

QISMET

Quality Institute for Self Management Education & Training



STEPPING STONES TO QUALITY

2017

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Introduction

By Phil Baker, QISMET Chair

QISMET is an independent not-for-profit body. It was created in 2008 as a result of the shared recognition of self-management organisations across the statutory and voluntary sectors that national quality standards and approval of organisations to those standards were essential to secure the quality and consistency of service provision across the UK.

On behalf of QISMET, I am delighted to introduce the 2017 version of Stepping Stones to Quality (SS2Q) - the national Quality Standard for Stanford-licensed programme providers.

QISMET has developed this Quality Standard as an update to the first version of SS2Q produced in 2007. It simplifies and brings up to date the original requirements. A key change is that there is now only one level instead of three.

This Standard contains requirements for good practice that can be used for independent certification - approval by QISMET - or as guidance when setting up the provision of Stanford courses.

It complements our other Standards: QIS 2015, a universal standard for all types of self-management education provision; and the Diabetes Self-Management Education (DSME) Standard (originally published in 2011 and a revised edition in 2016) which relates specifically to group-based diabetes education that meets NICE criteria. Details of both of these can be found on our website www.qismet.org.uk

Development of this Standard has been undertaken to ensure an appropriate mechanism exists to safeguard high quality provision of structured self-management interventions that meet the Stanford licence requirements as the demand for them grows in response to government health policies and the needs of commissioners.

The QISMET ethos, that people living with long term conditions must be at the heart of any health and care initiative which is proposed for them, has been embedded in every element of the development of SS2Q.

Above all, SS2Q is a practical tool with clear, observable and measurable requirements. It enables providers to benchmark themselves and, by being certificated against the Standard, to demonstrate they are providing a high quality service and seek to continually improve.

Commissioners are increasingly looking for, and relying on, registered and 'qualified' providers who can demonstrate the required outcomes. QISMET certification against SS2Q affords both commissioners and providers of self-management education the most effective way to demonstrate that the management and delivery of structured interventions are of a high quality.

Independent external verification - which as an auditing body QISMET provides via its unique skills, expertise and certification process - undoubtedly provides greater benefits than either self-assessment or peer review of quality assurance.

It is worth noting that in some areas commissioners have required providers to achieve QISMET certification as a part of the commissioning contract, recognising that this is a practical and positive lever for attaining high quality self-management support services provision locally.

Requirements in the Standard explicitly address evaluation of outcomes, continual learning and improvement, which means that SS2Q provides a mechanism which will significantly accelerate the improvement in the quality of health management and behaviour change interventions available to people living with - or at risk of developing - a long-term condition in succeeding years.

The development of SS2Q both in the original format and now in 2017 has been made possible by the collaboration with and involvement of a wide cross-section of the self-management community and we would like to acknowledge all those who have freely contributed their valuable time, expert knowledge, guidance and advice. In particular we are grateful to our colleagues in Talking Health, Taking Action for their advice and guidance.

Scope and overview of this quality standard

This Quality Standard is for providers of structured self-management programmes that are licensed by Stanford University. The key requirement of the Standard is that people with long term conditions, or those that care for them or are closely affected by them, play an integral part in the planning and delivery of the programmes.

The Standard contains 4 overarching topics or themes. These are:

- **Theme 1 - Programme management.** This covers the management and organisational elements of the provider with regard to the delivery of the programme
- **Theme 2 - Programme design.** This deals with the way the programme is designed - it should be noted that much of this is managed by Stanford University itself.
- **Theme 3 - Programme delivery.** This contains the vital requirements for the way the programme is delivered, including the tutors used for delivery
- **Theme 4 - Programme evaluation.** This covers how performance in providing the intervention is managed, monitored, evaluated and improved.

Each Theme contains specific detailed requirements. These are all mandatory for certification and must be met.

The term 'provider' is used throughout the Standard. It relates to the organisation and its infrastructure (people, resources and processes) used to deliver a programme. It can be a whole organisation, in the case of an entity that just delivers a programme; or just one part of an entity which also carries out other functions. For a full glossary see Section 5.

The Standard can either be used as a good practice checklist by those starting out who want to develop a Stanford self-management programme; or for those who already have one and wish to apply for certification; these are the requirements that have to be met in order to be approved by QISMET.

QISMET certification

QISMET provides a certification service to providers.

Certification (sometimes referred to as accreditation) is the formal approval by QISMET of a provider against the requirements of a Quality Standard such as this one. It requires a desktop review of documents followed by a site visit to check that all the requirements have in fact been met. It is an in-depth analysis of all relevant activities of the provider that provides a deep level of assurance of the quality of their output. The provider must have already delivered the intervention successfully a number of times to achieve Certification.

QISMET Certification is available to all present providers of an intervention against this Standard. Please note that it is the provider and their management system that is certificated for delivery of a particular intervention, not the actual intervention itself.

Full details of the certification process and how to prepare yourself for it can be found on our website, www.qismet.org.uk



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Theme 1: Programme Management

1. The provider has a current Stanford University licence for the types of programmes that it is delivering
2. The provider has a documented management structure with clear reporting lines
3. People living with long term conditions, or those who care for them or are closely affected by them, are involved in the planning of the programme
4. The programme is managed by a co-ordinator, who has specific responsibility for recruiting, training, supporting, managing and supervising tutors
5. The SS2Q Training and Support Framework is complied with - see <http://www.qismet.org.uk/certification/training-support-framework/>
6. The provider has specific policies and procedures for recruiting and managing staff and volunteers, including tutors
7. There are defined competencies and role descriptions for tutors
8. The co-coordinator participates in networks involving other organisations providing self-management education
9. There is a planned schedule of programmes
10. The provider keeps records of training attended by tutors
11. There are processes in place for raising quality issues internally and dealing effectively with them
12. There is a policy and procedure for ensuring the confidentiality of personal data kept because of the programme, in line with legislative requirements
13. The co-ordinator is aware of the values, principles and best practice that underpin self-management education
14. Information about the programme for potential participants and commissioners is accurate, updated regularly, and easily accessible to and understandable by both

15. Records are kept of data relating to participants, and this is used to help assess the appropriate equality of access to the programme, with action taken to improve access if needed
16. The requirements of the Data Protection Act, the Information Commissioner's Office and any other NHS or statutory requirement covering sensitive patient information are met, including ICO Registration.

Theme 2: Programme Design

1. The provider uses the most up-to-date manuals adapted nationally from the authorised Stanford University originals
2. Tutors and the co-ordinator have opportunities to influence the design of the programme
3. Tutors are recruited as far as is practicable to reflect the cultural and ethnic diversity of the area(s) in which the programme is delivered.

Theme 3: Programme Delivery

1. Tutors either:
 - Have a long-term condition themselves or
 - Be a carer for someone with a long-term condition or
 - Be closely affected by someone with a long-term condition, for example a family member
2. The programme allows for both self-referral and direct referral of participants
3. The people within the provider responding to enquiries about the programme have an understanding of the programme
4. All enquiries from potential participants are dealt with promptly within defined time limits and records kept of potential participants
5. Tutors only use current approved delivery materials
6. There is a procedure for dealing with emergencies during the programme delivery that is made available to all tutors

7. There is a procedure for dealing with expenses and payments within agreed timescales
8. All venues used for programme delivery have been assessed against documented quality criteria before being used. They meet all the criteria, including for access. Records of the assessments are kept
9. Any special needs of participants or tutors for access, large print, hearing loops, diet, etc are identified before the programme commences and these needs are met wherever possible
10. There is a procedure for dealing with complaints with respect to the programme which is made available to all people within the provider and to participants
11. Records are kept of complaints about the programme including the timescales achieved, the outcomes and actions taken.

Theme 4: Programme Evaluation

1. Feedback about the quality of the programme delivered is obtained from participants and tutors after each programme delivery
2. The outcomes of each programme delivered are assessed by ascertaining the views of participants on their own personal outcomes at the start and completion of the programme
3. The data from the above 2 requirements is collated, analysed and reported on at least annually. It is also used to identify any improvements that need to be made, which are recorded and actioned
4. There is an annual review of all aspects of the programme, using data collected during the year, which leads to the identification and implementation of improvements
5. The co-ordinator ensures that all reporting requirements of funding or commissioning bodies are met.

Glossary of terms

Audit - A systematic review to determine whether agreed requirements have been met

Certification - Formal recognition by QISMET of compliance with the requirements of a Quality Standard by a provider

Evaluate - Analyse the results of monitoring

Materials - The physical resources used by tutors during programme delivery, such as hand-outs

Monitoring - Checking what has been done

Outcome - The changes, benefits, learning or other effects that happen as a result of programme provision, such as improvement in wellbeing for participants

Output - The amount of activities undertaken, such as the number of people on a programme

Participant - someone attending a Stanford programme

Policy - A document that provides an overview and statement of principles in a specific area

Procedure - A written description of how a process or activity is carried out

Provider - the organisation and its infrastructure (people, resources and processes) used to deliver a programme. It can be a whole organisation, in the case of an entity that just delivers the programme; or just one part of an entity which also carries out other functions.

Tutor - The person who delivers a programme to a participant