



Annual Training Guide

April 2011 - March 2012

real skills
support you can use



BROADWAY
STREET TO HOME

Broadway Homelessness & Support

Broadway Homelessness & Support is a London based homeless charity. Our vision is that every person finds and keeps a home. Last year we worked with 4, 327 people on their journey from street to home.

Real Skills

Real People

Broadway is an enterprising charity. We believe that getting real about homelessness means finding real solutions to the problems faced by our clients and the organisations which work with them.

Finding creative solutions to our own problems has allowed us to set up a range of social enterprises designed to help our colleagues with theirs.

Broadway's Real Skills is a specialist training provider for the supported housing sector.

Our courses are delivered by experience practitioners who bring their practical knowledge of homeless serviced to the sessions. We help you get top quality client outcomes.

Broadway's Real People is a HR Consultancy offering HR support and advice to third sector organisations and small businesses.

Those that chose to work with Real People know that they are accessing some the most practical, workable and effective guidance they can get.

real skills
support you can use

real people
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About Us

Real Skills is the specialist training provider for the supported housing & homelessness sector.

Part of Broadway Homelessness and Support, all our training is delivered by experienced practitioners who bring their practical knowledge and experience of homeless services to the courses we run. Our job is to help you deliver top quality client outcomes by offering an honest appraisal of what we think works.

Our no nonsense approach includes practical tools we have tried and tested with our clients. All our courses include complimentary resources and tools to help you embed what you learn into practice.

We provide:

- **Honest and practical training for managers and staff.**
- **Flexible, tailored in house training.** All our courses can be shaped to meet your needs
- **Practical policies and procedures** for you adapt as your own
- **Proven tenancy and life skills & tools:** as previously provided by It's Your Move

A social enterprise

Real Skills is a registered social enterprise, 100% of our profits are gift aided back into helping homeless people.

As a not for profit business we strive to be an honest and ethical training provider - if we can't offer what you need we'll signpost you elsewhere. Just ask.

We passionately believe that committed and knowledgeable staff, is essential to delivering high quality outcomes for homeless and vulnerable clients. We are dedicated to sharing best practice; building the capacity of the sector, aiming to improve quality and working towards achieve excellence

In purchasing training for our own staff we have come to understand, that the most successful courses are delivered by those with practical knowledge and expertise of their subject and experience of applying our tools to aid the effective transfer of knowledge. As such all our training has the same four qualities:

1. **It is run by practitioners able to draw on their own experience to illustrate the course.** Legislation is rapidly changing and requires trainers able to assess its practical implications on the ground
2. **It is supported by proformas, guides and tools** that are made freely available for the delegates to take away and implement in their service. We don't give away anything we haven't tried and tested ourselves.
3. **It is tailored to your needs.** All our courses can be amended to include your policies and procedures. It is important that staff are able to understand how best practice will affect them
4. **It is represents good value for money:** our costs are clear and fair. We don't charge for any of the tools attached to the course and aim to add value by developing materials which suit your needs at no extra cost. We are always on hand to offer support and advice - free of charge.

Training

Real Skills have well over 30 training courses and tools to help you work with your clients. We have split them into four sections. These are:

Training for managers: for staff managing quality, projects and other staff

Training for staff: for staff regularly supporting or key working clients,

Training for work and learning: for staff supporting clients with progression into education, employment or training opportunities

Practical tools: tools, policies and procedures you can integrate into your organisation

Training delivery

All of our training courses can be delivered in one of three different ways:

1. In house

In house training sessions:

- Are held in a location convenient to you
- Can include up to 20 delegates (unless stated otherwise)
- Are charged by the session
- Provide an opportunity for the course delivery and content to be targeted to the needs of your organisation

2. Open house

Open House training sessions:

- Are held in our offices in London or Birmingham
- Are a convenient way to train a small number of staff
- Are charged by the delegate
- Are an opportunity to network or learn from other providers in the sector

3. Regionally

Regional sessions:

- Require an organisation willing to host and agree to pay for the training in their local area
- Allow hosts are charge partner organisations per delegate to cover costs
- Give hosts receive two free spaces on any training course run in this way

Costs

Real Skills aims to deliver maximum value for money whilst remaining competitively priced.

We retain the right to offer discretionary discounts for returning customers, organisations with a small annual turnover and those wanting to purchase more than one session at a time. All prospective customers with a clear breakdown of costs when they enquire about a course.

As a guide only, our charges for 2011/2012 are as follows:

One day training:	£750	½ days training:	£350
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All our costs exclude VAT and the cost of transport and subsistence outside of London.



www.broadwaysrealskills.com realskills@broadwaylondon.org 0207 710 0626

Contact us

Interested in any of your courses, tools or resources? Then pick up the phone and speak to us. If we can't help we'll signpost you somewhere else. There is no obligation to buy, we will help in whatever way we can.

Please contact us by:

Email: realskills@broadwaylondon.org

Phone: 0207 710 0626

Post: 15 Half Moon Court
Bartholomew Close
London
EC1A 7HF

Training for Managers

A photograph showing two individuals, a man and a woman, focused on a laptop screen. The man is in the background, slightly out of focus, wearing a dark blue shirt. The woman is in the foreground, wearing glasses and a ring, looking intently at the screen. The text "Training for Managers" is overlaid in the top left corner.

Featured Courses

Leading Places of Change

The CIH Level 7 graduate qualification in managing homeless services and support staff. Designed by Homeless Link, the Chartered Institute of Housing, CLG and Broadway.

Quality Auditing

A two day course preparing your staff for the Supporting People Quality Audit Framework and coaching them to establish an internal auditing framework to regularly measure the quality service provision.

Client Involvement Strategies

Training on how to critically assess current client involvement activities and structure the development of a new strategy with the help of clients and staff.

Simplifying finance

Practical advice for any managers costing out project proposals, maintaining and reporting on financial spend. An introduction to basic financial processes delivered by the 2010 Charity Times Finance Team of the Year.

Reducing budgets effectively

Tips on how to reduce budgets whilst retaining quality, guidance on how maintain and benchmark full cost recovery in difficult financial times.

Setting up Mentoring

Support establishing a mentoring and befriending scheme for your project, training on the recruitment, selection and supporting of mentors within your organisation.

Managing volunteers

Training on how to critically recruit, select and manage volunteers in your organisations; guidance on how employment legislation relates to this group.

Managing boundaries

Training on how to manage professional boundaries at work; challenge inappropriate behaviour and lead structured critical reflection after critical incidents.

Leading Places of Change

Training for managers > Leading Places for Change > 6 Day Course

Internal management training schemes might teach you how to support staff more effectively but they won't tell you anything about the current climate you are managing a hostel in, challenge you on your current practice and help you benchmark how you communicate your value with other professionals in the field.

In 2007 the Department for Communities and Local Government approached the Chartered Institute of Housing to develop an industry standard qualification for managers of supported housing projects.

The Leading Places of Change programme was made available to all 178 projects receiving the government Places for Change funding and has now been rolled out nationwide.

Learning Objectives

The six days of training are split over three modules with associated activities and assignments.

Block 1: Project Standards and Services

By the end of the module participants will be able to:

- Understand the social and political context for delivery and how we got to where we are today
- Critically examine service standards and culture to develop a vision of their project and services for the future
- Evaluate key aspects of leadership
- Identify and develop critical partnerships to enhance local service provision and demonstrate service relevance.
- Identify and determine common deficiencies in services
- Appraise how services can challenge people to learn and grow
- Evaluate best practice approaches to support planning, client working and engagement to move people onto more independent living
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- Compare and contrast examples of successful change and how it was achieved

- Appreciate the principles of Action Learning Sets for use throughout the programme and as a tool for the future

Block 2: Project Management and Accountable practices

By the end of the module participants will be able to:

- Use a range of approaches to recruit and retain the right people, promote diversity and broaden the recruitment pool
- Be equipped to manage and develop staff and volunteers by setting clear expectations, objectives/performance standards and using them to drive service improvement
- Be able to better ensure people are supported and encouraged to attend work
- Be able to deal with problems consistently, fairly and effectively
- Develop techniques to assess their own performance, and gain structured feedback and produce a development plan for the future
- Explore practical ways of engaging clients in feedback on staff and services

Block 3: Outcome Measurement, Quality and contract culture environment changing to influence your local environment/agenda

By the end of the module participants will be able to:

- Drive continuous change by applying tools and techniques to self audit services
- Develop techniques which ensure client's views are sought and used to shape the service in the future
- Apply a range of tools - including benchmarking as a tool to develop their service
- Assemble appropriate information and evidence for monitoring and evaluation purposes
- Compare and contrast approaches to quality assurance, outcomes measurement and organisation performance
- Evaluate current commissioning frameworks
- Develop effective skills for influencing service commissioners, funders, local business, key partners and the community

Our experience

Leading Places for Change was developed by CLG, CIH, Homeless Link and Broadway Homelessness & Support. Real Skills have worked with the CIH to help redevelop and refresh the course over the past three years.

Leading Places for Change is run by the CIH with Broadway providing specialist trainers to help deliver Blocks 2 and 3.

Information on the course is available by emailing leadingplacesofchange@cih.org

Putting it into practice

Leading Places for Change is an examine of blended learning; a mixture of e-learning and face to face activities, which require Support the face to face learning days.

Throughout this course learners will attend 6 training days and complete 3 assignments.

The assignments are designed to help you relate the learning in class to your own working environment; they challenge you to make recommendations and plans for the development of the service in which you work.

This training course is delivered by the Chartered Institute of Housing

This training course is accredited - costs may vary.

“A great opportunity to talk openly and honestly with fellow professionals about the problems we face and how we can change the culture of our services”



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Quality Auditing

Training for managers > 2 day (optional 4 day accredited course)

Preparing for a Supporting People assessment is a nerve racking experience. The revised Quality Assessment Framework not only requires excellent paperwork but also that staff and clients can articulate the value and rationale behind your work.

In all these efforts, practice makes perfect, but many internal quality systems lack the rigour of the QAF and audit paperwork without preparing residents or staff for interview.

This course provides you with all you need to develop an internal audit system structured around the QAF.

Learning Objectives

By the end of this course learners will be able to:

1. Understand the importance of the Revised Supporting People Quality Assessment Framework; where it came from and how it's used
2. Describe the 5 QAF objectives
3. Identify suitable evidence to demonstrate achievement of services standards.
4. Self-assess their service using the QAF and prioritise key areas for development
5. Understand the role of service auditing in continuous improvement
6. Effectively apply audit techniques and tools to their service.
7. Use appropriate interview approaches and techniques during the audit
8. Write clear and meaningful audit reports which have a consistency in their content.
9. Set clear and achievable action plans for improvement.

Our experience

Real Skills is a specialist training provider for the supported housing sector. Part of Broadway Homelessness & Support, we have run an internal quality audit system for the last six years.

All of our SP funded services receive a two day quality audit from two of the seventeen managers trained up across our organisation in the QAF. Since introducing the service none of our accommodation services have score below a grade B in their QAF audit. In 2009 we received our first 6 A grade review.

Our training understands that:

- Setting up an internal quality audit system allows us to regularly review the quality of our services and the consistency of recording. Concerns raised by our internal auditors can be resolved before they alarm our commissioners.
- Participating in a quality audit gives service managers a unique insight on what information Supporting People are looking for. Auditors report that the process helps them prepare their own services for audit and identify good practice which might have previously gone unnoticed.
- Interviewing staff and clients helps them prepare for external audit. Managers can subsequently coach interviewed staff members on how to present the service to external associates.
- Internal quality managers are often in short supply. Establishing an internal quality audit system can compliment and builds the capacity of existing work.

Course structure

This course can be delivered as either a two or four day course. The first two days are:

Day 1: Preparing for an Audit

This day provides a background to the Supporting People Quality Assessment Framework and its recent revisions. Managers are supported to explore the five objectives, distinguish the different between the levels and explore their own internal approach to quality management. Managers share their own experience of preparing for external contract reviews.

Day 2: Auditing skills

Learners are introduced to the framework for auditing services, what they will be doing and how they will explain it to clients and staff. Time is taken

to practice and examine methods for client/staff interviews, effective case reviews and levels of admissible evidence. Managers discuss the potential problems auditing their peers services and techniques for writing an audit report.

If learners wish to complete the course as a Level 3 OCN accreditation we also require a further two days.

Day 3: Practical Audit

Learners are paired up to complete an audit on a service of their choice. Broadway provides all necessary paperwork and will amend these to suit your local procedure and paperwork. Learners must complete a short 1000 word report on findings.

This is not a training day.

Day 4: Quality Review

A half day session where learners explore what they learnt from the audit process, discuss the impact of their recommendations, review the written reports and produce portfolios of evidence for their accreditation

Putting it into practice

We promise to support learners well beyond the end of the course. To help we will provide you with:

- A learner workbook covering the essential theory and an abridged tabulated version of the QAF
- A detailed audit workbook including residents surveys to be distributed beforehand, staff/client interview questions, file audit checklists and a pro forma for reporting on the audit
- Copies of completed audits for you to compare for style and accuracy
- Six months of telephone support from our internal Quality Manager, Claire Tuffin. Claire used to Supporting People Manager for Brighton & Hove council.

“An excellent addition to our quality strategy. It really helped managers consider how they prepare for their own audits”



Client involvement strategies

Training for managers > 1 day

Effective client involvement is no longer about just about residents meetings and annual surveys; it is about your organisation deciding how much power and influence you wish to clients authoring their own materials and often criticising how you do things.

Client involvement is different in every service but each organisation need to evaluate their own appetite to this risk before planning activities and discuss what they consider acceptable safeguards to have in place.

Client involvement strategies need to be multi-dimensional, including ways all your clients can get involved in some way and some can get involved on a more formal basis.

Learning Objectives

By the end of this course learners will be able to:

1. Explain the important role of power in service user involvement
2. Discuss what the Quality Assessment Framework says about involvement
3. Apply a range of audit tools (inc. Real Skills' version of Hear by Right) to evaluate how successful their current activities are
4. Identify ways of involving service users in the creation of a service user involvement strategy
5. Risk assess a range of activities including involving clients on interview panels, personalised budgets and service user employment
6. Use practical examples to show to the above risks can be reduced

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part Broadway Homelessness & Support, we have had an organisational client involvement strategy for the last five years and use clients to interview of staff, provide tenancy training and sit on our board.

In September 2010 alone we involved 379 clients in our involvement activities.

Our training understands that:

- Any service striving to achieve an “A” grade on the revised Quality Assessment Framework needs to find a way in which all and not some of their clients are involved in client involvement activities. Randomly interviewed clients need to be able to explain the efforts you have made.
- Service user involvement is not about creating opportunities for residents to be involved but providing them with the support and means to identify and explore opportunities themselves and to choose means and measures you may disagree with or not even have considered
- Much service user involvement activity is limited by our own concerns. It is limited by the questions we choose to ask, the people we choose to engage with and how we choose to report it.
- Managers require a systematic process for auditing their own service user involvement at all levels of the business and involving residents in the process.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- An assessment tool to help you scope out the effectiveness of client involvement in your project
- A copy of Broadway's Client Involvement Strategy for 2009-2012
- A Client involvement toolkit including guidance for staff planning activities

“A really useful resource which helped our managers crystallise their thinking on what we needed to do”



Simplifying finance

Training for managers > 1 day

Many people have a mental block when it comes to financial information and are nervous dealing with it. This fear can impact of their ability to budget both at home and at work.

In a difficult financial climate it is more important than ever that managers are able to offer effective credit control.

There is an expectation on managers that they have a clear understanding of basic financial concepts, but some require training in the subject.

Learning Objectives

By the end of this course learners will be able to:

1. Demonstrate a working knowledge of financial planning and reporting, including budgets and forecasts
2. Explain basic accounting principles
3. Analyse and interpret your financial reports
4. Use simply Microsoft Excel to monitor, record and measure spend against contractual cost centres
5. Discuss methods for costing our new contracts
6. Describe ways of predicting overspend and taking remedial action

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part Broadway Homelessness & Support, we have an operating budget of almost £12m per annum which is dealt with by our small finance team. As a landlord we process in excess of £250,000 of rental transactions per month.

In 2010 our Finance team were awarded the “Best Small Finance Team” at the Charity Times Awards.

All our staff trainers are members of the Chartered Institute of Finance.

This course is mandatory for all managers at Broadway

Our training understands that:

- Creating a budget is an art and one particularly important in the world of competitive tendering. Managers need to feel comfortable discussing and evaluating their rationale before the work has been successfully won. Managers need to feel comfortable using common financial terms in front of senior management and commissioners.
- A business can only succeed if its managers share and monitor their budgets effectively and on a regular basis. Recent cuts to public sector funding have forced many budgets to be revised several times in the case of a year to prevent an organisational deficit
- Many staff struggle with basic levels of numeracy which are often hidden and not discussed. We believe that a basic introduction to finance is a useful way of identifying where additional support can be offered.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Standard Excel sheets to prepare budget specifications and monitor spend
- Guidance on how to explain the rationale behind full cost recovery when submitting bids
- Quarterly email updates on the financial services you can refer clients to
- Follow up phone support from our award winning finance teams

“A godsend in the current economic climate. It has made me more confident preparing budgets”



Setting up Mentoring

Training for managers > 1 day

Longitudinal research has shown the positive impact mentoring can have on clients, especially those with poor mental health and long term unemployment.

Mentoring can increase a client's resistance to stress, promote resilience and prove key workers with another way of tackling entrenched problems.

Running a client mentoring programme is a good way of allowing volunteers to support clients one to one and preparing them for a specific goal i.e. employment.

Learning Objectives

By the end of this course learners will be able to:

1. Define mentoring and how it differs from other helping roles
2. Discuss approaches toward the recruitment, selection and training of mentors
3. Outline the role mentors can play within an organisation and how their work can complement key work
4. Identify circumstances where mentoring is and is not suitable
5. Make proposals for the supervision and support of mentors within their own organisation

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part Broadway Homelessness & Support, we have run an internal staff mentoring programme since 2003 and started a mentoring and befriending scheme for our clients in 2007.

We hold the Mentor and Befriending Foundations' Approved Provider Status and currently have over 39 mentors working with us in London.

85% of volunteers recruited to join the mentoring scheme in 2007 are still with the programme.

Our training understands that:

- Homeless clients often lack positive role models and find themselves surrounded by people with very similar circumstances. They have limited opportunities to speak to people from different walks of life, especially those used to a corporate environment.
- Some clients are very distrustful of housing support workers and aware that they are guarded about discussing their own experience in support work. Mentors can provide a personal narrative which reinforces the need to change
- Long term clients still get disinterested in support work and often require additional support to help them break clear of the cycle of homelessness and get into work. The introduction of mentors can have a positive impact on a clients motivation and engagement; mentors can help them prepare for a specific goal i.e. employment

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Copies of our job description, vetting procedure and training programme for mentors
- Copies of our mentoring agreement between clients and staff.
- Guidance on how we provide supervision and support
- Proformas for recording mentoring interventions
- Coaching support in working toward the Mentor and Befriending Foundation Award

“A simple way of funnelling the enthusiasm of our volunteers into something that works for us”



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Managing volunteers

Training for managers > 1 day

Volunteers are an essential part of many housing related support services and account for almost 1 in 4 people working in the homeless sector. For many organisations the use of volunteers is a necessity but integrating them does have its risks.

Effective management and selection of volunteers is essential if you wish to maintain high standards of customer care and long term support from voluntary workers.

Learning Objectives

By the end of this course learners will be able to:

1. Rationalise their approach to the recruitment and selection of volunteers
2. Plan and deliver supervision sessions with volunteers
3. Understand and acknowledge the motivation of volunteers and the issues this brings up with practical management
4. Discuss what to do if things go wrong
5. Discuss potential ways of ending a placement
6. Explain your legal responsibilities as an employer of volunteers
7. Understand how recent changes to the Independent Safeguarding Authority will affect volunteer recruitment

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part Broadway Homelessness & Support, we have over 50 volunteers who work with us every week in a wide range of roles.

We employ a dedicated Volunteer Co-ordinator to manage their recruitment and support across the organisation.

Our training understands that:

- Some organisations recruit and manage volunteers quite differently than they do their paid staff. Such recruitment practice can leave the service at risk of litigation but also carrying a workforce without clear expectations. A rigorous recruitment process can make volunteers feel welcome and say a lot about the organisation they are joining.
- Many managers struggle to manage the performance and behaviour of volunteers, especially in regard to absence. A volunteer's motivation and attitude can undermine the service you provide. Volunteers and organisations require clear lines of engagement and processes for reviewing and ending their placement.
- Many HR teams are unsure how employment law relates to volunteers. Clear guidance is key

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Copies of our job description, vetting procedure and training programme for voluntary roles
- Guidance on our volunteer training programme and organisational induction.
- Proformas for reviewing volunteer performance

“Practical tips on managing an important resource”



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Managing boundaries

Training for managers > 1 day

Supportive line management will see staff report the crossing of boundaries to you on a regular basis.

However, when you are alerted to staff unaware of their own dangerous behaviour it is all too easy to reprimand them and miss the opportunity to educate thereby preventing further misunderstanding. Dangerous personal prejudice or long held ways of working are hard to change and confrontational.

Learning Objectives

By the end of this course learners will be able to:

1. Examine and deconstruct the concept of boundaries
2. Explore the meaning of boundaries in supported housing
3. Identify the implications of setting and establishing boundaries between the client and worker
4. Examine root causes as to why boundaries are crossed
5. Identify techniques and frameworks for managing boundary crossings
6. Practice techniques for reviewing critical incidents with staff members
7. Practice techniques for challenging staff behavior
8. Examine tools for promoting reflective practice amongst teams
9. Familiarise themselves with internal policy and procedures

Our experience

Real Skills is a specialist training provider for the supported housing sector.

This course was developed in 2010 with the support of A2 Dominion, a supported housing provider working in the South East of England. The course is now a mandatory part of their management training programme.

Our training understands that:

- Many staff will establish professional boundaries with their clients by blaming their employer rather than explaining the potential ramification of their actions. Explaining their actions by 'blaming the boss' means you will often have to provide clients with a logical argument for professional boundaries and counter the perception that your staff also disagree with them.
- Telling someone that their everyday relationship with clients is dangerous can lead them to become very defensive. Staff will often feel you are trying to change them as a person rather than alter their practice within the professional setting. You must be clear with your reprimands but also have tools for educating them to other future risks.
- Promoting reflective practice is essential but difficult when staff are unwilling to admit they are wrong. Managers should have a range of tools for helping staff effectively reflect on critical incidents

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Models and key question
- Time on the course to develop your own training materials you can deliver with your staff in team meetings. We will write up and distribute these materials to you after the course
- Guidance on our volunteer training programme and organisational induction.
- Proformas for reviewing volunteer performance

“Sensitive guidance on dealing with a difficult staff issue”

Broadway Homelessness and Support also runs Real Skills , a social enterprise offering HR support and training.

About Us

Real People is a social enterprise born out of Broadway, the homelessness charity, which has over 25 years' experience enabling people make the journey from street to home.

If you're a small to medium sized business or a charity, and have no or little internal HR resource, it can be tough to make sure you're doing the right thing when it comes to your people and how to manage them.

For 8 years, Broadway's Real People has been helping its customers do just that. We already support over a hundred charities through our retained advice line and work with more on a project by project basis when there is a specific need.

Our customers tell us that they like our 'tell it as it is' attitude, our fast response and our translation of what can be complex into practical, workable and realistic action.;

Featured Courses

Real People provide a wide range of training courses including:

- Managing difficult people
- Managing sickness absence
- Recruiting and selecting the best people
- Managing for high performance
- Appraisal interviewing
- Coaching skills for managers
- Empowering leadership
- Conducting disciplinary and grievance investigations
- Supervisory skills
- Change management
- Handling redundancies and redeployment
- Team building
- Managing conflict
- HR management and business partnering
- The effective HR Administrator
- The effective Training Administrator
- Making the most of your appraisal (staff)
- Developing your own skills and career

More information is available at www.broadwaysrealpeople.com or by email www.realpeople@broadwaylondon.org



Training for Staff

Featured Courses

Engage to Change

The industry standard CIH Level 3 qualification for supported housing workers. Designed by Homeless Link, the Chartered Institute of Housing, CLG and Broadway.

Dealing with Money

Debt advice

A one day course on how to help your clients prioritise debt, their consumer rights when facing bailiffs and how to access specialist support. Delivered by staff from Capitalise, our specialist debt advice service.

Welfare benefits

An introduction to the process of applying for benefits, up to date case law and the distinct differences between different types of benefit. Includes opportunities for question and answer with experts.

Embedding financial capability

Guidance on how to help clients look at the psychology of money and why they spend in the way that they do, includes practical session plans to support a client access independent financial advice.

Dealing with People

Professional boundaries

A one day course on maintaining professional boundaries in a supported housing sector, how to identifying potential points of conflict and reflect on critical incidents.

Professional boundaries in care setting

A half day course exploring the professional boundaries for domiciliary in residential care settings.

Practising diversity

Practical guidance on maintaining equality and diversity within a supported housing environment, techniques on challenging and educating inappropriate behaviour from staff and clients.

Family reconnection

Support with the family reconnection of clients, training on the services available to help broker relationships and the practicalities of maintaining relationships in a supported housing scheme.

Coaching for Growth

A tool for supporting clients toward a specific goal i.e. employment or when they are being supported than more than one agency. Includes, coaching workbook with session plans and questions for key work.

Dealing with Outcomes

Measuring outcomes

An independent introduction to outcome measurement, the different soft outcome frameworks available, their importance and relevance to support work. Can be expanded to introduce clients to the Outcomes Star.

Effective resettlement

Training on the prioritisation of clients when preparing for move on; how to challenge client's resistance to change and effective move on planning.

ITEP

Practical guidance on introducing the National Treatment Agencies International Treatment Effectiveness Programme (ITEP); a visual support planning procedure specifically designed for people with substance misuse problems

Personal budgets

An independent introduction to the theory and practical application of personal budgets; includes materials on how to support plan using a variety of person centred planning tools

Engage to Change

Training for service delivery > 4 day > CIH Accredited Level 3 Award

A 2008 survey of 150 housing providers in England highlighted that 89% of managers were looking for an industry standard qualification for their housing support workers.

Whilst more than 85% of staff had more than four days training off a year, 50% were happy with the quality.

Very little staff training explains why and how supported housing is structured in the way it is, challenges staff to review their current ways of working and their own activities against national best practice.

In 2007 the Department for Communities and Local Government approached the Chartered Institute of Housing to develop an industry standard qualification for staff of supported housing projects.

The Leading Places of Change programme was made available to all 178 projects receiving the government Places for Change funding and has now been rolled out nationwide.

Learning Objectives

The four days of training are split over four modules with associated activities and assignments.

Module 1: Professional Practice and Skills

By the end of the module learners will:

- Understand the history and development of homeless services
- Be equipped to analyse their own motivation, approach and development needs
- Have explored models of change used in their services and in others
- Have explored issues with engagement of clients and explored possible approaches
- Have analysed their team and individual approaches
- Have used tools and models to examine an interagency partnership
- Understand the work, assessment and ethos of this programme

Module 2: Client Involvement

By the end of the module learners will:

- Have considered the most effective ways of building rapport
- Have developed strategies for involving clients in their support plans, housing options, needs and risk assessment
- Have explored some common barriers to involvement and engagement, including issues around the power imbalance between client and professional
- Have effectively explored the potential frictions of self directed change and monitoring and maintaining client change and progress
- Have explored the role of the key worker in supporting employability
- Have assessed the realities of their service user involvement at every level of service provision

Module 3: Homeless Services, holistic support and prevention

By the end of the module learners will:

- identify possible housing options for clients and the organisation and agencies that provide them and explore different housing pathways
- explore their role as part of wider agendas, that include social exclusion, worklessness and health
- investigate local housing options and will have explored how to make them real for clients
- see services from the point of view of a service user and be equipped to suggest effective improvements which could be made
- use models such as Places of Change to highlight good practice and areas for improvement
- assess the skills, assets and support needs which clients take with them as they move into independent accommodation
- highlight the value of learning from the experience of other services and from personal experience

Module 4: Addressing Need, building capacity and promoting choice

By the end of the module learners will:

- Be able to explain what makes an excellent key worker and recognise common blind spots
- Understand and explore the critical role of assessing risk in support work
- Understand motivational theories and their application to key working

- Have studied the boundary complexities of individual focus and rapport building and client risk and vulnerability - exploring the need to 'strike the balance'
- Understand principles of human learning and coaching in relation to the role of the key worker
- Have assessed and understood appropriate models of outcomes measurement

Our experience

Engage to Change was developed by CLG, CIH, Homeless Link and Broadway Homelessness & Support.

Real Skills is one of 18 accredited centres allowed to deliver this course on behalf of the Chartered Institute of Housing. We were the first organisation to deliver this course to external organisations and now offer it to all our internal staff.

Putting it into practice

Engage to Change is an example of blended learning; a mixture of e-learning and face to face activities, which support the face to face learning days.

Throughout this course learners will attend 4 training days and complete 4 assignments.

The assignments are designed to help you relate the learning in class to your own working environment; they challenge you to make recommendations and plans for the development of the service in which you work.

Each learner will be assigned a course tutor who will run a separate induction and offer to run face to face tutorials before the submission of the final essays.

This training course is accredited - costs may vary.

“I like the focus on personal development, reflective practice and continuous professional development. It is a recognised qualification for front line workers I’m proud to have it on my CV”



Debt advice

Training for service delivery > Dealing with Money > 1 day

44% of homeless people are in debtⁱ; not knowing where to turn and how to take control can have a significant impact on their mental wellbeing and increase their likelihood of eviction.

Support workers are often cautious to help prioritise clients' money. Having a basic knowledge of consumer law is essential when offering to help.

Learning Objectives

By the end of this course learners will be able to:

1. Explain their role and responsibilities when renegotiating debts on behalf of their clients
2. Use the "Money Advice Model" to tackle and structure debt case
3. Understand the implications of the Consumer Credit Act 1974
4. Appreciate what actions debtors including landlords, utility companies and banks can take to reclaim their funds through magistrates and county courts
5. Outline the legal powers of bailiffs
6. Discuss the potential benefits and process for filing for bankruptcy or a debt relief order
7. Contact creditors to negotiate on behalf of their clients

Our experience

Real Skills is a specialist training provider for the supported housing sector. Our training is only delivered by experienced practitioners who bring their practical knowledge of homeless services to the course and share how best to embed their learning into your organisation.

Under Broadway Homelessness & Support, we help run Capitalise, a debt advice partnership, funded by the Department for Business Innovation and Skills. Last year we provided independent debt advice to over 923 clients in supported housing across London.

Our team renegotiated just over £10.8 million pounds worth of debt in 2009/2010.

Our debt training understands that:

- Many creditors recover their money through a process of intimidation and fear which should be challenged. Most consumers are unaware of their statutory rights and what creditors can/can not do in the cause of debt recollection
- Specialist advice, especially legal advice, is in short supply. Housing support workers should have a process for collecting relevant information before approaching some services
- Housing support workers are capable of helping a client represent themselves at a county or magistrates court where necessary
- Bankruptcy is suitable for some of our clients but not all of them. Bankruptcy does have serious repercussions on a client's ability to obtain a tenancy in the future
- Specialist debt advice services are scarce, Support workers should know what material a specialist debt support worker will require, in order that they make the most of any referral.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- An assessment tool to help you scope the size, scale and history of a clients debt
- A series of legal letters which can be sent to creditors asking for repayments to be changed
- Client training materials to explore debt in group training or a residents meeting

“Excellent course. I feel far more confident in challenging the advice my clients are now given”



Welfare Benefits

Training for service delivery > Dealing with Money > 1 day

99% of supported housing services advise their clients on welfare benefits but its legislation is changing all the time.

Staff need to have up to date knowledge of the benefit system so that they can keep rent arrears low and build their clients confidence at a crucial time. Being aware of what you clients are entitled too is an essential part of helping them navigate the benefit system efficiently.

Learning Objectives

By the end of this course learners will be able to:

1. Understand the process of claiming benefits
2. Understand the difference between Income
3. Support, Incapacity Benefit and Employment and Support Allowance
4. Know how to guide a client through the work capability assessment
5. Understand how the social fund works
6. Identify if their client may be entitled to Disability Living Allowance
7. Know what to do if their client has been found 'fit for work'

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Under Broadway Homelessness & Support, our dedicated Welfare Rights Service provided independent advice to 475 clients in 2009/2010, helping them receive almost £1.7m of unclaimed benefits.

In 2009 we represented 58 clients at appeals and hearings, winning 85% of cases compared to a national average of 35% according to Rightsnet.

Our welfare rights training is delivered by our dedicated welfare rights team.

Our debt training understands that:

- Many of our clients have a better understanding of the benefits system than their support workers; yet all parties can be the victim of inconsistent advice from local benefit teams. The tendency of clients to assume their entitlement is the same as their peers or not subject to change means that support staff need to have the knowledge to challenge clients and local benefit teams.
- Benefit training dates very quickly, recent amendments to housing benefit and incapacity benefit are already affecting our clients. Staff need to receive training from front line welfare rights professionals who are in the process of negotiating legal precedent.
- Many clients will need specialist welfare rights advice beyond the capacity of support workers but does not mean they can evade their responsibility. Support workers have a vital role in preparing the clients for benefit applications.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Key questions to help coach a client through the process of applying for benefits
- A series of legal letters which can be sent to benefits challenging their decisions
- Up to date case law briefings which may affect your clients
- Client training materials to explore different types of benefits in a group setting

“The trainer’s practical experience really made the course come to life”

midland heart 
passionate about communities



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Embedding Financial Capability

Training for service delivery > Dealing with Money > 1 day

With 42% of the British population overdrawnⁱⁱ and over half of us using credit cards to help us survive until pay day; it is far to suggest that a significant number of both our clients and staff have problems managing their money.

52% of support workers find it difficult to discuss the importance of budgeting and saving money with clients.

Whilst most staff are not qualified to provide independent financial advice, we need a way to discuss spending behaviour without advising on financial products.

Learning Objectives

By the end of this course learners will be able to:

1. Understand the psychology of money and how to identify root causes and behaviour underpinning poor money management
2. Understand the support workers role in facilitating change in people's relationship with money
3. Understand the support worker's responsibility and remit around money advice and when to refer to specialist services
4. Provide further links to additional resources around financial capability and financial literacy

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Under Broadway Homelessness & Support, we worked with 4, 326 clients last year of which 72% admitted to problems managing their money.

We offer financial support and advice to our clients through a dedicated Welfare Rights Team. Last year our team of three successfully won over £1.7m in unpaid benefits for their clients.

Between March and May 2010 326 of our clients discussed their approach to money using tools outlined in this course.

Our training understands that:

1. Staff need to feel positive discussing financial capability and understand why seemingly logical people often do very illogical things with their money. Money is an emotive concept. Our attitude to money is shaped by our upbringing, confidence and priorities.
2. Most housing support workers are not accredited to provide independent financial advice. Client's access to financial products does not mirror our own and cannot rely on our personal experience alone. Staff need to know when and how to refer to specialist agencies. They need to have a parallel means of supporting the emotional triggers behind spending behaviour through key work.
3. Discussing concepts such as saving is wasted on clients with limited finances but essential when preparing them for independent living. Support workers need to be able to talk about the importance of these concepts in theory when opportunities for practice are limited.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- A series of six structured key work interventions to help you discuss the psychology of money and spending behaviour with clients
- Quarterly email updates on the financial services you can refer clients to
- Access to Barclay's Money Skills, a client training pack designed to discuss financial capability and literacy for homeless people

“A useful way of looking at a common problem; I know my clients struggle with money but have never bothered to really uncover why”

**Mary Ward
Legal Centre**

Professional Boundaries

Training for service delivery > Dealing with People > 1 day

Effectively maintaining professional boundaries is a daily battle for most housing support workers and yet staff are often wary of discussing their methods for fear of litigation or discovering that they are doing something wrong.

Preventing the abuse of vulnerable people is best tackled by supporting staff share their experience and feel more confident reflecting on their practice with peers and management.

Learning Objectives

By the end of this course learners will be able to:

1. Examine and deconstruct the concept of professional boundaries
2. Explore the meaning of boundaries in a supported housing environment
3. Identify the implications of setting boundaries between a client and worker
4. Examine the root causes of why boundaries are crossed
5. Identify techniques and frameworks to manage boundary crossings
6. Understand their organisations policy relating to probity, protection of vulnerable adults, whistle blowing and safeguarding

Our experience

Real Skills is a specialist training provider for the supported housing sector. Our training is only delivered by experienced practitioners who bring their practical knowledge of homeless services to the course and share how best to embed their learning into your organisation.

Under Broadway Homelessness & Support, we worked with 4, 326 clients last year, often specialising in working with entrenched rough sleepers. Our work with this group at “The Old Theatre” has recently been praised by the Department for Communities and Local Government, Crisis and Homeless Link.

In 2010 we sat on four different local safeguarding boards in London.

Our training understands that:

- Support workers push professional boundaries every day and in many circumstances with good cause. Problems persist when staff fail to identify this risk or hide it from their managers. Support staff should be able to justify their actions but not be scared to do what they think is right for a client.
- Some clients have a tendency to place support workers in dangerous and collusive relationships, especially if they have been victimised in this way. Support staff should be able to identify the signs of broken boundaries
- Re-establishing professional boundaries will have an impact on clients and your relationship with them. Staff should be able to clearly verbalise why boundaries are very important without undermining the organisation and its policies
- Some staff don't know their own local policy and procedure. There are very few times when the response to one action will be the same

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models, your local policy and any case studies recommended by your management team
- A series of eight training activities designed to help your staff discuss professional boundaries in regular team meetings
- A self assessment tool to help staff explore their own approach to professional boundaries in supervision

“The practical case studies from Broadway really helped bring the discussions to life”



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Boundaries for Care Staff

Training for service delivery > Dealing with People > 1/2 day

Registered care homes often employ a large number of domiciliary or custodial staff (caretakers, cleaners etc) who not consider themselves “healthcare professionals”.

Discussing professional boundaries who receive little professional training but have unrestricted contact is difficult.

Domiciliary staff need to be able to explain why professional boundaries are important but also how their job role differs and is regulated under the Care Quality Commission.

Learning Objectives

By the end of this course learners will be able to:

1. Examine and deconstruct the concept of professional boundaries
2. Identify the implications of setting boundaries between a client and worker
3. Identify techniques and frameworks to manage boundary crossings
4. Understand how the Care Quality Commission regulates professional boundaries in registered care homes
5. Understand their organisations policy relating to probity, whistle blowing and safeguarding

Our experience

Real Skills is a specialist training provider for the supported housing sector. Our training is only delivered by experienced practitioners who bring their practical knowledge of homeless services to the course and share how best to embed their learning into your organisation.

This course was developed in 2010 with the support of A2 Dominion, a supported housing provider working in the South East of England. The course was subsequently delivered to 72 of their domiciliary staff across 8 different registered care homes with good results.

Our training understands that:

- Domiciliary staff do not receive the training or opportunities for reflection afforded to housing support worker who may have more 1:1 contact with vulnerable people. They are often managed by staff also without professional training in support work. They want to be able to perceive clear boundaries of what is wrong and right.
- Clients do not distinguish between job roles when accessing a service; they expect the same professional attitude from a caretaker as they do a support worker. Failure by either party to maintain clear professional boundaries can put the other at risk.
- Domiciliary staff need to have a clear understanding of why professional boundaries are important and why their housing support colleagues work in the way they do; even if their approach is different and more flexible.
- Staff need to know what to look for and report to more senior management

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models, your local policy and any case studies recommended by your management team
- A series of six training activities designed to help your staff discuss professional boundaries with domiciliary staff in regular team meetings
- A short staff briefing on the key legislation for all new starters

“I came thinking this wasn’t relevant; I leave feeling more confident and clearer about what I could do wrong”


a2dominion

Practising Diversity

Training for service delivery > Dealing with People > 1 day

Diversity training is a standard part of all core training plans, but much of this training is legislation heavy and doesn't provide practical tools on tackling discrimination toward and amongst clients.

Staff often fear diversity training which tells them what they can't do and believe it will have a detrimental effect on the relationship they have with their clients.

Staff need to understand how to educate residents and appreciate how a zero tolerance approach may treat the symptom and not cause of the problem.

Learning Objectives

By the end of this course learners will be able to:

1. Explain what is meant by the terms "equal opportunities" and "diversity" and their implications on the service
2. Define what is meant by "institutional discrimination" and its implications for a service
3. Demonstrate how to challenge assumptions and inappropriate language
4. Explain why equality and diversity work is important to their organisation
5. Cite basic law on equality
6. Describe methods to challenge and change prejudicial views of clients

Our experience

Real Skills is a specialist training provider for the supported housing sector. Our training is only delivered by experienced practitioners who bring their practical knowledge of homeless services to the course.

We are an "employer of diversity" and recently won the "Investors in People Gold Award" which looks at an organisations approach to diversity. 60% of our supported housing services were awarded an A grade for "fair access and diversity" in their last Supporting People audit.

Our training understands that:

- Diversity is a practical and real problem in supported housing environments which needs to be tackled differently amongst staff and clients.
- Stereotyping is an inherent part of risk assessment procedure and not wrong unless it goes unchecked and is acted upon. Staff need to feel confident acknowledging their own use or stereotypes and discussing the use of these with peers
- Clients will frequently cite equality and diversity legislation against staff. A clear understanding of legislation should empower staff to challenge assumptions and feel confident in their practice
- Challenging racist, sexist or homophobic language amongst clients requires clear guidance. Staff must understand how not challenging behaviour can appear collusive to others and some residents
- The prejudicial views of clients will not go away by simply enforcing a zero tolerance approach to bad language. Staff must appeal must seek to understand why clients are prejudiced and enter into a conversation which makes change a positive choice. Such a decision requires planning and bravery.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models and your local policy
- Client training materials to explore homophobia, racism, sexism and inappropriate language in group training or a residents meeting
- Copies of acceptable behaviour contracts and the procedure used to tackle discrimination with our clients

"A supportive environment in which to discuss an important issue"



Family reconnection

Training for service delivery > Dealing with People > 1 day

Family breakdown accounts for 52% of homeless applications and the transitory nature of supported accommodation, coupled with feelings of shame and anger, means a significant proportion of our clients have little or no direct contact with their family.

Having strong social networks has been shown to provide an important safety net at times of crisis and increase opportunities when seeking a better future.

Learning Objectives

By the end of this course learners will be able to:

1. Understand the reasons, impressions and emotions involved with a client wanting to make contact with their family
2. Outline the role of the support worker in brokering and supporting initial meetings
3. Identify and propose solutions to common communications blocks
4. Use the drama triangle to look at the importance of power and roles within family conflict
5. List tracing and support services available to clients wanting to make contact
6. Acknowledge common problems and how they should be explained to a client in advance

Our experience

Real Skills is a specialist training provider for the supported housing sector. Our training is only delivered by experienced practitioners who bring their practical knowledge of homeless services to the course.

Part of Broadway Homelessness & Support we run “Building Bridges”, a family reconnection service for homeless clients in the London Borough of Camden.

Between April and September 2011 it successfully reconnected 54 clients with their family. This training was co-authored with Relate Counselling Services

Our training understands that:

- Many clients want to build positive and appropriate relationships with their children, parents, ex-guardians, siblings or people who have been important in their life
- The process of reconnection can often bring about difficult issues and emotions which need particular care and separation from normal support work. Specialist counselling may be necessary.
- Many support workers are unaware of the specialist family tracing services which do exist and the potential costs involved. Knowing about the services available allows support workers to prepare clients and paperwork in advance.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models
- A list of family reconnections services for your area and specialist national advice lines
- An assessment tool helping prepare the client for their first meeting with friends or family
- A copy of our visitors policy, amended to allow for reconnection with children and partners
- Ongoing email and phone support from our family reconnections worker for up to six months after the training has finished

“Very relevant. Many of my clients struggle to build relationships with their children”

Coaching for Growth

Training for service delivery > Dealing with People> 1 day

Coaching is a well established performance management tool for managers but has often been overlooked as a way of working with clients.

Like sports coaches we understand that our clients often have the physical and cognitive skills they need to succeed but simply lack the confidence to apply them. It is our job to help them maximise their performance by making them believe in themselves.

We know that for some clients, time limited support work interventions can generate a welcome sense of momentum.

Learning Objectives

By the end of this course learners will be able to:

1. Understand what coaching is and how it differs from other helping roles
2. Understand and apply the GROW model of coaching
3. Explain the principle goal setting tools for coaching
4. Understand the risk management responsibilities of a coach
5. Understand the key theories and underlying causes which are the main indicators of change
6. Be able to understand the coachee's perspective to their work
7. Understand the boundaries of the coach-client relationship

Our experience

Real Skills is a specialist training provider for the supported housing sector. Part Broadway Homelessness & Support, we have run an internal staff mentoring programme since 2003 and started a mentoring and befriending scheme for our clients in 2007.

30% of our front line staff deliver coaching with clients. Our day centre staff find it a particularly

good way of providing support without repeating key work.

Our training understands that:

- Some clients are wary of support techniques which are designed to go unnoticed i.e. motivational interviewing. Coaching is technique clients must agree to. Some clients respond well to a technique where they are involved in drawing up its topics of discussion and professional boundaries
- Secondary support workers who support, but don't key work clients, often find a more structured way of helping clients useful. Clear lines of engagement can prevent repetition for day centre staff, client involvement workers and peer advocates
- Many clients appreciate the short term and solution focused nature of coaching. The use of coaching can generate a genuine sense of momentum in often tired key work relationships.
- We don't expect our staff to have had the same experience as our clients but we expect that they can forge an environment where they can help others identify their own goals and solutions. Coaching states that you don't have to have experienced something to help people through it.
- Staff appreciate as many different tools as possible to use with clients

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models on the course
- Copies of our coaching agreement for clients
- A proforma for recording coaching interventions and guidance on wording questions

“A new tool to use with clients sick and tired of key work”



Measuring Outcomes

Training for service delivery > Dealing with Outcomes> 1 day

In 2007 Supporting People published a new outcomes framework for supported accommodation services. The guidance stipulated how the sector should be measuring outcomes rather than outputs.

Since then, numerous agencies have rolled out soft outcome tools (inc. the Outcomes Star). This has led some staff to believe that an outcome focused approach is linked to a certain type of support plan rather than a certain way of working.

This course is an introduction to effective support planning and how to effectively plan and measure outcomes.

Learning Objectives

By the end of this course learners will be able to:

1. Reflect on what makes a good support worker
2. Describe the importance of an outcomes focused approach
3. Evaluate a wide range of support planning materials designed to identify need and set goals
4. Identify the information and skills necessary for accurate risk assessment and interview
5. Identify the impact good professional boundaries can have on a support workers relationship with a client
6. Use a number of practical tools to encourage clients to engage in support planning

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part of Broadway Homelessness & Support we provided over 40,000 hours of contracted support in 2010.

Overall 81% of our clients were satisfied with our service, up 20% on five years ago. In 2009 we won the prestigious Andy Ludlow Award for excellent homeless services.

Our training understands that:

4. Understanding the difference between an outcome and an output is essential for any worker planning and reporting on the success of small projects or preparing funding applications
5. Many support workers are baffled at the multitude of support planning tools out there, they are unable to identify the subtle differences between them. When introducing new support planning systems some managers may prefer an external agency to be able to explain the range of systems out there and the rationale behind their decision to change.
6. An outcome focussed approach does not necessarily mean you need to change your monitoring systems. Our outcomes course highlights how an outcomes focussed approach can better reflect the small successes support workers see everyday rather than mean more paperwork
7. Occasionally agencies require support helping their staff use their current paperwork. An effective outcomes course will help staff practice how they deliver keywork rather than complete paperwork.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models
- An opportunity for us to explain how your support paperwork reflects trends within the sector and integrate it into the course
- Procedures for measuring outcomes through structured observation of group activity

“A good introduction to support planning; an effective challenge to help our staff think how they run keywork”

Effective resettlement

Training for service delivery > Dealing with Outcomes> 1 day

For many support workers “move on” isn’t something discussed in the first six months of a client’s tenancy. This lack of momentum can lead them to become bored, distrustful and disengaged with support work.

Whilst not everyone will move on as quickly as you might like, every support work session should be resettlement focussed and time taken to explore a clients’ practical ability and personal fears in responding to change.

Training might not be able to provide clients with more housing options but it can challenge staff to think different about how they prepare clients for move on more gradually and write effective move on plans when they do.

Learning Objectives

By the end of this course learners will be able to:

1. Identify at least one model for explaining resistance to change and how it relates to supported housing
2. Discuss techniques through which a client can be helped to engage in their own move on planning
3. Identify a wide range of housing options and why they are particularly relevant to their client
4. Use tools to prioritise their clients support needs and identify the difference between a symptom and a cause of specific problems
5. Identify external support providers who may be able to support a client following their move on and the information they need for an effective referral

Our experience

Real Skills is a specialist training provider for the supported housing sector.

Part of Broadway Homelessness & Support we helped a client move out of one of our supported housing schemes every 36 hours in 2010.

We support over 300 clients in their own tenancies through our supported housing services.

Our training understands that:

- Many clients are resistant to change and moving on. That challenging and solving this behaviour may take time and requires staff to appreciate and understand their clients fears
- Client expectations are a constant source of concern and if not dealt with carefully may damage a clients confidence and your relationship with them in the future. Many clients are cynical about why housing support workers want clients to move on.
- Planning the final weeks of a clients stay is very stressful. It requires staff to work in a very time limited manner and prioritise support clearly. Staff need to understand where their efforts are best focussed when a client has a matter of weeks to move out and what statutory support packages are available from elsewhere.
- Many clients are unaware of what statutory support packages are available for clients moving on.

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and models
- A move on checklist to help staff prepare a client for transition
- A pro forma for move on planning with other statutory agencies
- Client training materials to explore independent living in group training or a residents meeting

“I loved the accelerated learning approach to the training. It’s made me think about when I bring up this subject”

Shelter

ITEP

Training for service delivery > Dealing with Outcomes> 1 day

In 2006 the National Treatment Agency recommended the use of ITEP maps; a visual support planning tool developed by Texas Christian University and has been proven to improve urinalysis results.

Since their introduction the use of ITEP maps has become a statutory part of some Supporting People contracts.

ITEP mapping allows support workers to engage with clients in a more flexible way than traditional support planning. It includes materials which help introduce clients to Cognitive Behaviour Therapy before a specialist referral.

Learning Objectives

By the end of this course learners will be able to:

1. Explain the role and relevance of ITEP mapping to clients and other staff
2. Use ITEP maps to help with 'problem definition'; systematically highlighting issues for the client in terms of causes, consequences and solutions to/of their actions
3. Use free mapping techniques as a way of providing easy to read summaries of key work sessions
4. Use the "Changing you Thinking Pattern" sessions to help a client tackle their reluctance to change
5. Discuss problems integrating ITEP into standard procedures
6. Practice Broadway's five stage ITEP engagement plan

Our experience

Real Skills is a specialist training provider for the supported housing sector. Part of Broadway Homelessness & Support, ITEP is a mandatory part of the contract in five of our supported housing schemes and we lead a provider forum in Hammersmith &

Fulham, helping facilitate 'use. In 2010/2011 our staff carried 727 separate ITEP interventions.

Our training understands that:

- The use of ITEP mapping by supported accommodation providers allows clients recovering from drug/alcohol treatment to receive a seamless service. The materials are well used in prison and detox units and can be easily .
- Many clients struggle with the weight of paper involved in support planning. ITEP maps are a particularly good way of support planning for residents with poor basic skills or for whom English is their second language
- Finding a way in which support workers can support clients working with other agencies to tackle addiction is key. Relapse rates in supported accommodation are often disproportionately high because staff struggle to understand how they can support clients
- Many clients would respond well to CBT but are concerned about the negative stigma associated with accessing a counsellor. ITEP includes a short CBT programme designed for housing support workers to use. It allows clients a change to benefit from the technique without the stigma

Putting it into practice

We promise to support learners well beyond the end of the course. To help you embed the learning we will provide you with:

- A learner workbook covering the essential theory and "Changing your Thinking" training materials
- A workbook of over 50 ITEP maps designed by the Texas Christian University and tested by us in order of effectiveness
- A further 6 ITEP maps designed by providers in Hammersmith & Fulham to integrate the tools with needs assessment tools including the Outcomes Star

"A simple and visual tool which allows clients to discuss how the obstacles they face"

Personal budgets

Training for service delivery > Dealing with Outcomes> 1 day

As of November 2010 62% of adult social care services had successfully introduced personal budgets with 100% expected by 2012.

Whilst it is unknown how soon personal budgets will become a mandatory part of Supporting People contracts it is obvious that some of our high support need clients may be eligible for support by way of their social worker and many homeless services are piloting personal budgets in preparation for the shift. This course helps you prepare for your own internal pilot.

Learning Objectives

By the end of this course learners will be able to:

1. Describe the history and key legislation surrounding personalisation
2. Explain the difference between personal budgets and person centred planning
3. Describe the seven stages of self directed support
4. Discuss the particular challenges faced in the supported housing sector
5. Use a range of person centred planning tools to broker support
6. Produce a personalised budget plan
7. Discuss methods for person centred outcome assessment

Our experience

Real Skills is a specialist training provider for the supported housing sector. Part of Broadway Homelessness & Support, we have run a pilot delivering personalised budgets to 50 rough sleepers in the City of London since November 2009.

Our work resettling 15 entrenched rough sleepers, including one client who had been on streets for 42 years, has been recently praised by Homeless Link. In September 2010 we launched a partnership with adult

services in the City of London, allowing them to “spot purchase” our services through personal budgets.

Our training understands that:

- Personal budgets challenge support workers to ask a client not only what services they want but how they want to access this service. This change is only successful when a client feels that the choice they have is real and credible; a job support workers must strive to make possible but may also resent
- Many housing support workers considered person centred planning to be inherent in the holistic nature of their current support plans. Staff may need to be challenged on how their current support plan makes assumptions about a clients support needs rather than ask them.
- Piloting personal budgets often requires new support planning paperwork to mark out the shift for clients and staff. We will introduce learners to a range of tools including Essential Lifestyle Planning, Planning an alternative tomorrow with hope(the PATH model) and Personal Future Planning
- Persuading clients that they have a credible power and control of their own support plan requires support workers to be able to explain the rationale and process behind personalisation.

Putting it into practice

We promise to support learners well beyond the end of the course. To help we will provide you with:

- A learner workbook covering the essential theory and models
- A workbook of five different, and highly visual, support brokerage tools
- A pro forma for agreeing a personal support agreement
- Copies of our procedure for resource allocation and credit control

“Bringing in someone who has done it themselves was invaluable-it allowed staff to openly ask questions and gave them confidence in the model”



Training for life skills workers

Tenancy Training



Real Skills is home to It's Your Move, a social enterprise specialising in tenancy training. Over the last ten years It's Your Move has helped over 170 organisations in 42 local authorities develop better more engaging tenancy training. It does this by:

- **Offering free group training sessions** developed by its staff with the help of housing providers nationwide. These sessions and materials are available free of charge from www.itsyourmove.org.uk
- **Selling accredited training workbooks.** It's Your Move has developed a range of materials to help embed tenancy training as part of key work. The client workbooks utilise a patented cog learning system designed to offer staff three different ways of completing each activity. Workbooks are free to people attending the Learning Practitioner Course
- **Offering to roll out the STEPS programme.** The STEPS programme is a fully accredited tenancy training pathway which can be tailored to your clients locals needs yet remain nationally recognised. Please see tools section

It's Your Move understands that the confidence and enthusiasm with which staff deliver tenancy training is an essential part of its success. To help embed tenancy training Real Skills offers:

Train the Trainer

A two day introduction to delivering tenancy training to groups, includes a range of basic learning theory, how to develop, structure and maintain order when delivering training to homeless people.

Learning Practitioner Course

A one day training course introducing the IYM client workbook and cog learning scheme. Learners are given advice on how to introduce and measure learning within a key work environment, support clients with basic skills and explain terms clearly.

Train the Trainer

Training for life skills workers > 2 day > OCN Level 3 accreditation available

Establishing high quality tenancy training is difficult in a supported housing environment which doesn't include many of the risks of living independently.

Whilst 95% of supported housing schemes run some type of tenancy training, many providers struggle to run group training consistently and engage all their clients.

It is important to have an environment where you can teach practical tasks where you don't have an opportunity to teach by example.

Learning Objectives

By the end of this course learners will be able to:

1. Understand the role of a trainer in facilitating learning
2. Be able to identify and develop resources which support different learning styles
3. Know how to plan, design and deliver their own training sessions
4. Understand the motivation behind challenging or disruptive behaviour and discuss how to deal with it
5. Understand the value of a facilitative approach to learning

Our experience

It's Your Move is part of Real Skills. Since 2000, It's Your Move has worked with over 170 housing providers across over 150 local authorities to embed tenancy training.

Last year over 2,000 supported housing staff downloaded our tenancy training materials to use with their clients.

Part of Broadway Homelessness & Support, last year over 500 of our clients received group training run by our staff.

Our training understands that:

- **Your staff understand your clients and what will work for them.** The only sustainable model for tenancy training is to have you staff run it; they know the needs of their client group but just require the confidence to run group learning
- **Training needs to be flexible:** even finding ten minutes to do a session with some service users is a major victory. You need to be able to delivery high quality work in everything from 10 minutes to more structured sessions
- **Service users learn from one another:** creating a safe space where service users can share their own personal experience can be immensely powerful. Service users often prefer practical examples more than support workers discussing hypothetical risks
- **Group learning is an outcome in itself;** participating in group training teaches clients self confidence, anger management and respect for others opinions

Course structure

Train the Trainer is a two day course. Indicative subjects covered in the training include:

Day 1: Learning theory

- What is training and how should it be delivered?
- The fears and experience of homeless clients in education
- Adult learning theory and the impact of different learning styles
- Understanding and responding to challenging behaviour
- Preparing materials for groups, giving instruction and writing training plans

Day 2: Resource Development

- Styles of training evaluation
- Identifying what your service users need to know
- Learning from your own practice

Day 2 includes opportunities for staff to develop and practice the delivery of group training materials under supervision.

Putting it into practice

We promise to support learners well beyond the end of the course. To help we will provide you with:

- A learner workbook covering the essential theory and models
- Access to over 21 hours worth of free group training resources
- Pro-formas for initial learning assessment, writing training plans and evaluating courses you run
- Support and advice from our dedicated tenancy training scheme

“A hands on course which really gave me confidence. I know how to make my training sessions really engaging from now on”



Learning Practitioner

Training for life skills workers > 1 day

Many providers struggle to introduce group based tenancy training to some of their clients, especially those in floating support. In 2010 It's Your Move launched a series of five client workbooks which staff can use as part of keywork.

The five workbooks mimic the Supporting People Outcomes Framework and include 39 thematic worksheets which you can pick out and use independently. They cover a wide range of topics from signing tenancy agreements to dealing with neighbours to discussing what they expect of their key worker.

Learning Objectives

By the end of this course learners will be able to:

1. Justify and explain their role as a learning practitioner or educationalist
2. Describe a simple template for making everyday support activities educational experiences
3. Identify and use techniques to improve the explanation of simple tasks
4. Use diagnostic questioning to evaluate the success of learning activities
5. Know how to support clients with basic skills issues in key work
6. Explain the IYM cog learning system©
7. Use IYM's one to one client workbooks
8. Explain the process for accrediting the workbooks through IYM

Our experience

It's Your Move is part of Real Skills. Since 2010, It's Your Move has trained over twenty five organisations to use its 1-1 client workbooks.

The system is used with all 4,000 clients accessing Broadway services and all clients accessing local authority temporary accommodation with Birmingham City Council.

Our training understands that:

All support workers have a learning focus; practically teaching and assessing whether their clients have learnt a wide range of basic skills and competencies. It is important staff have a framework for checking on practical tasks they might not be able to oversee whilst in a supported housing scheme i.e. Paying utility bills, buying furniture.

Key work is often repetitive: Having a range of practical tasks with which to tackle common problems i.e. debt, money management and substance misuse is a good thing.

Staff often require practical guidance on how to deal with basic skills: Staff often make allowances for poor functional literacy everyday but often lack the practical tools to assess functional literacy/numeracy

Every service user is unique. IYM's patented cog learning system allows each worksheet to be completed in three different ways to ensure that the teaching method is conducive to the client's preferred learning style. Staff need guidance on how to assess a clients preferred learning style.

Putting it into practice

We promise to support learners well beyond the end of the course. To help we will provide you with:

- A learner workbook covering the essential theory and models
- A copy of all five 1-1 client workbooks for a period of 2 years. Materials will be made available through our online download library
- 6 monthly updates on the materials
- Advice and guidance on how to implement the materials in your service

“A great addition to keywork; a simple way of working with clients who don’t come to group sessions”

Burton upon Trent and District





Practical tools

Policy and Procedures

Practical tools > Policy and procedures

At Broadway we don't believe in re-inventing the wheel. All of our service delivery policies are regularly updated by our service managers, external H&S consultants and internal quality managers. All of our procedures are available at a one of cost of £75. You can use them as a working document or starting point for your own development. We can provide you with the following:

Housing Management Policies

- Credit Balance
- Debt Recovery
- Exclusions
- General Repairs and Maintenance
- Hand Cheque and Petty Cash
- Interviewing tenants, etc in office areas
- Keyholding and Entering Clients' Premises
- Maintenance Voids
- Out of hours procedure
- Rechargeable Repairs & Replacement
- Referrals, Assessments and Allocations
- Rental Income
- Resettlement Guidance
- Tenure Management
- Transfer Requests
- Visitors
- Voids
- Welfare Payments

Support Planning procedures

- ASB/Harassment
- Boundaries
- Client trips and activities risk management
- Client Risk Management
- Death of a service user
- Domestic Violence
- Drugs Policy
- Missing Person
- Night Working
- Non-engagement
- Outcomes Star and Needs Assessment
- Pets Policy
- Support Planning
- Working with the police

Quality Management Policies

- Access to information
 - Appeals to the Board
 - Child Protection
 - Confidentiality Policy
 - Data Protection
 - Diversity
 - Driving & Cycling on Organisational Business
 - Comments, Suggestions & Complaints
 - External Complaints
 - Home Working
 - Policy and Procedure Guidelines
 - Safeguarding of vulnerable adults
 - Stress Management
 - Vexatious or persistent complaints
 - Violence and Lone Working
- Work equipment

The STEPS Programme



The STEPS programme is a structured, training and engagement programme developed specifically for the supported housing sector. It allows supported housing providers to introduce a proven tenancy training package; which can be customised to your local needs yet remain a nationally recognised qualification.

The programme includes a unique range of tenancy training materials which can be delivered in groups, as part of key work or as through everyday tasks staff supervises in the course of their working day.

It comes complete with all the paperwork staff and clients will need to record progress, a comprehensive package of staff training and ongoing support from It's Your Move; Broadway's social enterprise specialising in tenancy training.

How it works

At the heart of the STEPS programme is a checklist (the curriculum plan) of the key activities you, as a housing provider, believe your tenants should be able to do before they leave their service. The checklist allows the housing provider to articulate what they expect of your tenants before moving on and gives tenants a way of evidencing positive progression whilst in the service.

The tenant doesn't need to complete every activity on the plan, sessions are prioritised based on their individual needs and ability.

The basic curriculum includes 39 activities structured under the Supporting People outcome framework (see attached plan). Each of the key activities can be delivered by staff in one of three ways:



As part of structured group learning: the programme includes structured session plans and training materials for group sessions lasting between 20 minutes and 1 hour. The activities have been developed over a period of ten years with It's Your Move in partnership and over 120 supported housing providers nationwide.

Learning as part of a group helps tenants learn from the experience of their peers, build social networks and gain confidence in new situations.



As part of individual key work: the programme includes individual worksheets which can provide a structured way of discussing the topic in keywork. Each of the worksheets can be completed in one of three different ways to encourage creativity, prevent the exclusion of those with poor basic skills and allow for those who consider training to be patronising and not based in their reality.

Learning one to one helps engage those who find group learning difficult, it provides staff with a new way of discussing commonly discussed subjects in a positive way.



Through supervised action: the programme allows staff to complete the activities through evidenced practical action. Basic tasks such as registering with a GP, completing a community care grant and applying for housing can be recognised as learning activities.

Action learning challenges staff to consider how they can prove their tenant can successfully replicate a shared activity on their own. It reduces paperwork and seamlessly integrates current engagement activities inc. residents meetings, job clubs and other specialist training into the programme.

Key features

Key features of the STEPS programme include:

- **Full integration with current support plans:** the programme uses your organisations support plan in place of a dedicated learning plan. The programme is regularly reviewed with as part of your needs assessment.
- **Structured evidence for Supporting People:** the programmes' activities are structured under the five Supporting People objectives. Activities completed under the programme can be reported to Supporting People and the programme submitted as a structured approach to move on as part of the Quality Assessment Framework.
- **A bespoke learning assessment:** An assessment to identify any special educational needs and the tenants' preferred learning style accompanies this programme. Tailored activities for visual, auditory and kinaesthetic learners are included in all of the client worksheets.
- **National accreditation:** the programme is accredited by the National Open College Network as a Level 1 STEP UP Award. This award is a stand alone qualification, recognised under the national curriculum framework and eligible for consideration by further educational providers.

Uniquely, the Level 1 STEP UP Award accredits the process of learning (the identification of learning goals and evidencing of two learning activities) rather than the content of the course. This allows all tenants to receive the same qualification even if the activities, like their needs, are very different.

Learners do not need to complete the whole curriculum in order to receive the qualification and should be able to receive it quickly to build their confidence.

Delivering the programme to you

The programme can be fully customised to suit your clients and staff team.

For a small additional cost organisations can come up with their own checklist (curriculum) and have It's Your Move develop group and one to one resources on their behalf. In addition to developing their own curriculum, organisations can change:

- **The visual identify of the programme.** All materials can be rebranded to reflect your brand guidelines and not seem alien to tenants. You can name and develop a unique logo for your programme.
- **Client guidance materials/ staff guidance notes** and training materials
- **Delivery tools.** The programme includes Management tools to check supervise the roll out including a file audit checklist, posters publicising group sessions and induction briefings for new staff
- **Training materials.** The group and one to one training materials can be amended to incorporate copies of your own tenancy agreements, local housing application procedure and rent statements. Tenant information leaflets signposting local services can be added where relevant.



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