so that they get some return on their investment of time in undertaking this training or delivering it in the future. Once the EC grant is completed LLT will charge a royalty to all trained CTs (small % of income) to cover IP of products, updates, quality assurance of training and continued professional support.

This must be agreed and discussed locally before the delivery of the cascade training. This is vital or LLT may spend a lot of time training people that will not continue the cascade training model. This would waste EC monies and be a waste of time for partners as well. So it is vital that we spend the time identifying the most appropriate people to become CT's in each of our regions.

This is why we have stipulated that the organisation/partner allows them to do this as part of their paid employment OR they be allowed to charge a fee for the training. Essentially in order for the training to continue in regions we need the LLT CTs to deliver future training. This cannot be FREE or it is not sustainable after the project finishes. So LLT suggest that organisations/partners agree with the CTs that are trained what the FUTURE cost of the training to new OEP leaders will be - and whether the CTs are paid or not for this delivery. If not separately paid to deliver future training then they will not do it. So either the organisation who employs them agrees for them to have time off normal workload to deliver this training as part of their paid employment (but still the organisation/partner charges future leaders to attend training to recompense this time) OR the CTs must be allowed to

charge the new leaders for the course training so they have an income to deliver the training (ie. Self employed). Remember that LLT will get a small royalty from the income received in on this training, so this will be set up EITHER with the organisation/partner that employs the CT or with the individual CT. In the UK, leaders pay to attend training and LLT pay the trainers who deliver for them - leaving a small profit to run the office etc.

CT Training Timetable Overview

- Face-to-Face training duration is 4 days total. Days 1-3 are consecutive with a day off before Day 4 (assessments and implementation). Prior reading and online video clips and presentations must be viewed before the face-to-face training.
- Training content comprises;
 - Evidence review and practical teaching skills to deliver the Otago Exercise Programme qualification (OEP) plus,
 - Supplementary evidence based exercises (FaME trial, L4 Postural Stability Instructor Training Qualification) - Therapy led backward chaining approaches to getting up and down from the floor will require additional exercises and processes for ‘skilling up’ the movement patterns of this essential skill for people at risk of a long lie after a fall (for delivery of the CPD day).
 - ‘Motivate Me’ (MMe) training covering the essential skills of motivating older adults to participate (for delivery of the CPD day).
 - ‘Train the trainer’ skills – key teaching skills and strategies in cascading training/delivering practical workshops to learners.

LLT OEP Cascade Training Course Timetable (subject to change)

<u>Pre-Course Online Learning Tasks</u>		
Approximate Time	Mode	Session content
Min. 1 hour	OEP worksheets.	Pre course eligibility/pre-requisite for attending the training: OEP worksheets to be completed and submitted for marking prior to being accepted onto the training. (Electronic copies completed and submitted to LLT Project Lead)
Min. 4 hours	Pre-course reading	LLT OEP++ Training Manual (comprising edits of; OEP, MME, PSI manuals bespoke for this training course, appropriate for translation)
Min 30 minutes	Online PPT/Tutorial	ProFouND aims, Skills, role and responsibilities of the Cascade Trainer Practical assessment guidelines for day 4
Min.40 minutes	Online video	View OEP video clips of all exercises
Min.40 minutes	Online PPT's/Tutorial	OEP: The Evidence
Min. 60 minutes	Online PPT's/Tutorial	MME: The Evidence: Motivation and Communication, supporting older people to adhere to exercise programmes

Min. 30 minutes	Online PPT/Tutorial	Introduction to supplementary training elements: PSI components/ backward chaining, warm up/cool down/ flexibility / resistance band work /dynamic balance and endurance
Min. 1 hour including prep time	Online PPT's – session planning	Tutoring skills – session planning and tutor delivery skills (day 1 preparation for 5 minute teaching practice of OEP evidence using LLT slides as part of presentation)

LLT Contact Day 1 - OEP		
Approximate Time	Mode	Session content
09.15 – 10.00	LLT Tutor led presentation	Welcome, Introductions: Learning resources, online learning MME & OEP CT course overview, collect completed worksheets
10.00 – 10.15	LLT Tutor led presentation	ProFouND aims, skills, role and responsibilities of the Cascade Trainer
10.15 – 11.00	Student/'CT' led presentations	OEP: The Evidence (5 minutes presentations delivered by the group)
11.00-11.15		BREAK
11.15 – 11.45	LLT Tutor led presentation	Introduction to MMe: The Evidence: Motivation and Communication, supporting older people to adhere to exercise programmes
11.45 – 12.30	LLT Tutor led practical session	Model OEP session, Exercise Leader Essential (pace, voice, tone, observation, leading positions)
12.30 – 13.15		LUNCH
13.15 – 13.45	LLT tutor led workshop	Planning and delivering practical workshops: differences in teaching 'skills' to OEP learners, with teaching 'tutoring' skills to 'CT's'
13.45 – 14.30	LLT Presentation & CT led workshop	Warm Up/cool Components, exercise order, planning and teaching format including teach the teacher skills: student led group work *All practical workshops format; <ul style="list-style-type: none"> • ALO's (flip chart) • Overview of key physiology of component (flipchart) • Exercise demo and teach • Group teaching practice • Session evaluation & feedback
14.30 – 15.15	CT led workshops	Strength Component, exercise order, planning and teaching format including teach the teacher skills: student led group work *
15.15 – 15.30		BREAK
15.30 – 16.30	CT led workshops	Balance Component, exercise order, planning and teaching format including teach the teacher skills *
16.30 – 17.00		Session planning requirements for assessment

LLT Contact Day 2 – OEP, and Principles of MME (Motivate Me)

Time	Mode	Session content
09.00 – 09.15		Welcome
09.15 – 10.15	LLT Tutor led PPT's/ workshops	Motivation, behaviour change and older people. Evidence overview (barriers and motivation of older people). Motivation, intrinsic, extrinsic and exercise programme barriers. Trans-theoretical model to understand the exercise behaviour change process
10.15– 11.15 (inc. break)	LLT &CT led presentations/ workshop	Best practice and implementation. Group work – assessment and induction into a programme. Group work, motivation, rewards and feelings, and support strategies
11.15 – 12.30	LLT &CT led presentations/ workshop	Meeting individual needs and differences. Evidence relating to individual needs and differences Generational and life-stage differences. Contextual differences, settings and motives Group work - listening and talking, negotiating barriers and providing opportunities
12.30 – 13.15		LUNCH
13.15 – 13.45	LLT led workshop	Assessing/observation & written feedback skills
13.45 – 15.00	CT led OEP workshops/observation and evaluation skills	Student CT's work in 3's to plan and deliver whole OEP session. 1 instructor to 1 role-play participant, with 1 learner CT providing written feedback of teaching skills.
15.00 – 15.15		BREAK
15.15 – 15.45		Walking theory
16.00 – 16.30		OEP participant inclusion/assessment criteria, health & safety documentation
16.30 – 17.00		Q&A, prep for day 3

LLT Contact Day 3 CT's OEP Summative Assessment Practice & 'Teach the teacher' skills, assessor skills and ProFouND Implementation		
Time	Mode	Session content
09.00 – 09.15		Welcome
09.15 – 11.30 (inc break)	'Summative Assessment practice	CT's practice all OEP menu cards with additional 'assessor' element (practice use of observation checklist in role of assessor)
11.30 – 12.45	CT led practical workshop	'Teach the teacher' workshop of all OEP components. CT organisation, technically correct demonstration, teaching position, observation and transition management
12.45 – 13.30		LUNCH
13.30 – 14.15	LLT Tutor Led PPT	Principles of progression and adaptation (for strength, balance, and session progressions/components of fitness)
14.15 – 15.15	ALL	Organisation/agreement of OEP training resources translation
15.15 – 15.30		BREAK
15.30 – 16.30	ALL	Implementing OEP training and CPD day in your region.
16.30 – 17.00	LLT	Day 4 assessment instructions

DAY OFF IN BETWEEN DAY 3 and 4 (review video clips for day 4)

LLT Contact Day 4 Summative Assessment, & Implementation		
Time	Mode	Session content
09.00 – 09.15		Welcome
09.15 – 12.00 (inc break)	CT OEP Practical	OEP Practical Assessments (2.5 hours for 6 candidates, two tutors)
12.00 – 13.00		RESULTS & WRITTEN & VERBAL FEEDBACK
13.00 – 13.45		LUNCH
13.45 – 14.00	LLT tutor & CT led workshops	Supplementary PSI components; warm up (recap), Dynamic Endurance, Backward chaining approaches to getting down and up from floor, Flexibility/cool down
14.00 – 14.45		Dynamic endurance theory & practice
14.45 – 15.30		Backward Chaining approaches/down and up from floor
15.30 – 15.45		BREAK
15.45 – 16.45		Implementation and ProFouND requirements, data collection, training set up training/royalties etc.

Assessment of teaching ability and technique

The CTs on the training will be assessed in their teaching ability and teaching technique in the delivery of the evidence based exercises. They will qualify in the OEP programme and receive feedback on the additional elements of the PSI training mentioned above. In addition, CT's will receive skills in observation/assessing skills in order to gain competencies enabling them to complete observation checklists and written feedback for OEP learners who they will be assessing for the OEP qualification.

New LLT OEP CTs will be assessed (examined) summatively for the OEP qualification but will also be formatively assessed in other elements. Formative assessment means that they will be given feedback on their teaching techniques but are not examined.

Formative Assessment

1. Planning and delivery of practical workshop demonstrating cascade trainer skills; group organization and task set up, check learning Aims and Learning Outcomes, delivery of key learning points through maximum participation
2. Assessor skills/written and verbal feedback
3. Extra components of PSI that are taught; warm up and cool down flexibility, backward chaining, endurance and dynamic balance.
4. Full OEP session plan written in first language forming part of assessor skills/marking skills

Summative Assessment

5. Practical delivery of OEP evidenced based exercises; Teach x5 OEP exercises (including safe ankle weights on/off and demonstration of safe group and one to one transition skills) as per OEP assessment pack
6. OEP 'Evidence & Theory'/worksheets (submitted prior to day 1)
7. Two OEP Exercises as part of example session plan submitted in English
8. Health & Safety documentation

Quality Assurance Protocols

In order to ensure teaching standards are maintained and course content remains true to the evidence base, a robust quality assurance (QA) process will be implemented by LLT to monitor and support the newly qualified CT's.

The QA process will be set out clearly during the cascade training and detailed in full in a QA document. Record keeping requirements of the CTs for this process will include;

- OEP course registers (name, profession, organization, email address)
- Pass rates (and samples of course evaluations completed by learners at the end of

each course)

- Submission of sample course evaluation/action plans written by CTs at the end of each course
- Submission of OEP training submitted via video footage
- Professional discussions via Skype/face time/telephone

Final Thoughts on costs of future training

Although the requirements of organizations/partners appears strict and potentially costly, this model of training should produce a steady stream of income into the organization/partner if set up correctly. In the UK the cost for an individual to attend the full OEP course and qualify is £410 + VAT (€575) and to attend the fast-track physiotherapy OEP course and qualify is £310 + VAT (€372). Whilst LLT appreciate this might seem a very high cost for training, we run over 25 OEP courses a year in the UK and 41% of falls services in the UK have exercise tutors/physiotherapists trained in OEP. The CPD days in the UK cost £110 + VAT (€154) to attend. These rates may need to be adjusted for each region/country and need to reflect the small royalty which will come back to LLT and also the potential costs of venue hire and tutor delivery costs.

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