

## Framework for the training of people intending to provide brokerage as a service.

The National Development Team was asked by the National Brokerage Network to develop a set of core requirements for the training of people who intend to provide brokerage as a service. This paper is the result of that work. Although still subject to further discussion and agreement, it is almost certain to be accepted by the NBN and used to decide whether broker training programmes should be accredited by the NBN.

The framework was drawn from the training offered by the National Development Team. This training has been delivered several times in the UK, and repeatedly refined. It also draws on experience of training support brokers in the United States, and is rooted in international learning over the last thirty years.

For further information about the NDT's work, policy, and service on individualised funding systems and support brokerage, please contact [sdowson@ndt.org.uk](mailto:sdowson@ndt.org.uk), or visit the NDT Website at [www.ndt.org.uk](http://www.ndt.org.uk)

### Also please note that –

1. The table show the elements that will need to be covered in training. However, the emphasis on the different elements may appropriately be varied – for example to reflect the prior experience of participants or the particular local IF/IB programme.
2. The table suggests a logical sequence for the elements.
3. It is *not*, however, a training *programme*. It does not, for example, identify time for introductions, or review of learning.

	Element	Content	Comments
1	Understanding the history, aims, and principles of individualised funding and support brokerage.	<ul style="list-style-type: none"> <li>• Origins and international historical development</li> <li>• Connections and contrasts with Independent Living movement, Direct Payments.</li> <li>• UK developments – In Control, SC white paper, Individual budgets papers.</li> <li>• Common failings of social care –e.g. lack of information, control, choices; tendency of system to provide standardised solutions; bias against solutions that promote social inclusion.</li> <li>• Values and founding principles of IF systems: user control and self-determination; social inclusion and the rights of disabled people as citizens; systems transparency, role clarity; planning and support based on person-centred principles.</li> <li>• Sources of funding, and the Citizenship Model.</li> <li>• Allocation of social care funding to individual – options and comparative advantages.</li> </ul>	<p>1. Even in a social care context where there is support in policy, practices and attitudes by people in other roles are likely to ‘drift’. So the broker will need to assert her/his role, and act as educator. To do this, the broker needs to have a full and confident understanding of IF and broker principles.</p> <p>2. Although much of the material in these two sections will need to be offered at the beginning of the training in order to provide an overview, they will inevitably also be explored during the delivery of other components.</p> <p>3. The involvement of people who receive social care services in some of the training is important. The section of the training concerned with the common failings of social care system would be an obvious opportunity to provide a user perspective.</p>
2	Understanding the role of the broker	<ul style="list-style-type: none"> <li>• Clarification of differences between brokerage as performance of <i>function</i>, and the <i>role</i> of broker.</li> <li>• Overview of tasks within role, and limits to role.</li> <li>• The broker (role) as someone providing service accountable to the person, free of divided loyalties.</li> <li>• Principle of delivering service to the extent and in the way the individual requires.</li> <li>• The tension between allowing the person to have control but also sustaining momentum.</li> <li>• Issues of risk and conflict; e.g. conflicts between individual and carers; conflicts between the individual’s wishes and the broker’s judgement of risk and benefits.</li> <li>• The position of the broker in relation to the system and the local community.</li> <li>• The range and depth of expertise of the broker: reasonable expectations and anxieties.</li> <li>• Organisational options (e.g. salaried or self-employed), regulation and support of brokers – general principles and advantages/disadvantages, with reference where appropriate to local arrangements.</li> </ul>	

3	Meeting the person, and their families/allies.	<ul style="list-style-type: none"> <li>• 'Setting the tone' from the outset through personal manner.</li> <li>• Explaining the broker's role</li> <li>• Establishing and asserting accountability to the person.</li> </ul>	
4	Agreeing a contract for brokerage services.	<ul style="list-style-type: none"> <li>• Clarifying what is meant by 'contract'</li> <li>• Issues that may need to be covered in the contract.</li> <li>• Putting the contract in writing.</li> </ul>	
5	Getting to know the person and their life.	<ul style="list-style-type: none"> <li>• Principles of person-centred planning</li> <li>• Choice of participants in process</li> <li>• Basic concepts and processes</li> <li>• Basic techniques – 'kitchen table planning'</li> <li>• Awareness of more specific pcp methods, e.g. ELP, PATH, PFP and when/how to access them.</li> </ul>	<p>1. Various methods have been developed to support the process of developing a person-centred plan into a support plan, and there are also differences in the names given to the various outputs from the process. These include the support planning process developed by Helen Sanderson Associates, which incorporates both person-centred planning and support planning (i.e. elements 5-11, as shown, left). However, the general <i>logic</i> will need to follow the sequence set out in in these elements, what specific method is used.</p> <p>2. Training participants will need to bear in mind that they may be performing these tasks <i>on behalf of the person</i>; or <i>supporting the person</i> to complete them; or <i>not directly involved</i>.</p>
6	Developing a plan to make their life more like the one they want	<ul style="list-style-type: none"> <li>• Formal support versus informal/mainstream resources.</li> <li>• Researching service options and community resources.</li> <li>• Options for funding sources, and how to access them.</li> <li>• Weighing options in terms of desirability and feasibility</li> <li>• Assessing risks and building in safeguards</li> </ul>	
7	Converting the PCP into list of required resources (A Service Design)	<ul style="list-style-type: none"> <li>• Service design as necessary starting point for service specifications.</li> <li>• Contracting with an agency versus employing p.a.s.</li> <li>• Services that may be needed to sustain implementation, e.g. support coordination, payroll administration</li> </ul>	
8	Finding and working with community resources and informal opportunities	<ul style="list-style-type: none"> <li>• Role of broker in developing community resources, and limits to the role.</li> <li>• Basic techniques in mapping and assessing community resources</li> <li>• Identifying potential informal support.</li> </ul>	
9	Finding and working with support service providers	<ul style="list-style-type: none"> <li>• Developing a service specification</li> <li>• Items that may need to be covered</li> <li>• Role of broker in extending the range of support options</li> </ul>	
10	Negotiating with service providers	<ul style="list-style-type: none"> <li>• Understanding the provider perspective</li> <li>• Negotiating with providers</li> <li>• Outputs from negotiations: service delivery plans</li> </ul>	
11	Preparing and costing the <i>Support Plan</i> .	<ul style="list-style-type: none"> <li>• Characteristics of a well-presented plan</li> <li>• Choosing 'first person' or 'third person' style.</li> <li>• Technicalities of costing a plan</li> </ul>	

12	Submitting and presenting the <i>Support Plan</i>	<ul style="list-style-type: none"> <li>• Clarifying and sustaining roles in meetings about the support plan.</li> <li>• Effectiveness presentation techniques</li> </ul>	1. Will need to be set in context of local resource allocation procedures.
13	Getting implementation started	Ensuring there is a viable plan for implementation Options for oversight of implementation Troubleshooting	
14	Saying goodbye.	Importance of 'closure'	
15	Administrative issues	Accounting for time spent Fee and expense rates	1. Will depend on local arrangements.
<b>Additional elements linked to the training</b>			
16	<b>Accreditation/Certification</b> Training providers may wish to issue provide certificates to participants who have met a required standard. In addition, the training may be linked to a local IF/IB programme to provide brokers approved to work as brokers associated with the programme. In either case, the training will need to – <ul style="list-style-type: none"> <li>• Develop an explicit set of required knowledge and skills against which the competencies of participants will be assessed.</li> <li>• Explicitly identify how these competencies will be assessed</li> <li>• Identify opportunities beyond the training to strengthen and reassess knowledge or skill where competence is marginal or not demonstrated.</li> </ul>		
17	<b>Mentoring/supervision</b> Arrangement will need to be in place so that brokers starting to provide their services – especially as they begin this work – receive support and monitoring. This may include peer support as well as professional supervision. Where there is no one locally who can offer expert guidance, the local support arrangements may need to be backed up with an additional 'supporting the supporters' arrangement provided by approved NBN sources		1. Local IF/SB may include arrangement for the oversight and regulation of independent support brokers.