



## Commissioning Knowledge, Skills and Capacity Development Programme

(May 2021)

# Certificate of Credit in Commissioning & Purchasing for Public Care

## Session 6:

## **BCT – your aspirations/ambitions....**

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**That the directorate of commissioning and corporate parenting becomes:**

- The ‘engine room’ of the Trust**
- Better integrated across the whole system of commissioning/placements/practitioners**
- A centre of intelligence for ‘problem definition’ as well as ‘problem solution’**
- A ‘go to’ place which is able to influence strategic and operational changes needed to deliver improved outcomes**

## All set within your outcomes.....

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- Healthy, happy, resilient children living in families**
- Families able to make positive changes**
- Children able to attend, learn and achieve at school**
- Young people ready for and contributing to adult life**
- Children and young people safe from harm**

**(BCT -Strategic Business Plan 2019 – 2023)**

## How to get there – building on your strengths (Commissioning)

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- **Strong partnership working/relationships**
- **Being flexible/adaptable and respectful of each others skills and knowledge**
- **Working fairly and transparently**
- **Being strategic and thinking laterally**
- **Quality assuring commissioning activities**
- **Analytical and reflective – problem solving**
- **Fearlessness – without stupidity**
- **Determined, inquisitive, focussed and task centred**
- **Business case development**



## **Building on your strengths (Placements)**

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- **Working as a cohesive team**
- **Commitment to the role**
- **Delivering good outcomes for CYP and Families**
- **In-depth knowledge of placement services/providers**
- **Being professionally curious/inquisitive with an eye for detail**
- **Managing change and being adaptable**
- **Driven by high standards and positive outcomes**
- **Influencing skills with providers**



## How to get there – your areas for development (Commissioning)

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- Improved needs analysis/knowledge systems
- Meaningful engagement of CYP and Families
- Improved understanding of the BCT strategic position
- Taking more of an outcomes approach
- Better understanding of the procurement and tendering process
- Getting more out of contract monitoring and review
- Experiential learning – strengthened networks regionally
- Reporting writing and presenting
- Leadership/management activities e.g. delegation, staff development, influencing and shaping



# Your areas for development (Placements)

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- **Experiential learning – shadowing etc.**
- **Better understanding of Placements within commissioning**
- **Knowing what success looks like and build on this**
- **Taking more of an outcomes approach**
- **Brokerage training**
- **Long term investment in the team – no more stop/start**
- **Ongoing provider engagement/relationship management**
- **Strengthening relationships with Ofsted**
- **Improved integration with BCT colleagues**
- **Broadening and strengthening placement capacity and sufficiency**
- **Leadership/management activities e.g. delegation**

## Today's session

## Sessions 1 – 8 will cover

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- The national and local agenda
- What is commissioning and how well are we doing it?
- Needs and resource analysis
- Planning and options appraisal
- Accreditation – overview
- Market shaping
- Commissioning for outcomes
- Service Specifications
- Person centred approach to commissioning
- Monitoring and review - √
- Contract management and procurement
- Delivering change
- Commissioning skills

# Monitoring and Review

# Why is monitoring and review important?

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Why is  
monitoring  
important?



How can  
monitoring not  
be beneficial?

# Why is monitoring and review important?

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**Having good quality information and analysis to:**

- **Judge efficiency and effectiveness**
- **To provide challenge and look for continuous improvement**

**Making decisions about inefficient, ineffective and unsustainable services:**

- **Supporting and challenging**
- **Decommissioning and finding other provision**

# Effective monitoring and review

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# How to choose performance measures

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- What national measures do you have to collect or are set out?



## Measures that you use

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- **Where are there gaps in national information?**
- **What local measures do you already use to fill these gaps, and what else might you want to collect?**
  - **Does the performance indicator communicate the message clearly?**
  - **Does the indicator say something important about the objective?**
  - **Do you have quality data on a timely basis?**
- **Do you have an overview of what is collected from providers by the CQC, Ofsted, CCGs and the local authority?**
- **In the interests of efficiency, are you seeking to minimise duplication?**

# Measuring/monitoring for outcomes

<u>How much did we do?</u>	<u>How well did we do it?</u>
<p># Customers served (by customer characteristic)</p> <p># Activities (by type of activity)</p>	<p>% Common measures Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: <i>Did we treat you well?</i></p> <p>% Activity-specific measures Percent of actions timely and correct, percent clients completing activity, percent of actions meeting standards</p>
<u>Is Anyone Better Off?</u>	
<p># Skills / Knowledge</p> <p># Attitude / Opinion</p> <p># Behavior</p> <p># Circumstance</p>	<p>% Skills / Knowledge</p> <p>% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i></p> <p>% Behavior</p> <p>% Circumstance</p>

## Applying the Friedman grid.....

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**In your target population groups apply the Friedman grid:**

- How much did you do?**
- How well did you do it?**
- Is anyone better off?**

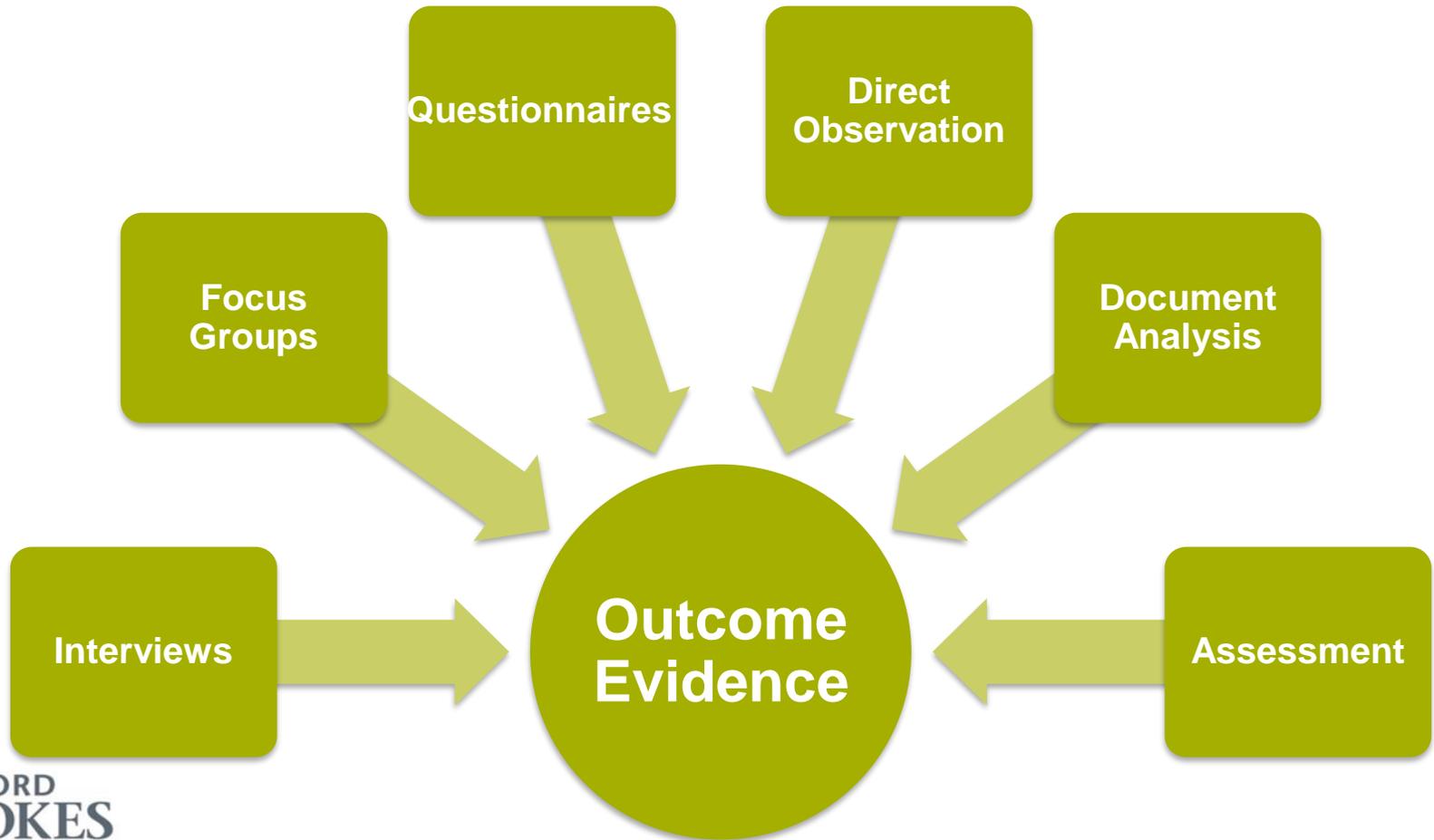
# Target Population Need Groups

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- **Breakout 1: Complex Teenagers:  
Jason/Mark/Michelle/Neil/Eunice**
- **Breakout 2: C&YP with rising Mental Health  
Needs (C/19)  
Cordella/Jags/Kully/Cheryl**
- **Breakout 3: Children with Disabilities  
Adam/Jacqueline/Jennifer/Louise/Sunita**
- **Breakout 4: C&YP at Risk e.g. exploitation/edge of  
care  
Carol/Laura/Leon/Nirmla/George**

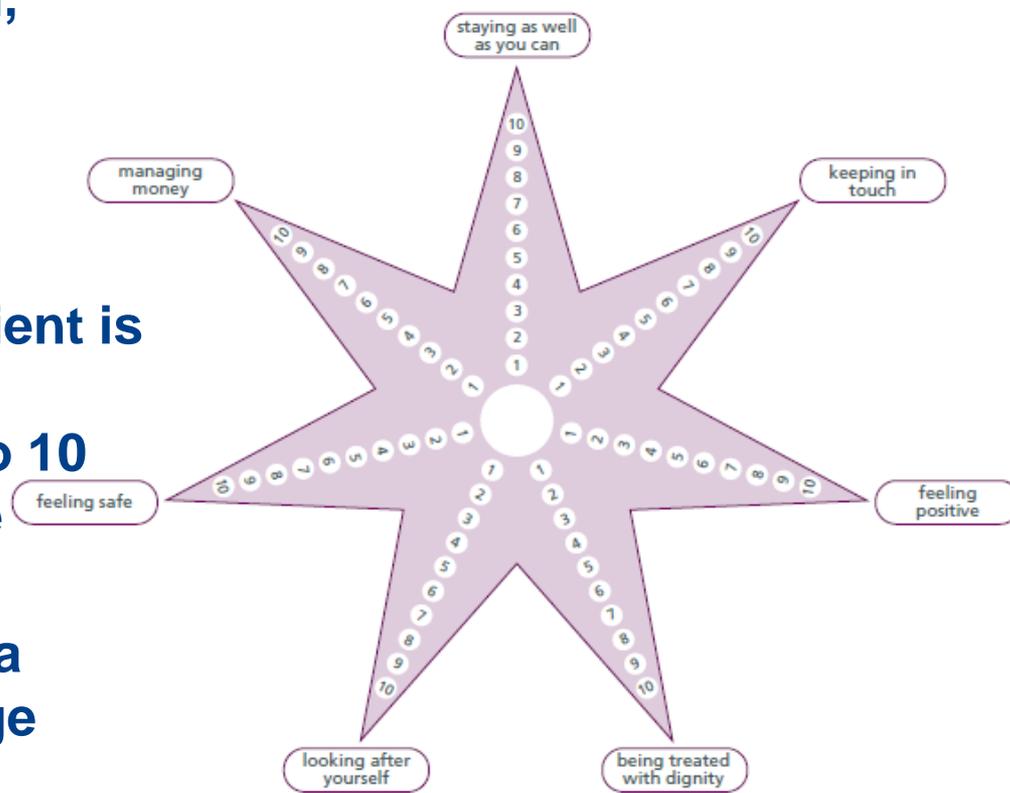
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# Measuring for outcomes



## Example - outcomes star

- A tested and effective motivational tool, which services integrate into assessment and review
- Record where client is and how they progress in up to 10 areas of their life
- Scales are underpinned by a journey of change



*Triangle Consulting Social Enterprise*

## Selecting the right measures

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- **Seek input and buy-in from a wide range of stakeholders**
- **Acknowledge individual/local/national priorities**
- **Set realistic targets**
- **Select a mix of outcomes, outputs and process measures**
- **Prioritise the most important measures**
- **Be creative and flexible**
- **Consider how the data can be collected and analysed**
- **Keep it simple**



# Effective monitoring and review

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Performance Measures



**Monitoring and Reporting**



Evaluation



**Take Action**

# Improving performance through effective contract monitoring

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- Proportional investment in monitoring with levels of action based on risk.
- Rely on providers' quality assurance systems i.e. use self assessment and providers' information plus random samples/unannounced visits to ensure honesty and accuracy.
- Agree protocols on intervention with underperforming providers.
- Set-up systems to ensure action is taken.
- Publicise the results.

# Managing poor performance

Aspect	Developmental Approach
Basic principles	Mistakes happen. Everyone should have the chance to learn from them and change. Support may be needed to prevent recurrence.
In practice	Purchaser and provider agree on what has gone wrong and why. Develop a corrective action plan (CAP), which may include additional monitoring and support.
Benefits	Reflects mutual dependence and partnership. Can enable 'business as usual' whilst some matters are resolved.
Risks	No immediate consequences for provider – long term deterrent? CAP may not resolve the problem; termination may only be delayed

# Managing poor performance

Aspect	Punitive Approach
<b>Basic principles</b>	Performance can never be below required standards. Financial or other punishments will prevent recurrence of problems. The provider must resolve their problems alone.
<b>In practice</b>	The threat or implementation of fine or restriction of new business. Suspension from accredited list. The contract must contain explicit powers.
<b>Benefits</b>	Clear relationship between performance and payments. Shows purchaser's serious intent from the outset.
<b>Risks</b>	Judgements open to legal challenge. Purchaser may be drawn into terminating contract sooner than they would want.

# Managing poor performance

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**In 3 breakout groups discuss:**

- **What arrangements do you need to put in place to be able to respond robustly to poor contractual performance?**
- **Share examples of an occasion when you've taken either a developmental or more punitive approach – what's determined your approach?**

# Managing poor performance

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- **Group 1:**  
**Jags/Jason/Jennifer/Kully/Laura/Cordella/Carol**
- **Group 2:**  
**Louise/Mark/Michelle/Neil/Nirmla/Sunita/Cheryl**
- **Group 3:**  
**Jacqueline/Eunice/Leon/George/Parveen/Adam**

# What determines your approach?

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- The seriousness of the matter
- The risk(s) involved
- Has the contract been breached?
- The relationship with the provider
- The providers response to poor performance

# Effective monitoring and review

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Performance Measures



Monitoring and Reporting



**Evaluation**



**Take Action**

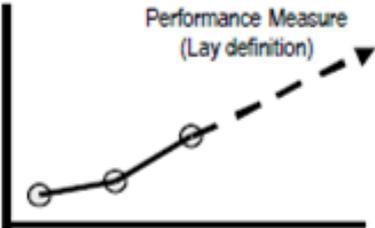
# Taking action

- Remember – monitoring performance alerts you to the fact that a problem exists, not why it exists.
- Explain rather than describe problems, including how they will be addressed.
- In order to address poor performance you need to analyse reasons behind it and take action.

ONE PAGE Turn the Curve Report: Performance

Program: \_\_\_\_\_

Performance Measure  
Baseline



Story behind the baseline  
.....  
..... (List as many as needed)

Partners  
.....  
..... (List as many as needed)

Three Best Ideas – What Works

1. ....
2. ....
3. -----No-cost / low-cost
4. ----- Off the Wall

Sharp Edges

## Getting it right

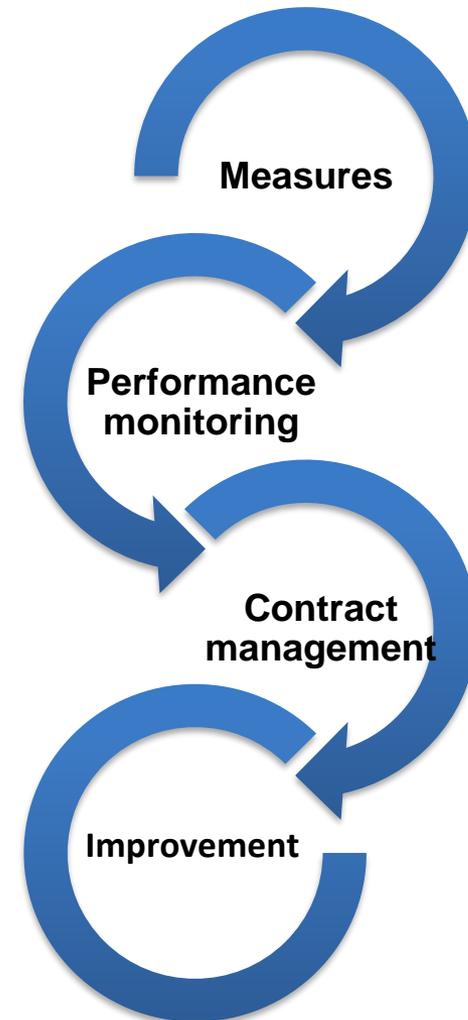
- Be seen to be consistent, equitable and objective
- Work with providers to set up and manage the process
- Meet with providers or review monitoring information from providers regularly
- Review what matters and demonstrate that data is used



## Your current approach

- Consider your current approach to monitoring and review...
- What measures do you use?
- What are your monitoring arrangements?
- How do they relate to your contract management processes?
- What action takes place?

*Via chat: identify 1 key area for improvement*



# Reviewing your current approach

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- **Group 1:**  
**Jags/Jason/Jennifer/Kully/Laura/Cordella/Carol**
- **Group 2:**  
**Louise/Mark/Michelle/Neil/Nirmla/Sunita/Cheryl**
- **Group 3:**  
**Jacqueline/Eunice/Leon/George/Parveen/Adam**

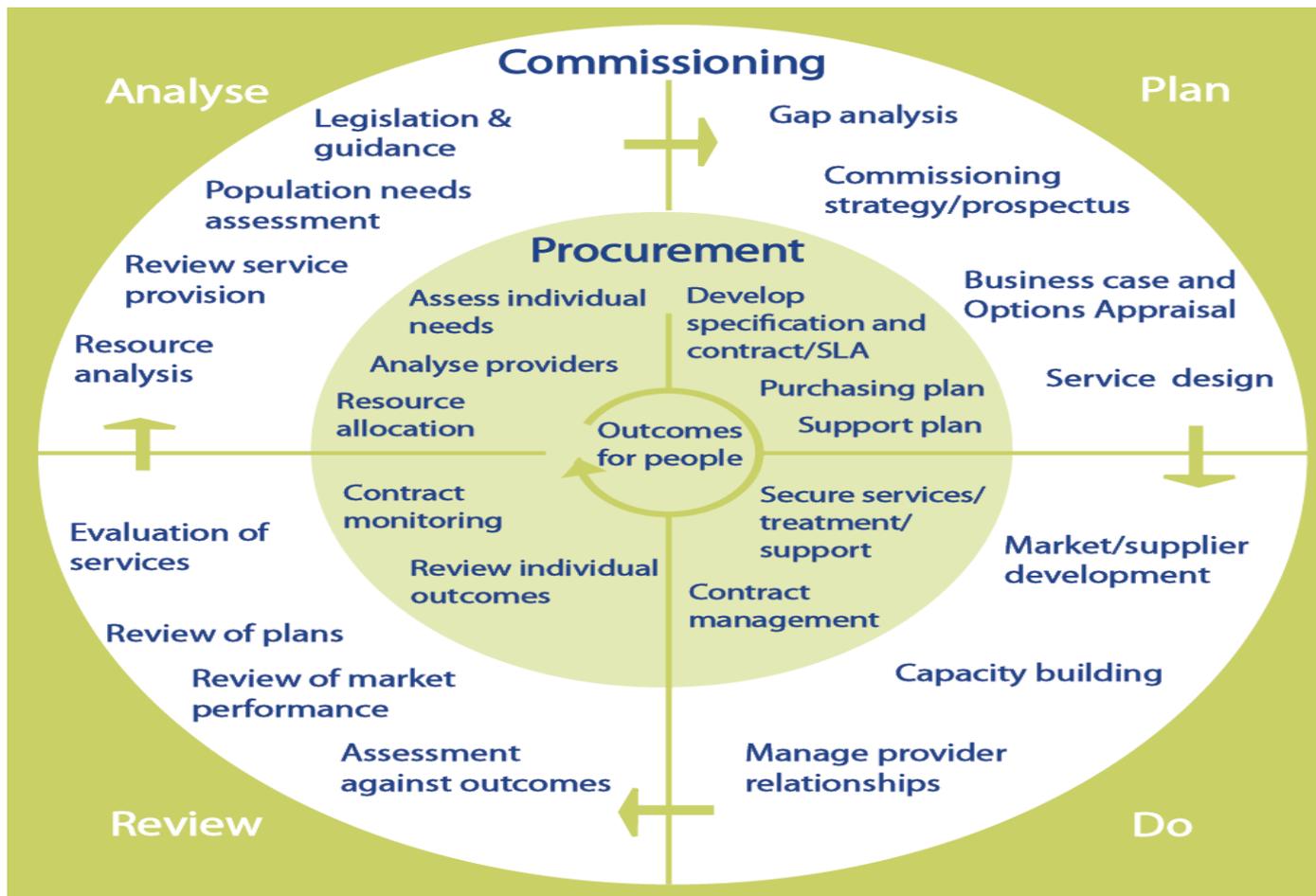
## More information

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- Government Outcomes Lab (2017) [Setting and Measuring Outcomes](#)
- Social Finance (2015) [Technical Guide: Designing Outcome Metrics](#)
- CORC [Using Clinical Outcomes for Service Improvement: A Guide for Commissioners](#)
- Health Catalyst [The Top 7 Outcome Measures and 3 Measurement Essentials](#)
- Results-based Accountability <https://resultsaccountability.com/>
- National Audit Office (2016) [Good practice contract management framework](#)
- SCIE (2019) [How to understand and measure the impact of integrated care](#)

## Next Steps





## ‘Homework’ – for next time

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## **‘Homework’**

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**If you can.....find a few minutes to identify/locate:**

- **Examples of procurement approaches being used in BCT**



## Dates in your diaries/calendars

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- ❑ **Session 7: Thursday 24th June, 9.30 – 1.00**
- ❑ **Session 8: Wednesday 30th June, 1.30 – 5.00**

# Your reflections on today

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## Contact us

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