



SFA Associate Tutor Training and Development Programme (ATTDP) application assessment framework

Associate Tutor criteria	Application question	Scored as not met	Scored as partially met	Scored as fully met
<p>1. Completion of a Suicide First Aid course (preferably) or another relevant suicide prevention course (e.g., ASIST, STORM), within the last three years*</p> <p><i>This criteria must be fully met to gain a place on the ATTDP</i></p>	<p>Please provide the name and dates of the suicide prevention course you have attended. You need to have completed a Suicide First Aid (SFA) course, or another relevant suicide prevention course (e.g. ASIST, STORM), within the last 3 years.</p> <p>If you have not yet completed a suicide prevention course, you need to book onto an SFA course that will take place before you attend the ATTDP. Please give details of the SFA course you have booked onto.</p>	<p>Has not provided course completion details</p>		<p>Provided details of the suicide prevention course attended and completion dates</p> <p><i>or</i></p> <p>Provided details of the SFA course booked onto prior to the ATTDP course dates</p>
<p>*Based on NCSPET's experience of developing the ATTDP and training Associate Tutors for a number of years, it is preferable that an applicant has attended an SFA course prior to investing in the ATTDP. This gives the opportunity to become familiar with the product and will support the person in their decision-making and commitment to the NCSPET vision and delivering SFA training courses.</p> <p>NCSPET recommends that in cases where someone has attended a non-SFA suicide prevention course more than three years prior to making their application, that they attend a SFA course prior to attending their SFA ATTDP course. This is an opportunity to refresh their knowledge/skills and affirm their commitment to invest in ATTDP training.</p>				



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<p>2. Independent trainers must demonstrate their client base and business model.</p> <p>In-house trainers must provide detail of their employer and role</p> <p><i>This criteria must be fully met to gain a place on the ATTDP</i></p>	<p>If you are intending to deliver SFA courses as an independent SFA Associate Tutor, please give a summary of your route to market for these products, and an overview of your existing client base and business model.</p> <p>If you are intending to deliver SFA courses as an in-house resource to an organisation, please provide an overview of the organisation and your role.</p>	<p>Does not demonstrate an established route to market or deliver courses</p>		<p>Demonstrates a clear business model and an established client base</p> <p><i>and/or</i></p> <p>Provides a summary of their employer and role</p>
<p>3. Demonstrates relevant professional knowledge and experience of mental health and/or suicide prevention within the health and social care sector or a closely related field of frontline work such as policing, education, youth work, housing, human resources/wellbeing.</p> <p><i>This criteria must be fully met to gain a place on the ATTDP</i></p>	<p>This question has three parts:</p> <ul style="list-style-type: none"> a. Please provide examples of your relevant professional experience, demonstrating your knowledge and understanding of mental health, suicide prevention, or closely related fields. Include any relevant professional qualifications and dates. b. Describe how these experiences have influenced your attitudes and approach to supporting people who may be experiencing distress. c. Explain how these experiences would benefit you in the role of an SFA Associate Tutor. 	<p>Demonstrates very little or no relevant professional knowledge and experience</p> <p>Does not demonstrate how this experience will benefit them in the role of SFA Associate Tutor</p> <p>Does not provide any relevant professional qualifications and dates</p>		<p>Details relevant professional experience and provides examples that illustrate how this experience will benefit them in the role of an SFA Associate Tutor</p> <p>Provides any relevant professional qualifications and dates</p>



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<p>4. Provides evidence of relevant experience of facilitating learning, training, presenting or teaching effectively and may hold a recognised teaching or training qualification</p> <p><i>This criteria must be fully met to gain a place on the ATTD</i></p>	<p>What experience do you have of effectively facilitating learning, training, or teaching? Provide examples of how you would incorporate these experiences into delivering SFA training. Include any relevant teaching/training qualifications and dates.</p>	<p>Does not hold training qualification or demonstrate appropriate experience of effectively facilitating learning/delivering training</p>		<p>Demonstrates relevant experience of effectively facilitating learning/delivering training and managing learners</p> <p><i>And, if applicable,</i></p> <p>Provides detail of relevant teaching/training qualification(s) (recognised Level 3 or above)</p>



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<p>5. Up to date knowledge and understanding of suicide prevention and trauma-informed practice</p>	<p>The SFA course takes a trauma-informed approach with a strengths-based focus. It seeks to recognise the physical, social, and emotional impacts of trauma on individuals and those providing care and support.</p> <p>With this in mind, please explain:</p> <ul style="list-style-type: none"> a. How a trauma-informed approach relates to suicide prevention. b. As a prospective SFA Associate Tutor, how will you keep your knowledge and understanding of suicide prevention and trauma-informed practice up to date? 	<p>Does not demonstrate appropriate knowledge and understanding of suicide prevention and trauma-informed practice</p>	<p>Demonstrates some appropriate knowledge and understanding of suicide prevention and trauma-informed practice</p> <p><i>and/or</i></p> <p>Does not demonstrate how they will keep their knowledge of suicide prevention and trauma-informed practice up-to-date</p>	<p>Demonstrates appropriate knowledge and understanding of suicide prevention and trauma-informed practice</p> <p>Provides examples of proactive steps taken to ensure knowledge of suicide prevention and trauma-informed practice is up to date</p>
<p>6. Behaves in a manner that celebrates diversity, and proactively supports equity and inclusion for learners and colleagues</p>	<p>Provide examples of the proactive steps you take to ensure your training delivery is inclusive of people with different identities and beliefs. How do you adapt your training to be culturally sensitive to your audience?</p>	<p>Demonstrates very little / no knowledge or understanding of how to celebrate, support and respect the diversity of learners in their training delivery</p>	<p>Demonstrates some appropriate knowledge and understanding of how to celebrate, support and respect the diversity of learners in their training delivery</p>	<p>Provides comprehensive examples demonstrating knowledge of and ability to celebrate, support and respect the diversity of learners in their training delivery</p>



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7. Demonstrates understanding of how to support learners who might be strongly affected/triggered during the delivery of an SFA course	<p>Suicide can be a confronting topic, and for some people it may be triggering or reawaken past trauma. With this in mind, please explain:</p> <ul style="list-style-type: none"> a. As a prospective SFA Associate Tutor, why is it important to keep your personal experience of suicide out of the training room? b. How you would support a learner who has been triggered on a course you are delivering (you may wish to include an example from your previous practice)? 	<p>Does not demonstrate an understanding of why it is important to keep personal experience of suicide out of the training room</p> <p><i>and/or</i></p> <p>Does not demonstrate how to support a learner who may be triggered</p>	<p>Demonstrate some understanding of why it is important to keep personal experience of suicide out of the training room</p> <p><i>and/or</i></p> <p>Demonstrates some knowledge of how to support a learner who may be triggered</p>	<p>Demonstrates clear understanding of why it is important to keep personal experience of suicide out of the training room</p> <p><i>and</i></p> <p>Demonstrates clear knowledge of how to support a learner who may be triggered</p>



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8. Demonstrates knowledge and understanding of NCSPET's vision and mission and how they will support this as an Associate Tutor	What do you see as the vision and mission of NCSPET? How do you feel you can further these goals with the audiences you'll be working with?	Demonstrates no knowledge of and/or expresses views contrary to NCSPET's core vision and mission and does not demonstrate how they will contribute to this this as an Associate Tutor	Provides some inaccuracies when communicating NCSPET's core vision and mission and/or provides limited information on how they will contribute to this as an Associate Tutor	Consistently uses positive language that accurately represents NCSPET's core vision and mission and clearly shows how they will contribute to this as an Associate Tutor