

# Training Prospectus

2024

Inspire.

Empower.

Transform.

ImROC.

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# Introduction

## Who We Are

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ImROC is a Registered Charity, we offer training, consultancy, thought leadership and research.

We offer a wide range of opportunities for people to develop new and existing skills. Our offer includes accredited and non-accredited training, coaching, facilitated reflective spaces and continuing professional development (CPD) opportunities.

ImROC has been established for nearly 20 years, when a group of individuals came together to consider the challenges faced by mental health organisations seeking to embed Recovery focused practice, conversations, and values into services. The barriers to making Recovery a reality within services were identified by co-producing a methodology with benchmarks that organisations could use to agree priorities for change. One of these benchmarks was transforming the workforce through development of the Peer Support workforce. This led us to develop our successful Mental Health Peer Support Pathway and our Autism Peer Support Programme.

## ImROC Vision

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ImROC exists outside traditional systems to challenge and improve existing paradigms and generate new cultures and practices in health and social care. We want to help create systems and communities that provide hope, control and opportunity to all of us, and enable us all to live well in an inclusive and equitable society.

## ImROC Values

### Belonging

Which includes fostering strong relationships, based on trust, compassion and loyalty. Maintaining connection to our own lived and life experiences and acknowledging the importance of community and opportunity in routes to healing and growth.

### Equity

To celebrate and value difference and create systems which welcome this. To work to remove barriers, both within ourselves and within society and systems which exclude, oppress and stigmatise. To work to enable lived experience voices to be heard and to redistribute power and control to enable this.

### Open

Being prepared to reflect, learn and be changed by new ideas and relationships. Being curious about what we know and what we believe we know. Being honest and transparent in our relationships and our actions.

### Quality

To hold ourselves accountable to high standards. To consistently work with integrity and aspire to be the best we can be. To know the importance of artistry in achieving quality, acknowledging that any work that supports liberation is a craft which demands creativity, vision and imagination, as much as it does science, knowledge and discipline.

# What to Expect

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## Our Training Approach

At the heart of ImROC training is the principle of co-production, meaning that courses are developed and delivered in partnership with people who have lived experience of being supported by services, providing and receiving of Peer Support and working in NHS and voluntary sector organisations.

While ImROC training is rooted in robust theoretical frameworks, there is a strong emphasis on the practical application of concepts and skills learned. Participants are encouraged to consider how the training can be applied in their own contexts, with the aim of bringing about tangible improvements in services and support. This focus on application ensures that the training has a real-world impact, contributing to the development of trauma informed, and neuro-inclusive practices. Hope, control and opportunity are the cornerstones of our work and are an integral part of all we do.

Our overall approach aims to offer training that not only informs but also inspires and empowers participants to make a positive difference in their fields of practice and their own lives.

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## Our Trainers

All our trainers bring lived, life and learnt experience, and deliver in teams that offer a variety of relevant experience to each training cohort.

Our trainers complete relevant training to facilitate learning environments that are safe, accessible, friendly and values led. This is no easy feat; our trainers are continually developing their personal and professional skills and progressing their own recovery journeys to create a positive learning environment.

Our trainers are supported by our leadership team who bring extensive experience of Peer Support, education, and training. This team ensures there are continual opportunities for support, reflection and ongoing learning.

“I love that Peer Support is timeless, would always have existed from the first time two humans connected on a shared experience and will exist always. I love that the qualification for Peer Support (apart from completing the training!) Is having a story to tell and having the compassion to listen.”

– ImROC trainer

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## The Training Experience

ImROC training is designed to be inclusive, providing a welcoming and accessible learning environment for all participants, valuing the experiential wisdom each person brings.

Recognising the importance of active participation, ImROC training sessions are interactive and engaging, incorporating a variety of teaching methods to cater to different learning styles. This includes group discussions, practical exercises, case studies, and opportunities for reflection. Participants are not passive recipients of information but are actively involved in their learning and unlearning process.

We have different support systems in place for participants depending on the length of and requirements of the course.

All courses listed here are Online. To discuss face-to-face course delivery, please get in touch.

Online courses require a stable Internet connection and access to Zoom.

“I'm not sure there are the words to describe, or words that are strong enough. This has been emotional for me in the best way possible. I have re-framed my entire life from this course. You guys have helped me see my value, I'm really grateful for that.”

– Autism Peer Support trainee

“I felt safe enough within the group to share elements of my lived experience. I felt supported, heard and seen by both my fellow peers and the tutor team.”

– Mental health Peer Support trainee

“This is without doubt the best training course on any subject I have ever attended - thank you so much to the presenters and my fellow trainees. Some great Peer Support workers are going to emerge from this group.”

– Autism Peer Support trainee

“I thoroughly enjoyed the course, and definitely benefited from the teams' efforts. I appreciated that fact that the course was held Online as it allowed me to work with a far more diverse group than is likely to have been possible had the training been held in person. I would thoroughly recommend the course to anyone either with an interest in becoming a PSW, but also to those who were looking to build PSW support into the services they offer.”

– Mental health Peer Support trainee





# Mental Health Peer Support Pathway

## Overview

The first Peer Support training course was co-produced and delivered in 2007. ImROC have continued to deliver Peer Support training for roles within the NHS and voluntary sector organisations ever since, including delivering courses for international partners.

In 2021 ImROC started to deliver the NHSE contract where our delivery of training went from around 2-5 cohorts a year to up to 40 cohorts a year. With this increase we developed a progressive pathway for Peer Support training. We now offer a course for those beginning to think about peer work, those in paid peer roles, and established peer workers looking for career progression.

We continually work with our trainees, and trainers to develop, adapt and improve our content, offer and experience of training. Recently, we commissioned an external evaluation of our Peer Support training by Matter of Focus. This has given us an opportunity to reflect on what is going well and where we can make improvements.

ImROC has been working with national qualification awarding organisation, NCFE to accredit Peer Support courses and ensure our training is of the highest quality ([www.ncfe.org.uk](http://www.ncfe.org.uk)). We are also registered with CPD UK to provide CPD accredited learning opportunities ([www.cpduk.co.uk](http://www.cpduk.co.uk)) that meet current learning and development quality standards.



# Level 2 Foundations of Peer Support

## Overview

This customised Level 2 qualification, accredited by NCFE/CACHE, is designed to meet the needs of individuals who deliver Peer Support (formally or informally) who do not require the depth of knowledge provided by our Level 3, longer-form Peer Support training. Such individuals are likely to work or volunteer in non-professional, people-facing roles where they provide values-based, safe support to others. This could include people working in community spaces outside of mental health settings, e.g. people working in community centres, food-banks etc.

The Level 2 Award also provides a stepping stone to our Level 3 Certificate in Peer Support Work for individuals who are at an earlier stage in their mental health recovery journey or who have been out of education for a long time.

## The Foundations of Peer Support course will enable participants to:

- Define 'Peer Support' and what it means to be a peer
- Appreciate the importance of connection as the foundation for Peer Support
- Recognise how to promote the safety and wellbeing of self and others when providing Peer Support
- Understand how to engage in intentional and progressive peer support conversations
- Gain insight into how to support people in times of distress
- Know how to connect people to their communities of choice
- Be equipped with the knowledge to set up and run effective peer support groups.

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## Level 2 Foundations of Peer Support

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**Length of Course** 10 hours (4 X 2.5 hour sessions)

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**Structure** Contact [peertraining@imroc.org](mailto:peertraining@imroc.org) for bespoke delivery

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**Target Audience** Individuals in people-facing roles who support people with similar health and social challenges, share similar cultural backgrounds or offer highly valued practical and emotional support in any capacity who would benefit from training to provide values-based, safe support to others.

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**Modules**

- Module 1:** Building connection
- Module 2:** Promoting safety and wellbeing
- Module 3:** Holding conversations that move us forward
- Module 4:** Supporting each other in groups and communities

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**Costing / Booking** Please contact [peertraining@imroc.org](mailto:peertraining@imroc.org)

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**Induction** No  
**Assessment** Yes (this course can also be offered as a CPD certificate with no assessment)

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**Cohort Size** 12 – 20 people

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# Level 3 Certificate in Peer Support Work

## Overview

This customised qualification, accredited by NCFE/CACHE, is designed to equip trainees with values, knowledge and skills that will enable them to deliver safe, effective Peer Support in the NHS or voluntary sector organisations.

The course maps to the 9 domains of Peer Support work as set out in Health Education England's 'Competence Framework for Peer Support Workers in Mental Health'.

## The Level 3 Certificate in Peer Support Work will enable participants to:

- Recognise and value the expertise they have gained through their own lived and life experience
- Understand and implement the evidence-based principles and values that underpin Peer Support
- Draw on their lived and life experience to offer safe, effective, person-centred and recovery-focused support to help people live the life they want and live it well
- Utilise strengths-based, progressive approaches that focus on the potential of every individual they support to find their own personal route towards recovery
- Promote inclusion and respect difference to deliver equitable Peer Support to people from diverse cultures and backgrounds.
- Promote the rights of people they support and inspire recovery-focused practices in the workplace
- Work in a collaborative and co-productive manner with other professionals and services

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# Level 3 Certificate in Peer Support

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**Length of Course** 40 hours (16 X 2.5 hour sessions)

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**Structure** 12 weeks in total is recommended for induction, training and completion of assessment

Training is delivered in two parts

Unit 1 is 2 sessions a week for 4 consecutive weeks, a halfway break then Unit 2 over another 4 weeks

Alternatively, contact [peertraining@imroc.org](mailto:peertraining@imroc.org) for bespoke delivery

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**Target Audience** Those in Peer Support worker roles or applying for a Peer Support worker role, particularly those in paid roles and those who deliver one-to-one support using their lived experience in any setting

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**Modules**

**UNIT 1:** Exploring the values, theory and knowledge underpinning Peer Support work

**Module 1** – Mutuality, connection and the 8 Core Values

**Module 2** – Reciprocity and sharing our lived experience

**Module 3** – Recovery-focused and progressive

**Module 4** – Finding strength in self and others

**Module 5** – Safe and boundaried Peer Support

**Module 6** – Being non-directive

**Module 7** – Finding strength in community

**Module 8** – Overarching principles: equity and trauma-responsive

**Unit 2: Promoting generative, innovative and rights-based Peer Support**

**Module 9** – Person-centred communication skills

**Module 10** – Understanding our own story and supporting others to do so

**Module 11** – The arc of the Peer Support relationship

**Module 12** – Working in systems, recognising rights

**Module 13** – Distress and the right to be safe

**Module 14** – Holding space and alternatives to traditional approaches

**Module 15** – Thriving in Peer Support work

**Module 16** – Consolidating our skills and preparing to move forward

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**Costing / Booking**

Please contact [peertraining@imroc.org](mailto:peertraining@imroc.org)

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**Induction**

Yes

**Assessment**

Yes

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**Cohort Size**

12 – 20 people

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# Next Steps in Peer Support

## Overview

This course empowers Peer Support professionals to step into senior roles with confidence, bolstering knowledge while upholding vital peer values. Geared towards enhancing skills in peer service development and gaining bespoke leadership and management skills, it's co-produced by a dedicated group with relevant experience in the peer realm.

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**Length of Course** 15 hours (6 X 2.5 hour sessions)

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**Structure** 2 sessions a day for 3 consecutive weeks or  
contact [peertraining@imroc.org](mailto:peertraining@imroc.org) for bespoke delivery

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**Target Audience** Those undertaking or planning to undertake peer leadership roles  
Those undertaking or planning to undertake senior peer roles

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**Modules**

- Module 1:** Core values of Peer Leadership
- Module 2:** Leadership with Integrity
- Module 3:** Leadership with Vision
- Module 4:** Leadership with Awareness
- Module 5:** Leadership with Heart
- Module 6:** Practical Session

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**Costing / Booking** Please contact [peertraining@imroc.org](mailto:peertraining@imroc.org)

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**Induction** Yes

**Assessment** Yes

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**Cohort Size** 12 – 20 people

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# Peer Informed Supervision Training

## Overview

This CPD certified course offers ImROC's best practice for those in Supervisory roles to Peer Support Workers. To create this thought-provoking and informative course, we gathered the most progressive thinking around providing peer-informed supervision.

This training explores the importance of being a Peer-informed Supervisor; not merely taking a recovery-focused approach to supervision, but providing supervision that encompasses a recovery focus whilst holding a comprehensive understanding of the peer role and the unique challenges Peer Support workers face.

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## Peer Informed Supervision Training

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**Length of Course** 15 hours (6 X 2.5 hour sessions)

**Structure** 2 sessions a day for 3 consecutive weeks or contact [peertraining@imroc.org](mailto:peertraining@imroc.org) for bespoke delivery

**Target Audience**

- Those who are already in a supervisory role of Peer Support workers
- Those who are going into the supervisory role of Peer Support workers
- People developing and defining the peer pathway within their service who want to learn the ImROC best practice for Peer Support workers
- Supervisors wanting to learn the ImROC Supervision Triangle



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**Modules**

**Module 1:** Becoming a Peer-Informed Supervisor

**Module 2:** Being a Peer Ally

**Module 3:** Co-reflection

**Module 4:** Restorative

**Module 5:** Development

**Module 6:** Practical Session

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**Costing / Booking**

Please contact [peertraining@imroc.org](mailto:peertraining@imroc.org)

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**Induction**

Yes

**Assessment**

Yes

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**Cohort Size**

12 – 20 people

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# Team Preparation Training

## Overview

This CPD certified course provides a range of considerations for teams integrating Peer Support workers into their service and to identify positive supporting factors and areas for development.

The session will cover what a Peer Support worker is, what do they do (what work do they undertake, what values they work to), give space for teams to explore their thoughts and feelings about working alongside Peer Support workers and where needed exploring assumptions about the role. We will explore what steps a team needs to take moving forward and leave with some guidance around next steps and ideas that are bespoke to your team.

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## Team Preparation Training

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<b>Length of Course</b>	2.5 hours (1 X 2.5 hour session)
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<b>Structure</b>	Online via Microsoft Teams
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<b>Target Audience</b>	Teams employing Peer Support workers for the first time
	Teams reintroducing Peer Support workers after a break following previous peer staff departure
	Teams in their first year of employing Peer Support workers
	Teams taking on a significant amount of Peer Support workers after having had a small Peer Support workforce for any amount of time

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**Learning Outcomes****By the end of this session learners will be able to:**

- Identify steps taken towards Peer Support to date
  - Name existing recovery focused practice in your team
  - Summarise hopes and challenges to implementing Peer Support roles in your team
  - Present solutions to issues that could arise when working as a PSW in a team
  - Evaluate team readiness for Peer Support workers
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**Costing/ Booking**Please contact [peertraining@imroc.org](mailto:peertraining@imroc.org)

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**Induction**

No

**Assessment**

No

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**Cohort Size**

Up to 20 people



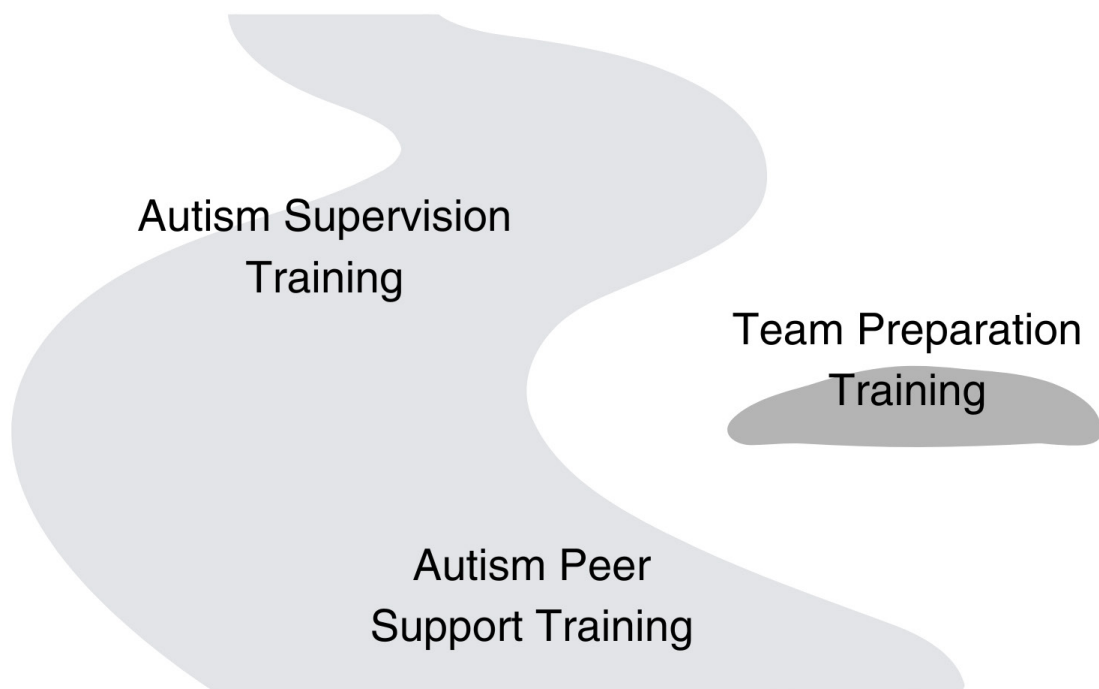
# Autism Peer Support Programme

## Overview

The development of the ImROC autism peer support training draws from the well-established peer support training materials, it has been thoughtfully and carefully examined, refined, written and piloted by the Autism Coproduction Working Group. The course is fully compliant with the values and principles and curriculum defined within the Autism Peer Support Capability Framework. This group was led by Liz Walker, Senior ImROC Consultant / Autism Peer Support Programme Lead and Jo Luck, Autism Peer Support Training Lead.

Following the successful pilot of the training NHS England commissioned ImROC to deliver training for Autism Peer Support Workers and their supervisors. The training supports the development of skills and capabilities of those undertaking autism peer support worker roles. The roles may be employed or voluntary capacity. The training equips peer support workers to deliver safe and effective care and support to autistic people and their families and carers within a multidisciplinary environment and in the third sector.

Through all our work what is most important is bringing about change, reducing the inequalities faced by autistic people and empowering autistic people and their families to have a voice in discussions about their futures.



# Autism Peer Support Training

## Overview

This training will equip Peer Support workers to deliver safe and effective care and support to autistic people and their families and carers within a variety of settings.

The course is delivered by a team of experts; all team members will be either autistic themselves, parent carers / family members of autistic people who may have a diagnosis of being autistic and / or subject experts.

The team usually consists of Trainer 1, Trainer 2, Classroom Support and Technical Assistant. There may be additional supporters in the team depending on what has been agreed with individual students who have additional support needs identified via their reasonable adjustments passport.

## Support for Trainees

- We recognise that neuroinclusion is not just simply adapting information, communication and environments – the most important and vital part is working to understand why such adaptations are required, what autistic and other neurodivergent experience feels like. This ethos underlies everything. We utilise experiential knowledge to ensure we are flexible and adaptive to the different needs of each cohort. At the forefront of the co-production of the course were strategies and tools that would enable trainees to participate fully
- Many of the adjustments or support that an individual may need are implemented as standard throughout the course ensuring that every effort has been made to accommodate a range of learning and communication styles, emphasising potential differences in processing inherent in neurodivergent people
- We strive to meet the needs of all trainees to ensure they are able to get the most out of the training and all it offers. We do this by asking all trainees to complete forms that help us tailor particular aspects of the course to their needs
- Where we may be unable to accommodate the request, we would work alongside the nominating or supporting organisation to negotiate additional support

“Being on the course has been the first time that I feel my learning has come naturally and everything has just felt natural. I have been pleasantly surprised by the diversity in the autism community and this course has been the positive experience and constant in my life that I have needed over what has been a very difficult 6 months. The course has helped me to believe that it’s ok to be autistic, I have felt understood and have been confident to express myself. I am coming away from the course feeling exhilarated not exhausted, knowing it is OK to express what I need.”

Autism Peer Support trainee

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## Autism Peer Support Training

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**Length of Course** 45 hours (15 X 3 hour sessions)

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**Structure** Up to **20 weeks** in total is recommended for induction, training and completion of assessment.

**Week 1 and 2** – Reviewing and formally responding to the reasonable adjustments passports of trainees, liaising with nominating or supporting organisation

**Week 3** – onwards – Training delivery. A number of options are available for delivery. Usually this is one or two modules per week

We are always happy to adjust our delivery to support your needs if you would like to discuss your requirements further then please contact [autismpeertraining@imroc.org](mailto:autismpeertraining@imroc.org) who will discuss a more bespoke delivery

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**Target Audience** Autistic people and neurodivergent people taking on the role of Peer Support worker, either as a paid employee or through a voluntary role

Parents / carers / family of autistic people taking on Peer Support roles to support others in similar situations

Parents / carers / family of autistic people who have a diagnosis themselves and are taking on Peer Support roles to support others in similar situations

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## Modules

**Module 1:** An Introduction to Autistic Peer Support Worker Training

**Module 2:** Equal and Trusting Relationships: The Foundation of Peer Support

**Module 3:** Responding to Communication Needs and Presentation Differences in Peer Support

**Module 4:** Considering Environmental and Sensory Processing Needs

**Module 5:** Understanding Rights, Entitlements and Exercising the Right to Make an Informed Choice

**Module 6:** Using Our Lived Experiences in an Appropriate, Safe and Trauma Informed Way

**Module 7:** The Team Around the Person: Developing and Understanding Networks of Support

**Module 8:** Managing Transitions and Future Planning: Achieving Better Outcomes for Those You Support

**Module 9:** Remaining Person Centred, Re-framing and Working on Strengths to Empower Those You Support

**Module 10:** Building, Sustaining and Ending Effective Peer Relationships

**Module 11:** Equality, Diversity & Inclusion: The Impact of Intersectionality on Peer Relationships

**Module 12:** Keeping Yourself and Others Safe: Being Guided by Professional and Legal Frameworks

**Module 13:** Moving into a Peer Support Worker Role - 1:1 Peer Support & Group Facilitation

**Module 14:** Understanding Your Role and Responsibilities as a Peer Support Worker Within a Multi-Disciplinary Team

**Module 15:** Using Supervision to Develop Your Skills, Keep Yourself Safe and Support Your Wellbeing



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**Costing / Booking**

Please contact [autismpeertraining@imroc.org](mailto:autismpeertraining@imroc.org)

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**Induction**

Yes

**Assessment**

Trainees are expected to complete a number of reflective activities to demonstrate their learning

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**Cohort Size**

12 – 18 people

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**Optional Modules \*****Additional Module 1:**

Understanding Common Co-occurring Physical and Mental Health Challenges

**Additional Module 2:**

Understanding Neurodiversity and Learning Disability

\* There are additional optional modules for trainees and their organisation to attend. These are delivered as webinars with dates throughout the year. For more information contact [autismpeersupport@imroc.org](mailto:autismpeersupport@imroc.org)

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# Autism Peer Supervision Training

## Overview

For Autism Peer Support Workers (APSWs) to practice in hopeful, strengths-based ways, they need a supportive, appreciative and reflective space for self-directed learning.

This course will enable you to develop and learn the skills required to provide peer led supervision that maintains quality, integrity, and safety of peer practice.

The course has a practical focus on how to support and supervise Autism Peer Support Workers sharing common challenges in the workplace for autistic people. We will discuss and share a variety of strategies and tools to overcome the challenges.

The tools shared on this course are the same tools that are shared with trainees as part of the Peer Support course, we talk you through utilising the tools and encourage all participants to use and adapt them to your specific environment.

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## Autism Peer Supervision Training

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**Length of Course** 3 full days, 1 day training per week for 3 consecutive weeks

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**Structure** Delivery times can be negotiated

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**Target Audience** Those who are already in a supervisory role of Autism Peer Support Workers

Those who are going into the supervisory role of Autism Peer Support Workers

People developing and defining the peer pathway within their service who want to learn the ImROC best practice for Autism Peer Support Workers

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**Modules**

**Day one** – Becoming a peer informed supervisor utilising ImROC Supervision triangle – restorative person centered supervision – introduction of a number of tools

**Day two** – A focus on reflection – introduction of a number of tools including “difficult conversations map” and “balanced reflections” tool

**Day three** – Taking a developmental approach – introduction to “FLOURISH” and a number of health and wellbeing plans to create and maintain work life balance

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**Costing/ Booking**

Please contact [autismpeertraining@imroc.org](mailto:autismpeertraining@imroc.org)

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**Induction**

No

**Assessment**

Yes

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**Cohort Size**

12 – 24 people

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# Team Preparation

## Overview

We offer a series of 3 workshops to organisations to enable them to prepare for and consider the ways in which they will integrate Autism Peer Support Workers into their existing teams and workforce, and how they will provide support through supervision adapted to the needs of an autistic person.

## Workshop 1: Team preparation

The workshop will cover what a Peer Support Worker is, what do they do (what work they undertake, what values they work to), give space for teams to explore their thoughts and feelings about working alongside Peer Support Workers and where needed exploring assumptions about the role. We will explore what steps a team needs to take moving forward and leave with some guidance around next steps and ideas that are bespoke to your team.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
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<b>Structure</b>	Online via Zoom
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<b>Target Audience</b>	Teams employing Autism Peer Support Workers for the first time
	Teams reintroducing Autism Peer Support Workers after a break following previous peer staff departure
	Teams in their first year of employing Autism Peer Support Workers
	Teams taking on a significant amount of Autism Peer Support Workers after having had a small Peer Support workforce for any amount of time

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**Costing / Booking**

Please contact [autismpeertraining@imroc.org](mailto:autismpeertraining@imroc.org)

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**Induction**

No

**Assessment**

No

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**Cohort Size**

Up to 20 people

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"I feel lucky to have experienced it and have thought never again would I be lucky enough to be in the presence of so many Neurodiverse people at the same time again. I feel I have taken in so much. My perspective has changed, this has been led by being able to share lived experiences with Neurodiverse people about how they live daily life, this has brought much insight. I now plan to implement inclusive practice across my service to be inclusive all of the time, across all services, rather than to identify and signpost to a separate service. I feel that inclusive practice means adapting the services that are already in place."

Service provider

Workshop 2 and 3 are designed to be additional supports to teams considering employing or employing autism peer support workers. Members of the wider team are encouraged to attend with team members e.g. HR, Wellbeing practitioners.

## Workshop 2:

### **Responding to Communication Needs and Presentation Differences**

In this workshop ImROC explores different communication needs and challenges and how these may impact on the peer support worker and the people they support. Being able to communicate is essential to our autonomy as a person, even where the individual is articulate it does not mean they can always communicate effectively. The aim of this two-hour workshop is to develop a greater understanding of communication challenges, what can cause them and how they can present. Through developing awareness of different presentations, the support offered can be more effective as it enables intervention before anxieties escalate.

## Workshop 3:

### **Considering Environmental and Sensory Processing Needs**

This workshop links to the Responding to Communication Needs and Presentation Differences workshop; it builds and expands on why an individual's presentation may change from time-to-time and how the environment and sensory processing can affect the communication needs of the peer support worker and the person they are supporting. For autistic peer support workers there is a fine balancing act between considering their own sensory needs, how these might affect their work with those they support, and ensuring they provide inclusive and safe environments for the autistic people they are working with.

This workshop explores what sensory processing differences are, what sensory processing differences could be experienced within different environments and how these could be a barrier for the Peer and the person they support to live the life they want to live. We will consider how to respond to sensory based behaviours when someone has a sensory system that experiences the world differently and things may always seem too loud, too bright, too strong, too hard or vice versa.

ImROC will facilitate discussions on how this can have a significant effect on the way the world around us is perceived, how safe it feels and how



# Recovery College Workshops

## Overview

The ImROC Recovery College Team comprising consultants and trainers with longstanding and current experience of setting up and delivering Recovery Colleges facilitate workshops and courses, alongside bespoke consultancy, which provide a pathway of information, learning opportunities and resources to support you to create, develop and review a Recovery College that is specific to your organisational culture and priorities.

Our workshops are based on evidence and practical examples from ImROC's extensive work with Recovery Colleges around the world. Our approach encourages co-production, collaboration and generative conversations within the workshops, key ingredients which sit at the heart of a Recovery College's operation.



# Recovery Colleges: A Quiet Revolution

## Overview

This workshop explores each of the 6 key dimensions which underpin a Recovery College, understanding how these might be evident in a college, how existing good practice might be strengthened, what challenges there might be and how these might be overcome.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
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<b>Structure</b>	Online via Zoom
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<b>Target Audience</b>	Those considering developing a Recovery College and those who are in the early stages of Recovery College Development
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<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
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<b>Induction</b>	No
<b>Assessment</b>	No

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<b>Cohort Size</b>	Up to 15 people
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# Setting up a Recovery College: The Practicalities

## Overview

This introductory workshop explores your ambitions to develop a college and considers key practicalities of setting up a Recovery College such as the underpinning dimensions/principles, structure and location, the student journey, team and curriculum development, quality assurance and evaluation.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
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<b>Structure</b>	Online via Zoom
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<b>Target Audience</b>	Those considering developing a Recovery College and those who are in the early stages of Recovery College Development
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<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
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<b>Induction</b>	No
<b>Assessment</b>	No

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<b>Cohort Size</b>	Up to 15 people
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# Recovery Colleges: Vehicles for Transformation

## Overview

Recovery Colleges form a core part of the development of more recovery-focused services. They can be central to shifting an organisation's practices and culture from one which reduces symptoms to one which focuses on the rebuilding of lives, modeling different conversations and understanding whilst challenging practice, attitudes, behaviours and prejudices.

Recovery Colleges can become catalysts for change across the workforce as staff learn alongside those using services – hearing firsthand what helps and what might get in the way of delivering inclusive and empowering services. The co-learning environment challenges power dynamics, deficit-based approaches and stigma as new meaning and understanding is co-developed and acknowledgment of the potential that people are capable of becoming experts in their own care grows.

This workshop explores what the evidence tells us about Recovery Colleges and how this knowledge can inform shifts in practice and culture.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
<b>Structure</b>	Online via Zoom
<b>Target Audience</b>	Those considering developing a Recovery College, those who are in the early stages of Recovery College Development and colleges keen to extend the impact of college practice into the wider organisation/system
<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
<b>Induction Assessment</b>	No No
<b>Cohort Size</b>	Up to 20 people

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# Recovery Colleges and Co-production Part 1

## Overview

Underpinning all aspects of Recovery and wellbeing is co-production. This entails active, and supported partnerships between the College and all others who have a stake in the work. At an individual level, this means shared decision making between Trainers and the students they support; at a college team level, it means engagement with current and former students in making decisions about how things are done: from day to day routines to documentation, staff recruitment, curriculum and course development etc. At a service level it means having access to a properly recruited, trained and supported pool of trainers with subject expertise, lived experience and trainers with professional expertise who can be accessed, according to strengths, interests and experience to co-produce and co-deliver training, to develop, review and evaluate the college and to support students to access the college.

In this workshop, we will define co-production and how it works in our everyday practice. This will include the principles used to model co-production and how this approach can benefit those who use our services.

We will consider current evidence and will spend some time thinking about what that means and how this approach can be implemented in a Recovery College. We will look at how co-production in a Recovery College is different to service user involvement and how, when we work collaboratively, can create an environment in a Recovery College where co-production can flourish.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
<b>Structure</b>	Online via Zoom
<b>Target Audience</b>	Those considering developing a Recovery College and those who are in the early stages of Recovery College Development
<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
<b>Induction Assessment</b>	No No
<b>Cohort Size</b>	Up to 20 people

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# Recovery Colleges and Co-production Part 2

## Overview

In this optional second Workshop, we explore the challenges and barriers, both organisationally and personally, that may arise and will consider how we might overcome them. In this session you will have the opportunity to apply what you have learned in Part 1 and co-create an operational aspect of your college's delivery such a 'Mission Statement', an outline of your future operation policy, deciding who the college is for, and how everyone can be involved and valued for their contribution.

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<b>Length of Course</b>	2 – 2.5 hours (1 X 2 or 2.5 hour session)
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<b>Structure</b>	Online via Zoom
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<b>Target Audience</b>	Those considering developing a Recovery College, those who are in the early stages of Recovery College Development and colleges keen to extend the impact of college practice into the wider organisation/system
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<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
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<b>Induction</b>	No
<b>Assessment</b>	No

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<b>Cohort Size</b>	Up to 15 people
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# Recovery Colleges: Defining features

## Overview

We will work closely with all Recovery College stakeholders to co-produce an in-depth review of your Recovery College utilising the 6 ImROC Recovery College defining features (Educational/ Adult Learning, Coproduced, Community facing, Recovery focused, Progressive and Inclusive) as a framework for 6 workshops. Each of these workshops will explore together.

- What the principle means in the context of Recovery Education
- How you are currently implementing this principle in all aspects and at all levels of your College
- How current practice might be improved and developed within the Recovery College
- How best practice might be extended across the organisation
- How best practice might be extended into local communities and facilities.
- Your short, medium and long term priorities for action on this principle

This review will identify potential areas for development within the College as well as ways in which the College can become a vehicle for transformation across the organisation and beyond. It will form the basis for clear action plans owned, led and implemented by participants in the workshops who bring lived experience, professional expertise, subject knowledge (for example as a family member, a community group leader, key stakeholder).

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<b>Length of Course</b>	2 – 2.5 hours (6 X 2 or 2.5 hour session)
<b>Structure</b>	Online via Zoom
<b>Target Audience</b>	Those involved in delivering an established Recovery College and their partners
<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
<b>Induction</b>	No
<b>Assessment</b>	No
<b>Cohort Size</b>	Up to 20 people

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# Recovery College: Train the Trainer

## Overview

This 6-session course will provide an overview of how to develop and deliver Recovery College workshops and courses. We will consider what makes an effective Recovery College Trainer, review learning and teaching styles, develop skills in planning, delivering and evaluating workshops.

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<b>Length of Course</b>	2 – 2.5 hours (6 X 2 or 2.5 hour session)
<b>Structure</b>	Online via Zoom
<b>Target Audience</b>	Those considering developing a Recovery College and those who are in the early stages of Recovery College Development
<b>Costing/ Booking</b>	Please contact <a href="mailto:recoverycolleges@imroc.org">recoverycolleges@imroc.org</a>
<b>Induction</b>	No
<b>Assessment</b>	No
<b>Cohort Size</b>	Up to 15 people

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# Other Training and CPD Opportunities

## CPD Opportunities

ImROC has developed a number of bespoke recovery focused and peer informed sessions to meet the needs of people working within recovery and peer roles and settings. If you have a specific training request please contact [poppy@imroc.org](mailto:poppy@imroc.org)

## Some examples of our CPD Sessions:

### **UNEARTH : the things that divide us**

This session will explore stigma from a few different angles, exploring the ways in which stigma can manifest and how we can challenge it. Instead of taking an academic approach, which often allows for us to detach ourselves from being perpetrators or carriers of stigma, this session will take a creative approach, utilising analogy and storytelling.

### **Home In The Mind**

Most people associate home with safety. One of the challenges in mental health is creating a sense of safety in our minds. This session will help us think about how we can make our mind a safe place to be. We are going to look at the power of containment and develop ideas for creating a “home in the mind.”

### **UNEARTH : whose language are you speaking?**

This session will first take a broad look at how language has evolved and how that evolution is based on radical changes brought about through history. Then, we will explore the ways in which this evolution has impacted the language of mental health and how we can restore the power and agency back to those who speak it.

### **Room to GROW**

Do you have a challenge you would like to work on?

This session will involve a practical exploration of the GROW coaching tool in the service of developing ourselves as trainers, peer support workers, clinicians. Attendees will have an opportunity to practice coaching skills using this tool and create a personal action plan to develop an aspect of their support style.

# Peer Leaders Network

## Overview

The Peer Leaders Network brings together people who coordinate, manage, support, develop and define Peer Support within their places of work.

Each session focuses on a different group-identified area of challenge and provides a space to learn from similar challenges, share stories of success and collaborate to find practical ways forward.

It aims to offer a values-based space with a focus on sharing information, generating solutions and building networks.

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<b>Length of Course</b>	Ongoing and continuous
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<b>Structure</b>	Online via Zoom
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<b>Target Audience</b>	The main aim of the Peer Leaders Network is to provide a space for those in Peer Leadership positions. To share experiences and learning for mutual benefit and work together to create tangible actions for change
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<b>Costing/ Booking</b>	Please contact <a href="mailto:danny@imroc.org">danny@imroc.org</a>
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<b>Induction</b>	No
<b>Assessment</b>	No

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<b>Cohort Size</b>	Unlimited
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# A Space to Think:

## Creating Communities that can Transform Culture and Rekindle Compassion

### Overview

A Space to Think is a development programme that brings together Acute Inpatient Ward Leaders to create a more recovery-focused, trauma informed, compassionate and supportive culture. The programme emphasises collaboration, drawing on the individual needs and aspirations of the diverse range of people who use inpatient wards and those who are close to them. Key principles include; bottom-up approaches to change, recognising the centrality of relationships, the power of small changes, and the importance of staff well-being.

ImROC's development programmes provide a structured space for ward leaders to reflect, celebrate achievements, and strategise for cultural change. Expert facilitators with diverse experiences guide participants through sessions focused on values, relationship-building, safety, co-production, and staff well-being. The goal is to align actions with values, reduce burnout, and enhance service user experience and recovery.

The development programme is designed to support and extend the national 'Culture of Care' programme. National programmes can only work with a limited number of wards whereas the ImROC programme aims to create a community where inpatient ward leaders can come together to share ideas and create change in the culture and practice of inpatient wards.

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<b>Length of Course</b>	We usually offer 6-8 sessions spaced at approximately monthly intervals so that participants are supported to implement change on the basis of the ideas generated
<b>Structure</b>	Face to face and / or Online via Zoom
<b>Target Audience</b>	Acute inpatient ward leaders and supporting teams

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## Programme Topics

Our co-produced and co-delivered development programme can be tailored to the individual needs of your service, below is an example of typical content.

- Thinking about the purpose, values and principles underpinning inpatient care and the range of people served.
- Celebrating what has already been achieved and thinking about ways to build on this to create further cultural change.
- Understanding the centrality of relationships in providing compassionate, personalised, recovery-focused, and trauma-informed care and support.
- Promoting safety and reducing restrictive practice, and the importance of relationships in doing this.
- Establishing the co-production structures and processes necessary to co-design and co-deliver change culture and practice.
- Considering how to provide compassionate, recovery-focused, trauma-informed, and neuro-inclusive support across the whole inpatient journey: from welcoming people to the ward, through supporting people in their recovery during their stay and helping them to move on from the ward.
- Developing ways in which staff well-being can be better supported. Helping staff to see that, despite all the challenges they face, despite all the challenges they face, they can make a difference to people's lives: that what they are doing really is worthwhile.

The ImROC \*Team Recovery Implementation Plan (TRIP): A Framework for Creating Recovery-Focused Services can be used within the programme to empower teams to translate recovery ideas into practice and to utilise the skills and resources of everyone, both those providing and those using services, to develop innovative ways of promoting recovery and recovery environments.

<https://imroc.org/resource/6-the-team-recovery-implementation-plan-a-framework-for-creating-recovery-focused-services/>

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## Costing / Booking

Please contact [imroc@imroc.org](mailto:imroc@imroc.org)

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## Induction Assessment

No  
No

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## Cohort Size

Up to 20 people

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Feedback from participants underscores the effectiveness and impact of the A Space to Think for Acute Inpatient Ward Leaders development programme, highlighting its meaningfulness, engagement, and potential for generating actionable ideas. Through the programme, ImROC seeks to transform ward cultures, promote staff well-being, and ultimately improve service user care and outcomes.

## Feedback from past participants on ImROC development programmes:

“In 29 years, it was the best training I have attended as it was meaningful and allowed us to think through all we do.”

“Wow, what a day yesterday. Thank you for being so brilliant, engaging, and informative.”

“I just wanted to say what a brilliant session yesterday was. In all the years I have worked in the trust this was the most interesting and engaging training session around making us think and reflect on our services. I thoroughly enjoyed every second and I know the staff I have spoken to since did as well.”

“It was so enjoyable and really makes you stop and think. Lots of ideas coming out of yesterday that I am going to implement.”

# Coaching Skills for Recovery

## Overview

This course begins to explore basic coaching skills and how they may be utilised as a key tool and an effective way to support and promote recovery and wellbeing in all areas of health and social care. We emphasise personal choice, responsibility and self-management. This helps increase self-awareness and confidence, resulting in effective interpersonal communication.

This is a very interactive course that includes taught material, as well as group activities and skills based role play exercises, that provide opportunity to practice learnt skills. Participants will take it in turns to adopt the roles of coach, client and observer. A strong emphasis is placed on reflection of personal experiences and, of our own strengths, leadership and development needs, applicable to your role and to begin a process of change, while becoming knowledgeable in the Coaching approach.

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### Length of Course

3 days

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### Structure

Two days consecutive face to face course and the one day follow on course is a month later, allowing for the practice of skills back in the work place

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### Target Audience

All clinical / non clinical staff, Managers / Senior Managers, roles in Supervision / Leadership / Management

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### Learning Outcomes

Communication styles and Coaching techniques (e.g. rapport, listening skills, powerful questions, the GROW model)

Opportunities to discover and recognise your own strengths that can empower the work client / relationship

An environment that provides you with time to think, and to spend on the practical application of the skills being taught

Steps to goal setting – identifying what an individual wants to be, do, or have

Understanding our own values and being able to support others to identify their own.

Recognising and addressing potential areas of conflict and sabotage. Communication styles and Coaching techniques (e.g. , listening skills, powerful questions, the GROW model)

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**Costing / Booking**

Please contact [imroc@imroc.org](mailto:imroc@imroc.org)

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**Cohort Size**

12-20

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Delivered in Partnership with [www.coachingforrecovery.org](http://www.coachingforrecovery.org)  
Facilitator – Helen K Cyrus (Qualified Life Coach & NLP Practitioner)



## Contact

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