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**BROOKES**  
UNIVERSITY



institute of  
public care

# Certificate in the Principles of Commissioning

**OBU Course Code: WFPC4001**

**West Sussex County Council Workforce  
Development Programme**

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Namaste مرحبا Bem Vindo Selamat Datang  
Bienvenidos Namaste Bienvenue Croeso Willkommen Welcome Bienvenidos أهلا وسهلا  
Benvenuti Welkom Bienvenue Bem Vindo  
Bienvenidos مرحبا Welcome Welkom  
Selamat Datang أهلا وسهلا Croeso Namaste  
Welcome Bienvenue أهلا وسهلا Bem Vindo  
Willkommen Benvenuti Willkommen  
добре дошъл Καλώς ήλθατε

# Institute of Public Care



- Part of Oxford Brookes University
- We work with central and local government, the NHS, charities and commercial organisations
- Our aim is to make a positive impact on people's health and wellbeing

# What we do



Evaluation



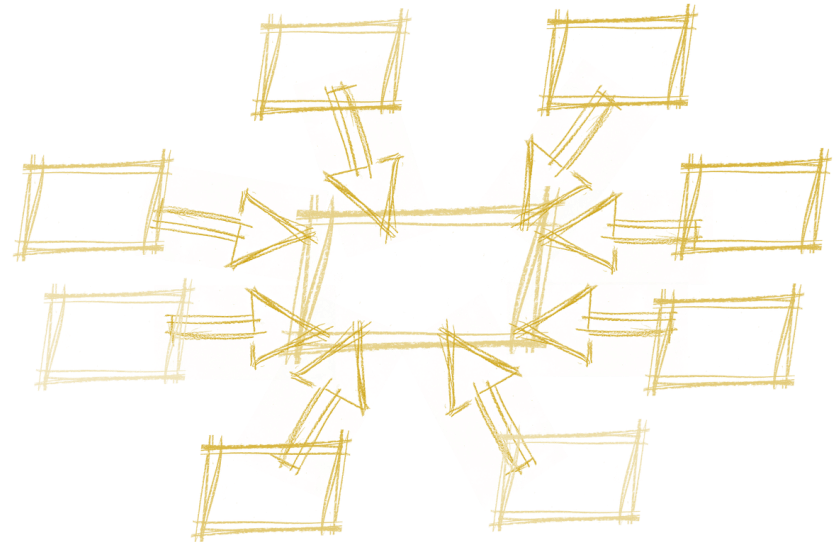
Training



Consultancy

# About this course

The aim of this course is to provide an introductory overview of the principles of commissioning, contracting and procurement in West Sussex, supporting you to considering you role within the commissioning process, and how you can contribute to good commissioning practices





# Our approach

- Two whole day, in-person sessions to introduce good practice for commissioning in public care
- Content is based on the IPC Commissioning Cycle and our popular and well-established Commissioning Course
- Each session will include an introduction from areas of the commissioning cycle quadrants (analyse, plan, do, review), coupled with facilitated discussions / break out groups

# The IPC Commissioning Cycle



# Sessions 1 and 2

## Session 1 – Analyse and Plan

- Recap of the definition of commissioning, and what it entails
- Consideration of the current national and local agenda influencing commissioning in West Sussex
- Needs assessment and gap analysis
- Introduction to Outcome Based Commissioning
- Optional accreditation

## Session 2 – Do, Review and cross cutting

- Market intelligence and shaping
- Introduction to procurement and purchasing
- Managing provider relationships
- Outcomes Based & Performance Monitoring
- Engagement and involvement of local people in commissioning
- Commissioning Skills



# By the end of the sessions, you will:

- Have evolved your knowledge and understanding of the different stages and activities of the commissioning cycle and awareness of your individual role, and roles of other colleagues and directorates, within the cycle.
- Be able to demonstrate understanding of the principles and theories of evidence-informed and outcome-based commissioning, and how this informs priorities and decision making across the commissioning cycle

# Accreditation

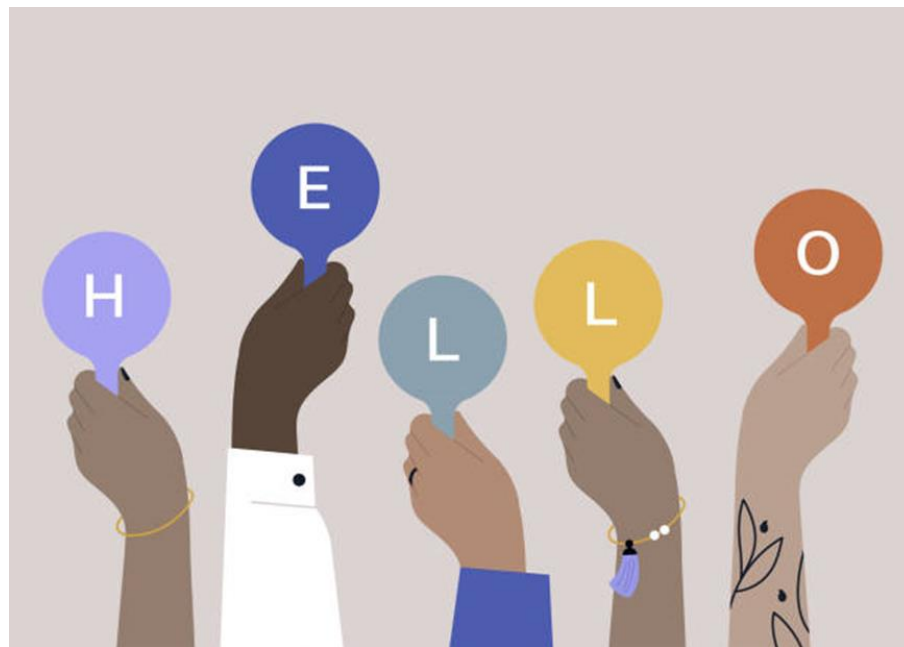
- An opportunity to gain a qualification of your learning
- Accredited by Oxford Brookes University
- Awarded a Certificate of Credit, at a Level 4, worth 10 Credits

Through the accreditation process you will have an opportunity to:

- Implement good commissioning practice to ensure that commissioning activities achieve best value for money and good outcomes
- Demonstrate independent learning skills, including reflection on individual learning and practice
- *More on this later...*

# Introductions

Time to introduce  
yourself...



# Before we start...

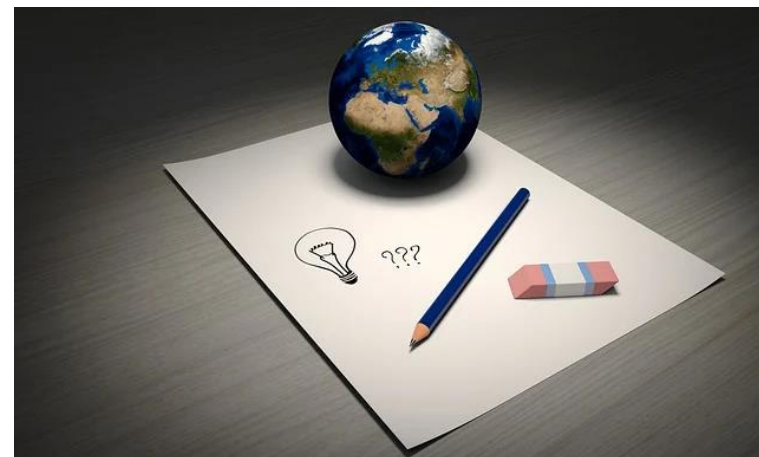


## Group Agreement



# Creating a 'Commissioning World'

- Imagine a world where how we acquire services or support that help people have good health and wellbeing does not exist.
- If you were starting with a blank sheet of paper and you wanted to design an approach to ensure that everyone can experience good health and wellbeing, **what would be your top 5 priorities to make this happen and why?**





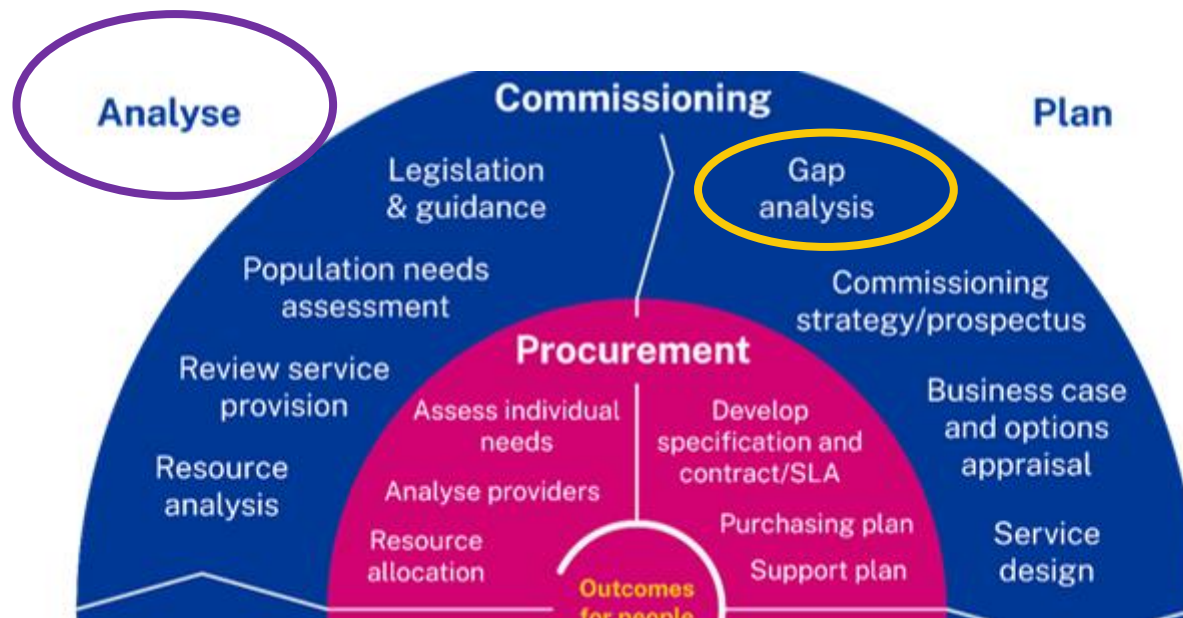
# The IPC Commissioning Cycle



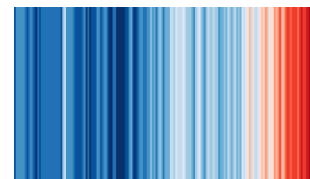
# The Commissioning “Family Tree”



# Analyse and Gap Analysis



# Who shapes national thinking on commissioning and procurement?



**Care-worker shortage: Woman appalled by lack of support for dying mum**



Cathy says the struggle to find care for her mum Maureen left her desperate and appalled.



THE INDEPENDENT THURSDAY 23 OCTOBER 2014



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UK + / World + / Business + / Health + / Science + / Environment + / Home + / Technology + / Education + / Images + / RSS

News

**CHILD ABUSE SCANDAL : The Bryn Estyn home wasn't fit for children. It has made my life since leaving a complete misery**

The unpublished Clwyd report reveals the full horror of life in residential care.



**BE COVID-SAFE: SAFER BEHAVIOURS AND ACTIONS**



Get vaccinated to reduce your risk of catching COVID-19, or becoming seriously ill and of passing it on to others.



Wash your hands regularly to limit the spread of COVID-19.



Consider wearing a face covering in crowded, enclosed spaces.



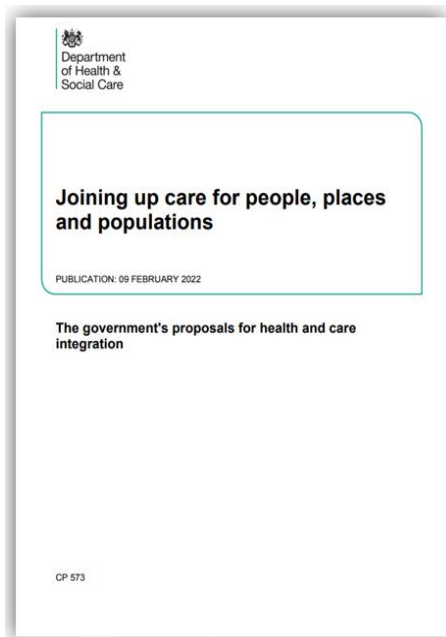
Try to stay at home if you are feeling unwell.



Let fresh air in if meeting indoors, or meet outside to disperse Covid-19 particles and reduce the risk of spreading the virus.

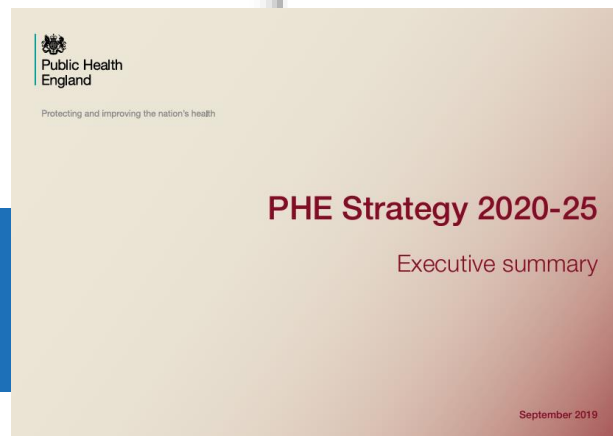
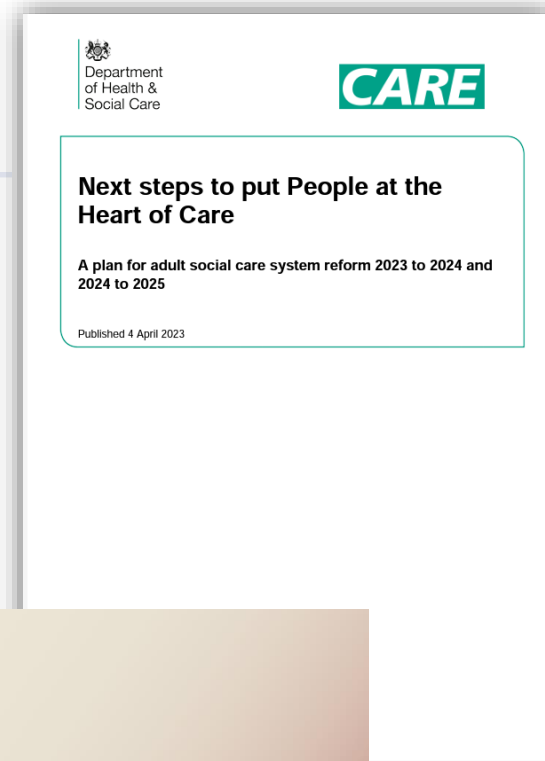


# Adult recent national drivers?



Health and Care Act 2022

2022 CHAPTER 31



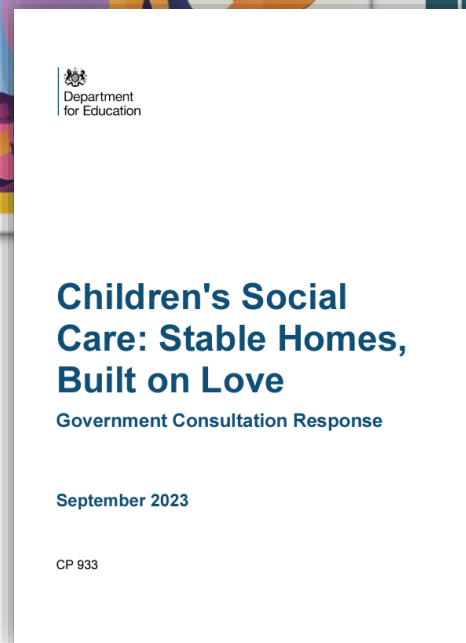
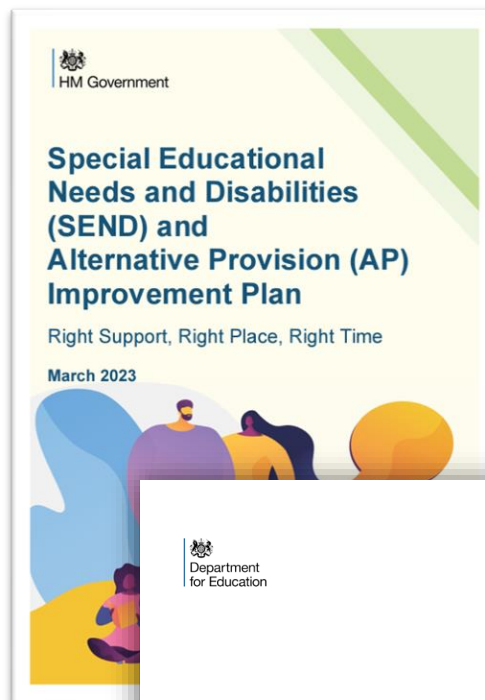
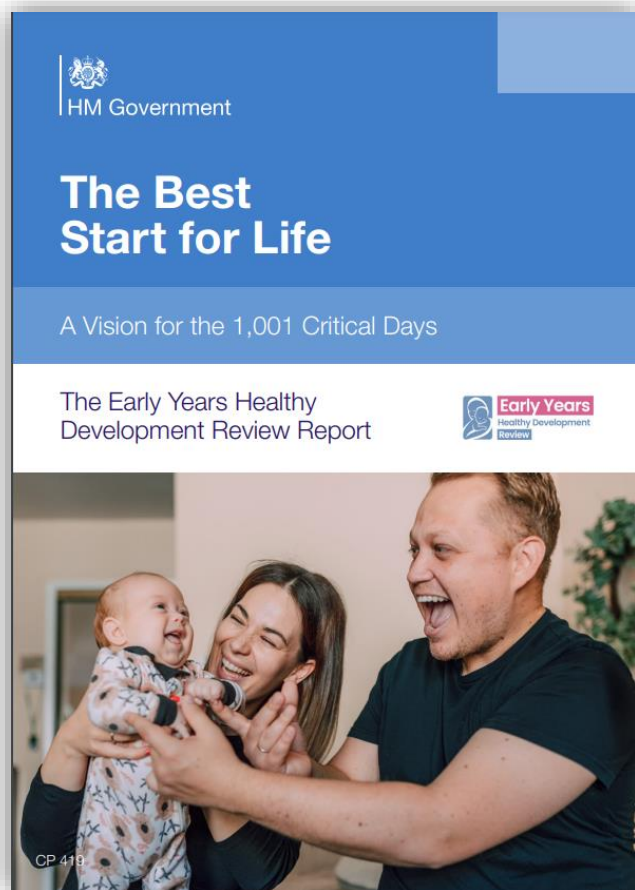
Policy paper

## A plan for digital health and social care

Published 29 June 2022



# Children recent national drivers?



# New UK Government (July 2024)

- Emphasis on community-based care / Neighbourhood Health Service
- Addressing workforce shortages – NHS and Social Care
- Addressing inequalities
- Mental Health Young Futures Hubs
- Modernise legislation – e.g., Mental Health Act to give people more autonomy
- Reducing gambling-related harm by strengthening protections/regulations

# New UK Government (July 2024)

## Social Care 'reform'

- National Care Service- with national standards and a 'home first' principles at the forefront
- Establish a Fair Pay Agreement in adult social care setting fair pays, terms and conditions and training standards
- Explore how best to manage an aging population and how best to support disabled working age adults
- Explore how social care integration with the NHS can be secured

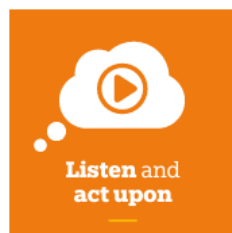
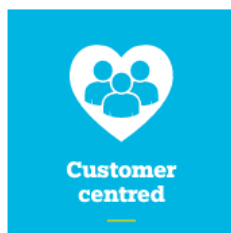
# National drivers - summary



- Choice and control
- Integration
- Prevention and early intervention / help
- A focus on outcomes
- Digital inclusion
- Complex needs support
- Fixing the broken care market

Anything else?

# West Sussex Strategic Drivers







# On your landscape

In breakout groups:

1. What are the top 3 shared key themes affecting West Sussex or your service areas currently?
2. What are the implications of each of these themes for commissioning? What are the key challenges? Opportunities?
3. Be ready to feedback to the wider group your 3 'themes' and 1 challenge and 1 opportunity

# What is a needs analysis?

**What?** A needs analysis is a way of estimating the nature and extent of the needs of a population so that services can be planned accordingly.

**Why?** The purpose is to help focus effort and resources where they are needed most.

**How?** A robust needs analysis provides commissioning agencies with a range of information that can feed into and inform the planning stage of the commissioning cycle.



Outcomes	
1 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>
2 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>
3 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>
4 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>
5 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>



# Needs analysis – what does it involve?

Needs analysis looking at whole populations and the needs of vulnerable groups

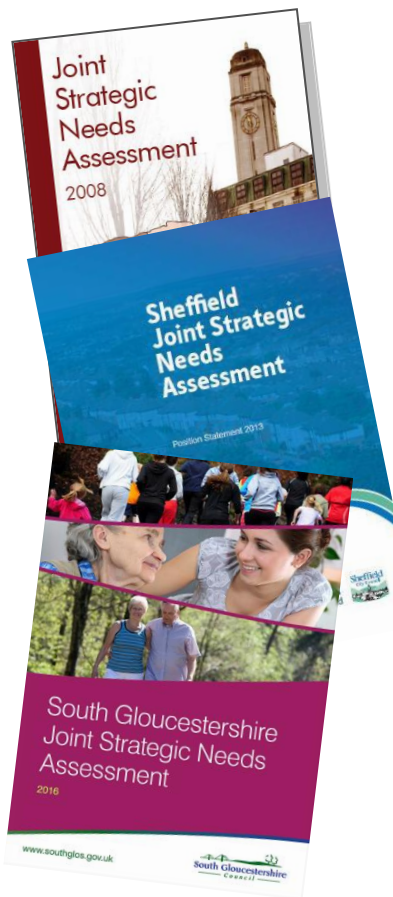
Understanding the legislation, research and best practice basis for services/interventions

Establishing a picture of total resources in the local area to map against priorities

Mapping and reviewing current services across agencies; in terms of range, quality and costs

# Joint Strategic Needs Assessment

**“A systematic method for analysing needs of populations to inform and guide commissioning of health, wellbeing and social care services within a local authority area.”**



- A statutory duty since 2007; the JSNA will underpin the health and well-being strategies and commissioning plans
- It should draw on a wide range of data sources and focus on outcomes and the future
- Statutory Guidance DH 2013 - Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies



# Intelligence will include:

1. National Statistics such as demographic data, risk factors, prevalence and incidence data
2. Local data collected by public bodies such as GP practice or hospital performance data
3. Views of patients/service users and carers
4. Information and performance data collected by private and independent providers
5. National Research findings

# Who are the population we need to identify?



**Current  
Population**



**Future  
Population**



**Targeted  
Population**

# Populations we know less about – the known unknowns



# Matching resources to needs



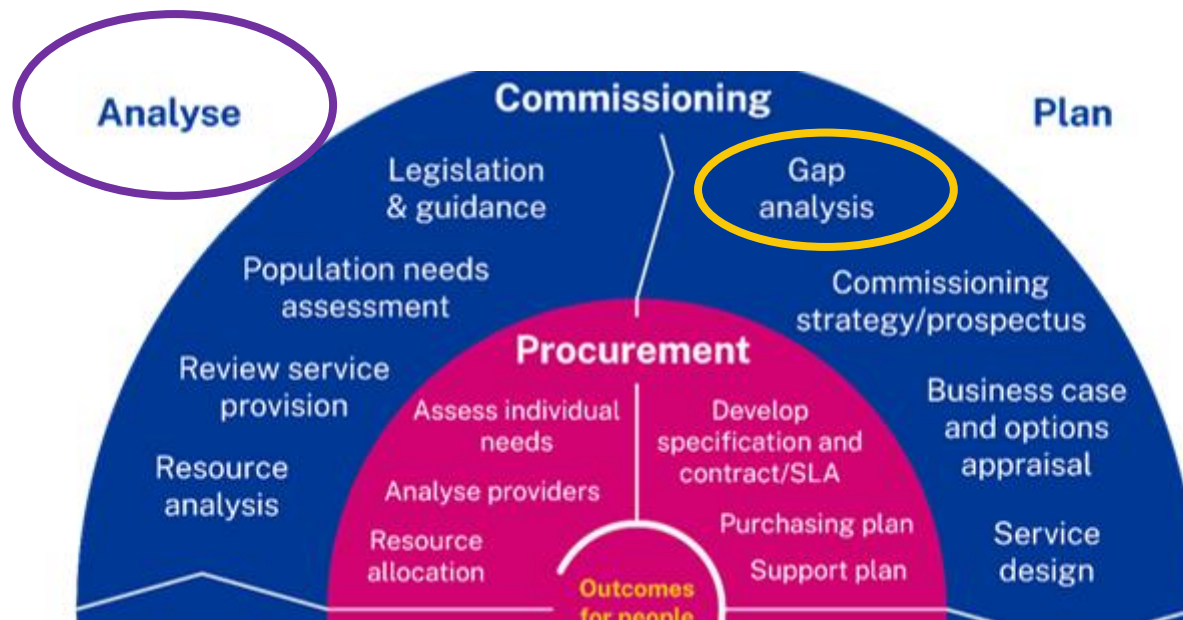
# Breakout Discussion



- How aware are you of local data and information currently?
- How well do you use this to inform commissioning decisions (at all levels)?
- Identify 1 strength and 1 area of improvement for West Sussex or service area within the analyse quadrant of the commissioning cycle







# Outcome Based Commissioning





# Focussing on outcomes

“Public service commissioners are under increasing pressure to demonstrate the impact of their services on the beneficiary in terms of the outcomes achieved. To do this, they will need to focus on the impact on the service user and what has been achieved, rather than just how time and money have been spent.”

Social Finance (2015:2) Commissioning for outcomes across children's services and health and social care

# What do we mean by outcomes?



Inputs



+ Processes



+ Outputs =



Outcomes!



# Definitions

- **Outcome** – result or upshot
- **Output** – production; the amount of services produced in a given time
- **Process** – procedure, method or means
- **Input** – contribution or effort

Oxford English Dictionary

# What do we mean by outcomes – our definition

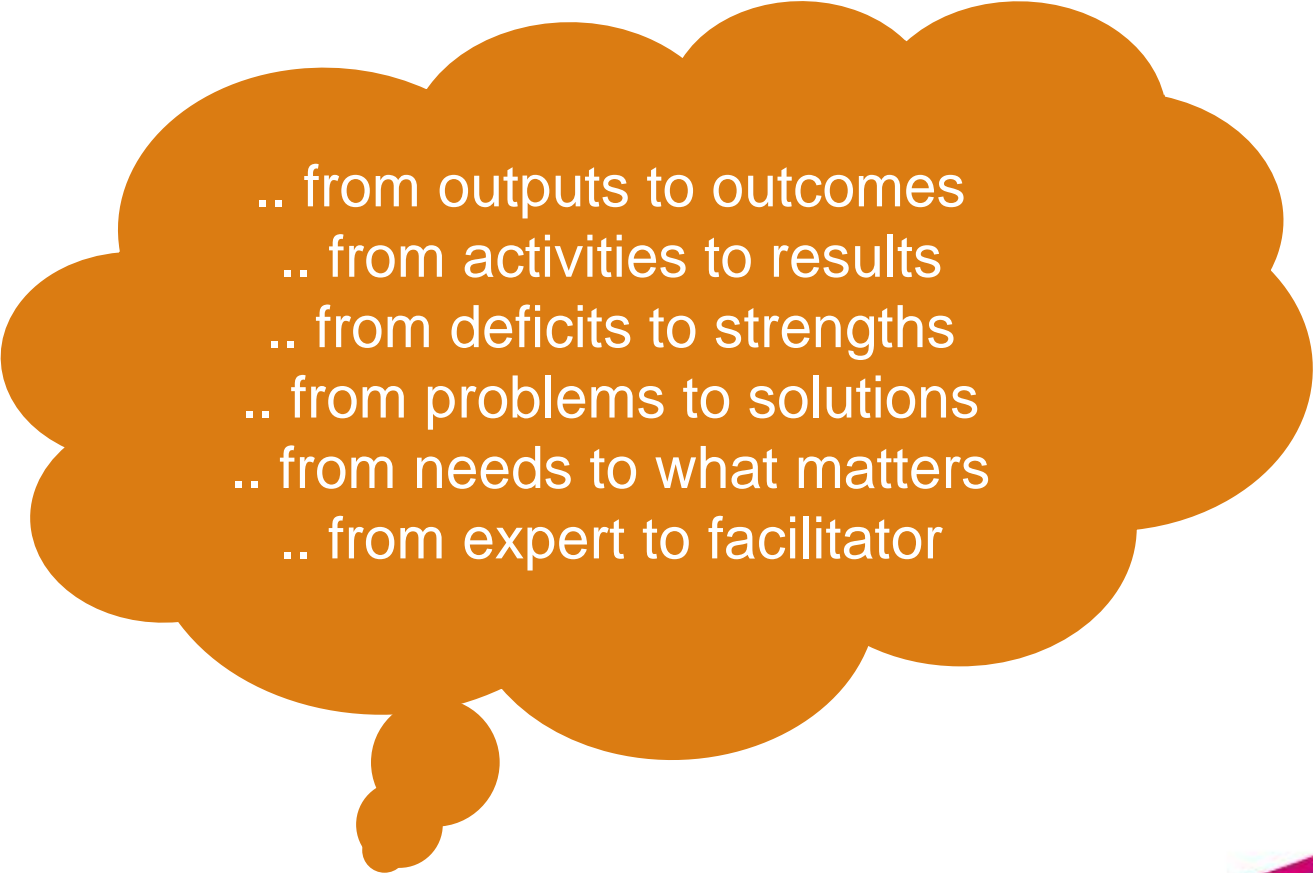
**“An outcome is a change in circumstances that results from the decisions we make and the actions we take”.**

- Service user/carer outcomes
- Population or ‘system’ outcomes
- Social outcomes/Social Value
- Economic outcomes
- Efficiency outcomes
- Legal compliance outcomes

# Outcome, output or process/input?

Objective	Type
1. People feel safe and secure in their new accommodation	
2. Develop a register of those receiving advocacy by June	
3. More people can independently manage their care needs at a place they call home	
4. All staff will be paid at least minimum wage plus £1.50	
5. Reduce the vacancy rate by 5%	
6. Reduce the average waiting time to access the tier 3 CAMH service to 6 weeks	
7. Alcohol related hospital admissions are reduced	

# An outcomes focus approach requires a shift in thinking



- .. from outputs to outcomes
- .. from activities to results
- .. from deficits to strengths
- .. from problems to solutions
- .. from needs to what matters
- .. from expert to facilitator

# Things people like about an outcome-based approach

- Based on the person's desires, not service led.
- Holistic approach.
- Fits with person centred approaches; puts the individual at the centre.
- Empowers service users and promotes self advocacy.
- Emphasises evidence based practice.
- Focuses on needs and seeks positive interventions to provide better outcomes.
- It facilitates a co-productive approach using person's assets as well as services or support.



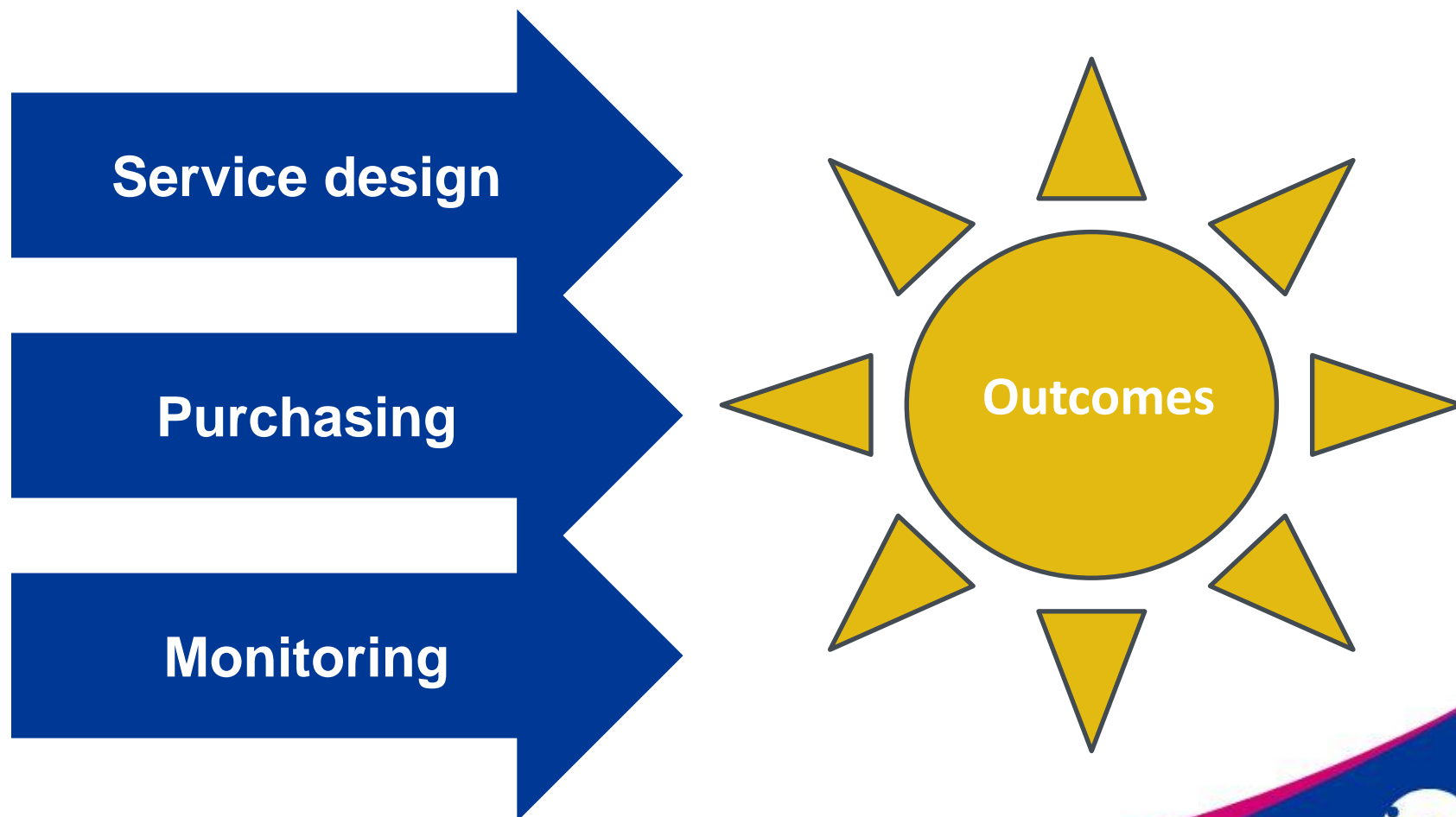
# Working with outcomes – some challenges

Some of the main challenges of working with outcomes are:

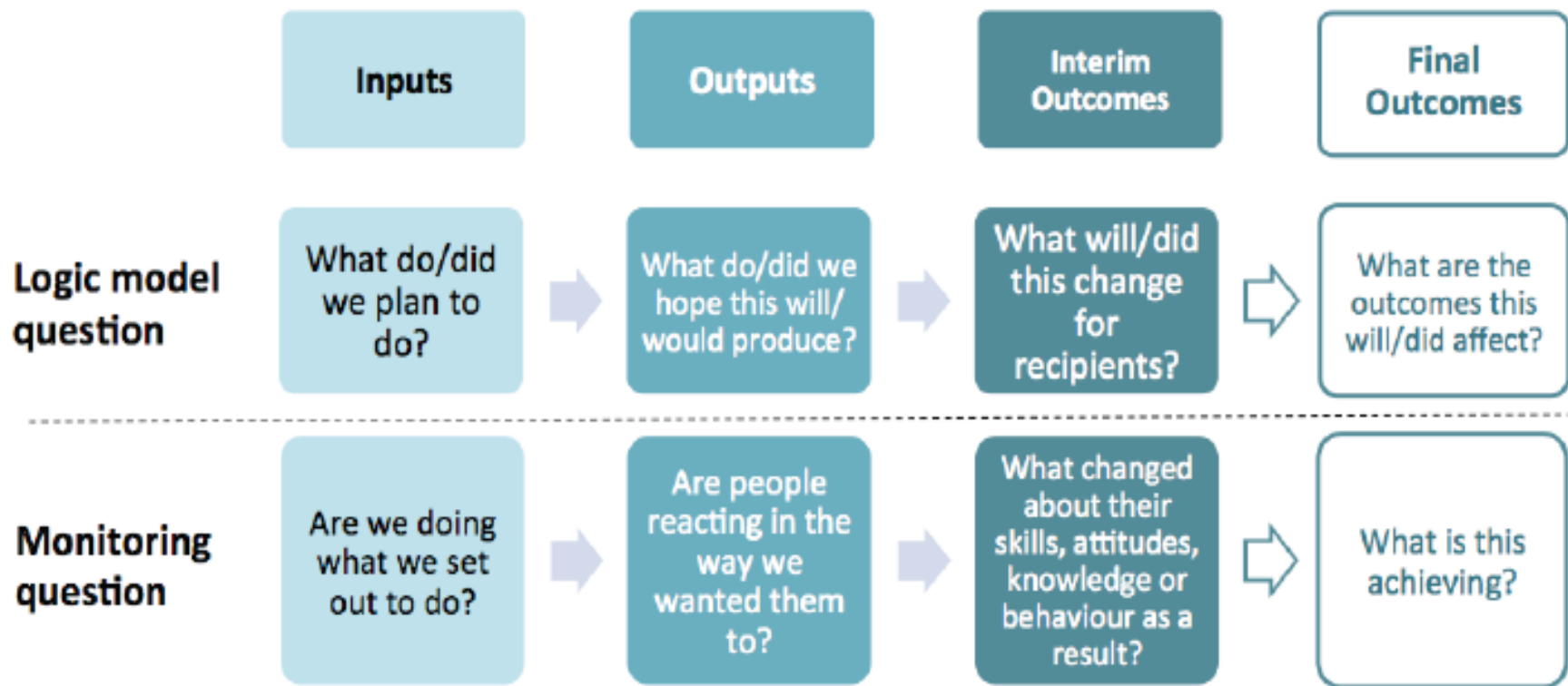
- Identifying and agreeing what outcomes we should be aiming for
- Getting everybody to work to outcomes
- Knowing the outcomes we want to achieve does not tell us what we need to do to achieve them
- Linking the identified outcomes to our activity
- Finding measures and methods to capture them



# 3 elements of an outcomes based approach

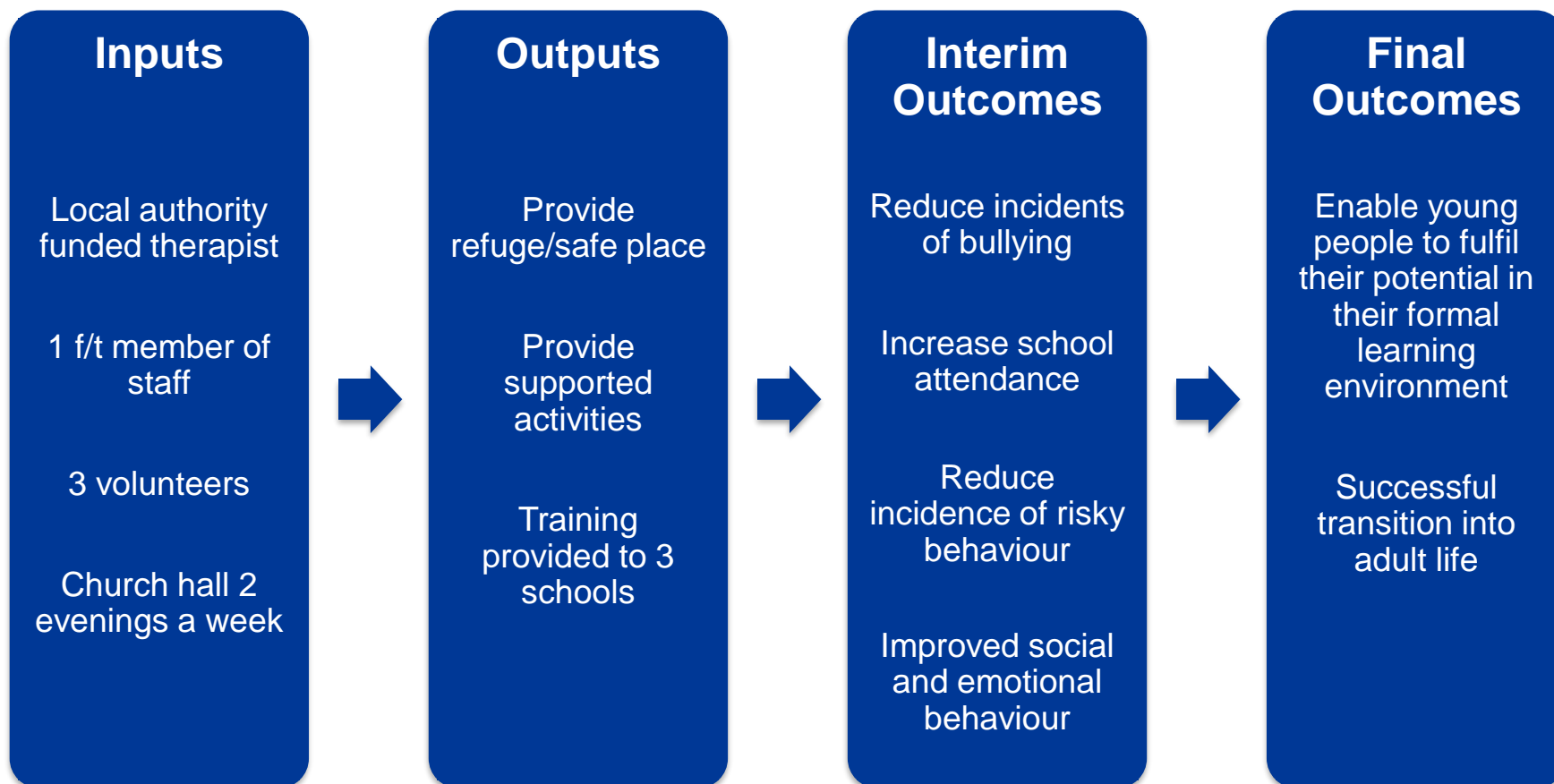


# Outcomes-based service design – sequence of events



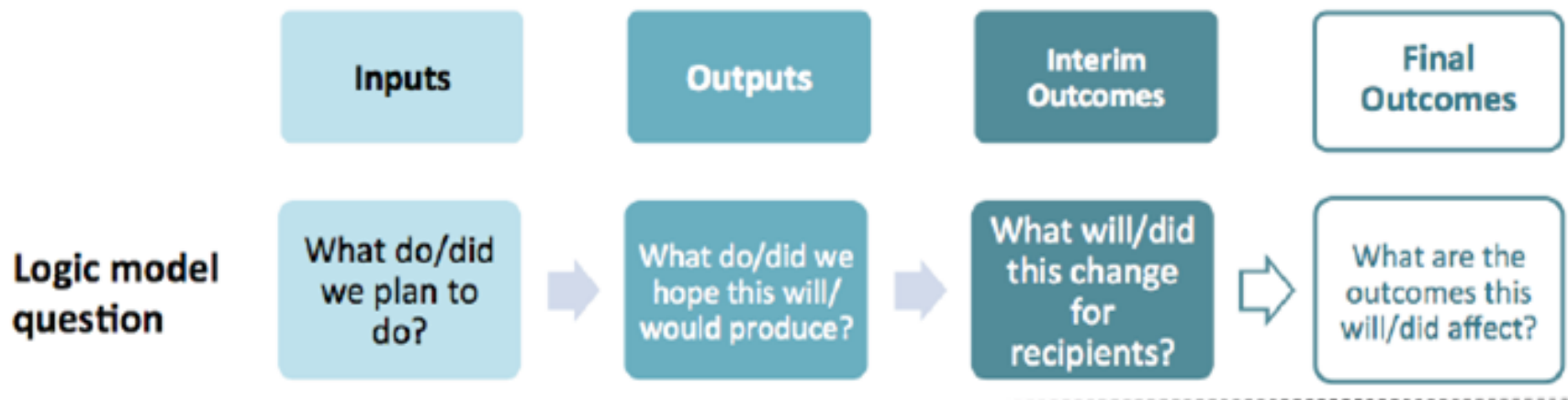
Children's Improvement Board (2012) Monitoring outcomes and quality assuring provision for children and young people with special educational needs

# Example logic model





# Breakout Exercise



1. Agree a target population group for you to focus on (e.g., children at the edge of care; drug and alcohol users or adults with learning disabilities)
2. Using a logic model, design an outcome-based service for your population group

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- An opportunity to gain a qualification of your learning
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- You become a student of OBU
- Entry criteria applies
- Additional input and a written assignment
- Access to IPC's Commissioning Alumni Network

# The Assignment Task

*Write a reflective commentary that describes a commissioning activity you have undertaken and how you managed the process. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were, and any lessons there have been for your future practice.*

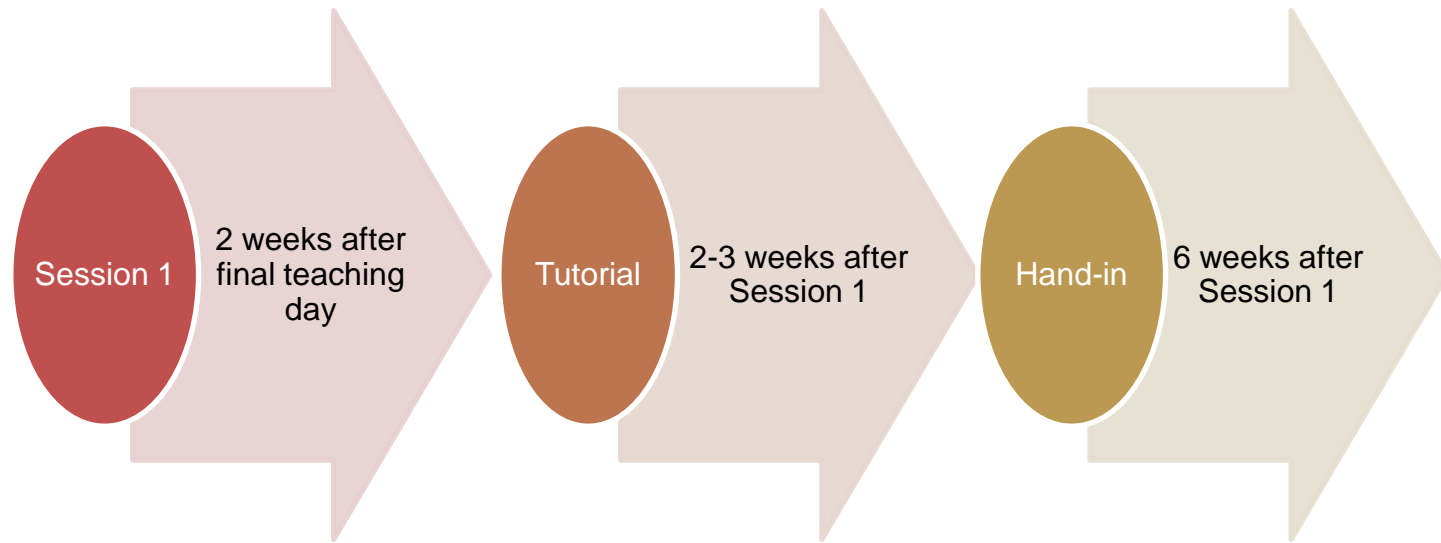
Word count is a minimum of 1,800 words and a maximum of 2,200 words

# Example Assignment topics

- Chairing a contract monitoring meeting
- Arranging an individual placement via a framework agreement
- Reviewing the outcomes or quality of a service provision
- Hosting a consultation event
- Completing part of a needs assessment or asset mapping
- Researching evidence-based interventions to meet a need
- Designing an outcomes-based service via a logic model
- Collaborative working with the Provider market to resolve a gap or issue in provision



# Assignment Support



# IPC Commissioning Course Alumni Network

**Bringing a community of commissioners together from across the country to share advice, good practice and support**

A free and exclusive offer to any student with accreditation via:

- Regular online / virtual workshops
- Exciting face to face events – such as commissioning conferences
- Access to an online Forum

## Alumni Network



# Key dates

Assignment support

- Session 1:
- Tutorial 1:

Submission deadline:

# Contact us



<https://ipc.brookes.ac.uk>



[ipc\\_courses@brookes.ac.uk](mailto:ipc_courses@brookes.ac.uk)



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01865 790312



[institute-of-public-care-brookes](https://www.linkedin.com/company/institute-of-public-care-brookes)

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