# Introduction to Residential Pricing changes
# Session 2 – Introducing BAT

**Facilitator Guide - November 2025**

This session is Part 2 of a 4-part series:

- Session 1 – Setting the Scene
- Session 2 – Introducing BAT
- Session 3 – BAT in action
- Session 4 – Additional Information

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# Facilitator Notes

The four sessions can be delivered as one or in separate sessions to allow for discussion and reflection on the material.

| Delivered as separate sessions | | | |
|---|---|---|---|
| Session 1<br>Setting the Scene | Session 2<br>Introducing BAT | Session 3<br>BAT in action | Session 4<br>Additional Information |

| Delivered as two sessions | |
|---|---|
| Session 1 - Setting the Scene<br>Session 2 - Introducing BAT | Session 3 - BAT in action<br>Session 4 - Additional Information |

| Delivered as one session | |
|---|---|
| Session 1 - Setting the Scene<br>Session 2 - Introducing BAT | Session 3 - BAT in action<br>Session 4 - Additional Information |

A summary of each of the sessions is as follows:

| | | |
|---|---|---|
| **Session 1 - Setting the Scene** | - | Introductory session, designed to give background related to changes that have occurred and are occurring in relation to DSS, including the findings and recommendations of the Independent Review. |
| **Session 2 - Introducing BAT** | - | Background related to the Band Allocation Tool, including why and how it was developed and tested. Guidelines are provided on how to access, as well as explaining where the BAT fits in with other tools and processes. |
| **Session 3 - BAT in action** | - | A hands-on demonstration of the BAT tool using an exemplar scenario for demonstrating best practice, exploring the layout (Purpose, Plan View and List View) and functionality (Help, text boxes etc). The session includes explaining how to access the tool, using information from the BAT in Socrates, and how to ultimately determine the appropriate band. |
| **Session 4 - Additional Information** | - | The final session discusses the process related to dealing with exceptional rates. It provides information on how to access training and support material, as well as describing what resources are available to support the use of the BAT and GPT tools. It concludes with information on what is on the radar in terms of future work and developments. |

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## Introduction

*Introduction to Residential Pricing changes - Session 2 – Introducing BAT* is designed to give you more background related to the Band Allocation Tool, or BAT tool. We'll look at why it was created, including how it was developed and tested. We will give you guidelines on how to access it, as well as explaining where the BAT fits in, in relation to other tools and processes.

## Audience

All end users of the BAT. This will be predominantly NASC Service Assessors and Service Coordinators across the NASC network as well as Budget Advisors within Mana Whaikaha (Midlands).

## Duration

38 minutes.

## Learning Outcomes

By the end of the session, learners will be able to understand:

- How and why the BAT tool was created, including the testing process used
- How to access the BAT tool and when to use it
- How the BAT tool fits into the Community Group Home pricing model

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## Agenda

| DURATION | TOPIC |
| --- | --- |
| 6 mins | Welcome and Objectives |
| 8 mins | Why the BAT tool was created |
| 5 mins | Testing and development of BAT |
| 8 mins | How to access BAT and when to use it |
| 5 mins | BAT and the Community Group Home (CGH) Pricing Model |
| 6 mins | Wrap-up |
| **38 mins** | **Total** |

## Training collateral for this session

- Facilitator Guide (PDF)
- PowerPoint Presentation (PPTX)
- You need to download an empty (i.e., no data contained in it) copy of the BAT tool (Excel) from Socrates in advance of the session

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# Facilitator prompts

- **DO**: An instruction to the Facilitator about something they need to do (e.g., **DO:** Display slide 1).
- **SAY**: The script for the Facilitator.
- **ASK**: A prompt to the Facilitator to ask a question and get responses from participants.
- **CLICK+SAY**: An indication that the Facilitator needs to click the slide to have something appear/occur before reading the next part of the script. For example, you may be prompted to **CLICK+SAY** as parts of an animation are revealed on a slide.
- **Facilitator Note:** A note specifically for the Facilitator that may be a suggestion, guidance, warning etc.
  (e.g., **Facilitator Note:** Welcome people as they come online to the session and ask them to put their mic on mute.)

Note - Text contained in the Notes section of PowerPoint slides, such as "[IMAGE CREDIT Photo by Marissa Grootes on Unsplash]" is there to simply credit the image used and does not need to be mentioned in the presentation.

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# Welcome and Objectives

**Purpose** – This first section introduces the topic and the learning objectives. It also gives an overview of what learners will be doing in the session.

<div style="border: 2px solid red; color: #b5453a; text-align: center; font-weight: bold;">

IF THIS SESSION IS BEING DELIVERED ONLINE AND YOU INTEND TO RECORD IT, YOU SHOULD START RECORDING NOW. MAKE SURE TO INFORM PEOPLE AND GIVE THEM THE OPTION TO DECIDE IF THEY WANT TO TURN THEIR CAMERAS ON.

</div>

| (6 minutes) | **Welcome and Objectives** | *If the session is not being delivered online, adjust some of the instructions you use here.* |
|---|---|---|
| | 2. **DO**: Display slide 1 | |
| | 3. **DO**: Welcome everyone as they join the session. Instruct them to put themselves on mute if they are joining a virtual training session. | |
| | **Facilitator Note:** You could insert a waiting activity of your choice as you wait for people to come online. | |
| | 4. **DO**: Display slide 2 | *If the session is not being delivered online, adjust some of the instructions you use here.* |
| | 5. **DO**: Start the session and introduce yourself. You may wish to start with a karakia. Introduce anyone that will be supporting you or helping with the session. | |
| | **Facilitator Note:** If you are happy doing so, encourage learners to ask questions throughout the session (such as by '**Raising their hand**'). If you are not able to answer their question immediately, then take a note of their question and either respond to it at the end of the session or at a time where | |

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6.  **ASK**: If they are all ready to begin by using the 'Thumbs-up.'

### What we will cover

7.  **DO**: Display slide 3

8.  **SAY**: This second session is designed to give you more background related to the Band Allocation Tool, or BAT tool. We'll look at its' development. I'll will give you guidelines on how to access it, as well as explaining where the BAT fits in, in relation to other tools and processes.

9.  **SAY**: The session after this one will demonstrate how to use the BAT tool in more detail.

10. **CLICK+SAY**: Here's what this session is going to cover:

- Why the BAT tool was created
- The testing process used in the development of BAT
- How to access the BAT tool and when to use it
- Where it fits in relation to other processes

### Learning Goals

11. **DO**: Display slide 4

12. **SAY**: At the end of this session, you will be able to understand:

- How and why the BAT tool was created, including the testing process used.
- Where you will be able to access the BAT and GPT and when to use it
- How the BAT tool fits into the Community Group Home pricing model

# Why the BAT tool was created

**Purpose** – This section discusses why the BAT tool was created, how it relates to the Residential Care Service specification and begins to introduce the concept of home being at the centre of the disabled person's life, the assessment, and the BAT interface.

**(8 minutes)**



1. **DO**: Display slide 5

2. **SAY**: We are going to start by looking at why the BAT tool was created and give you some background as to its development and testing that occurred.



3. **DO**: Display slide 6

4. **SAY**: Through the service specification, disabled people are provided with a number of choices about how a residential care arrangement will work for them.

    The Residential Care Service Specification has the concept of Home at its' centre.

5. **CLICK+SAY**: For example, part of the service definition states ""*The Ministry purchases community residential support services (the Services) for people with disabilities who need this level of support, so that they can enjoy a good quality of life and live in a place that feels like home*"

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6. **CLICK+SAY**: Residential providers must provide a *"home [that] is accessible, homely, clean, well maintained and provides privacy and autonomy"*

7. **CLICK+SAY**: And that *"Putting people at the centre of support enables them to have greater choice and control over their home and environment."*



8. **DO**: Display slide 7

9. **SAY**: To deliver on the service specification, we take the approach of working through:

   - What makes for a good home, in general and specifically for this person
   - What the disability-related challenges someone might experience to living well in a residential care home are, and
   - What is necessary to support the disabled person to overcome those challenges and *"enjoy a good quality of life and live in a place that feels like home."*
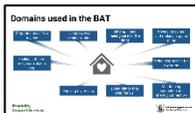


10. **DO**: Display slide 8

    **SAY**: There are a number of dimensions to being at home and home life that can be explored through the Band Allocation Tool. These are referred to as "Domains" when using the tool, and they are:

11. **CLICK+SAY**: Preparing myself for my day.

    Day-to-day practices make up the substance of home life. Getting ready for the day is the first opportunity to ensure that the expectations of quality care are met.

12. **CLICK+SAY**: Having my own evening routine.

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Feeling comfortable, with well-established routines related to cooking, dinner, and cleaning up after cooking; winding down from the day and making sure that everything that needs to be done to put ones' mind at rest, is important.

13. **CLICK+SAY**: Settling in and feeling safe for the night.

Feeling safe and secure at night is part of feeling comfortable at home. Ending the day well contributes to a good quality of life, and a sense of being at home.

14. **CLICK+SAY**: Having my space and making a space mine.

Part of home is having ones' own space, controlling what happens in that space, and taking responsibility for ones' own space.

15. **CLICK+SAY**: Being responsible for my home.

Part of making somewhere our home is exercising some responsibility for how "home" works. All of us may, or have, asked for help to understand, and make decisions about those responsibilities at different times.

16. **CLICK+SAY**: Maintaining connection and sharing connection.

Home is a place where we can be ourselves. This includes being able to do things in a way that works for us; do things we enjoy, away from being on display to others; and inviting others in and sharing the way we go about home life with them.

17. **CLICK+SAY**: Doing things that keep me well.

Home life may involve doing things that keep us well, and when we are unwell, home is often where we go or stay to try and get well.

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18. **CLICK+SAY**: Enjoying my privacy.

   Privacy is part of enjoying being at home, and a lack of privacy can sometimes be a trigger for behaviour others find challenging.

19. **CLICK+SAY**: Feeling safe and being safe, day-to-day.

   Home should be somewhere that we feel safe and are safe. Effective and proportionate risk management is part of delivering quality care.



20. **DO**: Display slide 9

21. **SAY**: The BAT tool:

   - Supports NASCs and EGL-sites to fund Community Group Home service allocations at the correct rate within the new CGH Pricing Model.
   - Replaces existing TPM tools and iCare with a nationally consistent tool.
   - Comes into effect from 1 December 2025 alongside other operating changes.
   - Should be used from 1 December 2025 for new community group home entries and re-assessments.
   - Will not be used for services outside of the community group home service specification, such as Aged Residential Care, High and Complex (Forensics) services, or Choices in Community Living.

# Testing and development of BAT

**Purpose** – This section introduces the work (the testing and development) that went into creating the BAT tool.

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**(5 minutes)**

1. **DO**: Display slide 10

2. **SAY**: Let's look at the process that was used to develop and test the BAT tool.

3. **DO**: Display slide 11

4. **SAY**: The testing involved looking at existing service allocations and using a pre-selected group of NHI's, to ensure testing was broadly representative and supported DSS to understand what makes the most difference to package size for otherwise seemingly similar groups.

5. **CLICK+SAY**: Testing wanted to understand:

   - How usable the tool was and the impact it had on a service coordinator's time and resources.
   - How understandable the tool was and its ability to reflect the range of situations supported in residential care.
   - Net movements – **what** moves individuals to a new rate, and **who** is moving.
   - The potential grouping or 'herding' of funding towards certain band

6. **CLICK+SAY**: NASC representation in testing included ensuring representation from:

   - North and South Island
   - Urban and rural
   - Where Māori and Pacific populations were more highly represented
   - And various sizes of regions and NASCs

7. **DO**: Display slide 12

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8.  **SAY**: In terms of confidence using the tool, the more NASCs interacted with the tool, the more familiar and confident they became.

    Testing of the BAT, as well as feedback from testers, saw many improvements made during development, including:

    - Plan View was further refined to give an indication of required information, with Help in both views updated to reflect changes to the question/answer wording and areas where the NASCs requested additional guidance.
    - Adding prompts that asked for answers to be checked if very high supports or high risks are triggered.
    - Editing the 'It's important that you know' section so that it is a definitive yes/no selection.
    - Revising the wording in the day programmes section to make it clearer what should be recorded in this section.
    - Significant updates to the hazard management weightings and guidance, risk adjustor calculation, and assistance shift calculation which was not working as intended.

9.  **CLICK+SAY:** Testing ultimately showed little variation in terms of calculations between current funding and the results achieved by using the BAT, which confirms the accuracy of the tools.

## How to access BAT and when to use it

**Purpose** – This section outlines how to get access to the BAT tool via and when you should consider using it.

| | |
|---|---|
| **(8 minutes)** | 1.  **DO**: Display slide 13 |

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2. **SAY**: I'll be demonstrating the BAT tool in the next session, but I want to give you some information now on where to find it, and when you should consider using the BAT tool in your work.

3. **DO**: Display slide 14

4. **SAY**: Access to the BAT and GPT tool will be via Socrates.

   **Facilitator Note:** If the tools are not available at the time of training…

   **SAY:** While we are still testing these files in the Socrates test environment, we expect they will be available from the Letters generation section which is linked to a Client's file.

   Once the BAT is completed, information from the BAT is transferred to the Global Pricing Tool (GPT). This is used to determine the correct funding band.

5. **DO**: Display slide 15

6. **SAY**: BAT Practice Exemplars will be available in Socrates. Thes files relate to self-paced learning scenarios that are on the hidden page of the DSS website. The scenarios and the exemplar files have been developed to support your understanding of how the BAT tool works. We needed to store the exemplars in Socrates as we need them to be located somewhere secure.

   These files are:

   - BAT Training Example.xlsm - This is a partially completed BAT file that I am going to be using in the next session, where I will demonstrate how the BAT tool is used.
   - Then we have the four BAT Practice Exemplars.

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7. **DO**: Display slide 16

8. **SAY**: The Band Allocation Tool is primarily a service coordination tool. It assumes that the person is eligible to receive disability supports and that residential services is right for them. The BAT supports planning a response to those needs through delivery of a residential care service, and estimating the resource required to do that appropriately.

   The current version of the Band Allocation Tool is intended to operate within the current needs assessment and service coordination process.

   The Band Allocation Tool supports capturing information about a person, summarising it into service variables, before that information can be entered into the Global Pricing Tool for Residential Care and a band or other price is allocated.
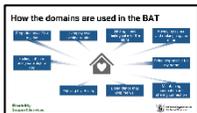


**Facilitator Note:** The next two slides are used in quick succession to create an animation.

9. **DO**: Display slide 17

10. **SAY**: I mentioned that there are several domains that the BAT tool uses explore the concepts of being at home and home life. Let's look at how these appear in the Band Allocation Tool.
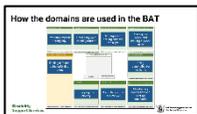


11. **DO**: Display slide 18

12. **SAY**: There are two views in the BAT tool – Plan View and List View. This is the Plan View, and you can see the domains that I've mentioned clearly laid out on this tab. Let's take a closer look using the BAT tool itself.

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13. **DO**: Open a copy of the BAT tool

14. **SAY**: The BAT tool is an Excel spreadsheet, with a number of calculations being performed in the background. There are three tabs that you can access:

- Purpose (Click the **Purpose** tab) that gives you some information concerning privacy, the version of the BAT tool and the date and reasons the BAT was created and shared.
- Plan View (Click the **Plan View** tab) gives you a 'mini map' view using all the domains that we have discussed. We'll look at this view more in the next session, but I wanted to show you that help is available on this screen when you move your mouse over any of the domains (move your mouse over a domain title), that you can enter text into these boxes (enter text into any box) and that when you start interacting with the buttons on this view (click **Add details of proposed house**) many of them contain help related to what you are doing at that moment (click **Help**, then **Okay** and **Okay** to close the two pop-up windows). I'll come back to the Plan View in the next session.
- List View (Click the **List View** tab) has all of question fields from the Plan View laid out as a list and provides information that you'll then need to put into Socrates. List View is also the view that you will come back to if you need to edit a BAT and continue to add information into it. It's also a quicker way to enter information and see a broad overview of the information that you have added compared to Plan View.

15. **SAY**: We'll look at these all in more detail in the next session, but in the meantime, let's look at how the BAT supports the Community Group Home pricing model.

**Facilitator Note:** Return to the PowerPoint presentation.

# BAT and the Community Group Home (CGH) Pricing Model

**Purpose** – This section explains how the BAT tool works to support the process for determining funding levels.

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**(5 minutes)**


BAT and the CGH pricing model

1. **DO**: Display slide 19

2. **SAY**: Let's look at how the BAT and GPT tools are used in determining funding bands.


Allocating funding using BAT
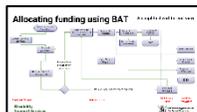
3. **DO**: Display slide 20

4. **SAY**: What I am going to show you here is a simplified end-to-end view of the process, so please don't be concerned about detail. I'll come back to this slide in our final session.

5. **CLICK+SAY**: A needs assessment has been completed for the disabled person and the disabled person is suitable for Community Residential Support Services (CRSS).

   You discuss provider options with the disabled person and their whānau.

6. **CLICK+SAY**: You then contact providers to confirm available facilities.

7. **CLICK+SAY**: You then enter information into the BAT and then use the GPT to calculate the rate. This will inform you whether a standard banded rate applies or if an exceptional rate needs to be calculated and endorsed.

   NASC organisations or EGL sites must also complete an internal review to ensure the person's details have been correctly captured in the BAT and ensure the GPT output is appropriately based on the person's support needs.

8. **CLICK+SAY**: Cabinet requires a review of above band exceptional rates. DSS is finalising policy on what other CGH decisions need to be referred to the Review Panel and those that don't.

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9. **CLICK+SAY**: Where an endorsement of the rate is required, a NASC Manager or EGL Director/Lead must complete a "Disability Support Services Review Panel Application Form" and submit it to DSS Assurance for consideration.

10. **CLICK+SAY**: When endorsed by the Review Panel (as well as for those that don't require endorsement) you then choose the provider, region and Service ID in Socrates.

11. **CLICK+SAY**: You then document the rational in Socrates, then generate and send a Service Request to selected Service Provider. They then accept and confirm the Service Request.

12. **CLICK+SAY**: This allows you to then finalise Service Coordination.

13. **CLICK+SAY**: You then generate a Service Authorisation.

14. **CLICK+SAY**: The Service Provider then receives the Service Authorisation and can begin to deliver the agreed services for the disabled person.

15. **CLICK+SAY**: You should also update an individual's address in Socrates. This is important to maintain, as it will be used for new reporting.

# Wrap Up

**Purpose** – This section provides time for learners to ask final questions and to discuss the learning outcomes. It also encourages them to reflect on the most valuable take-outs from the session and identify what actions they can take.

 **(6 minutes)**    **Wrap up**

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1. **DO**: Display slide 21

2. **SAY**: We've reached the end of this session.

   This session was designed to give you more background related to the Band Allocation Tool, or BAT tool. We looked at its' development, discussed how to access it, as well as explaining where the BAT fits in, in relation to other tools and processes.

### Learning goals

3. **DO**: Display slide 22

4. **SAY**: You should now be able to understand:

   - How and why the BAT tool was created, including the testing process used.
   - Where you will be able to access the BAT and GPT and when to use it
   - How the BAT tool fits into the Community Group Home pricing model

### Questions

5. **DO**: Display slide 23

6. **ASK**: Does anyone have any questions, concerns, or comments they wish to make currently?

   **Facilitator Note**: Take any questions from the participants and respond if you can. If you are unsure of the answers to any questions, indicate that you will note the question down and feed answers back later.

   Use your discretion as to how long to spend on this activity before moving to the final slide.

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## Thank you

7. **DO**: Display slide 24

8. **SAY**: The next session is focussed on a hands-on demonstration of the BAT tool, exploring the interface layout and functionality. The session includes information on how you will be able to access the tool, use information from the BAT in the GPT, and how to ultimately determine the appropriate band for the disabled person. Additional information, such as how to deal with exceptional rates, will be discussed in the fourth and final session.

**Facilitator Note**: It is now up to you, based upon how you have decided to run the training sessions, whether to take a break or move on to the next session.

9. **SAY**: Thank you.