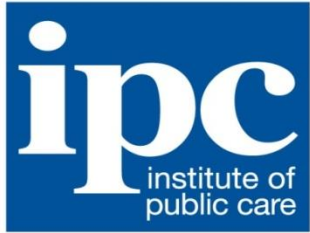


Certificate of Credit in Commissioning and Purchasing for Public Care

Module 1 Session 1





The Institute of Public Care

- We are part of Oxford Brookes University
- We work with our clients to deliver better health and social care outcomes
- We use our professional experience and academic rigour to drive improvement and innovation, and to generate new learning for the benefit of people, organisations and communities

We can support you with



About the course

- Longest running and most popular certificated course in commissioning and purchasing – now being delivered online
- Compliant with current and imminent legislation
- Meets commissioning National Occupational Standards
- Informed by IPC's consultancy, research and evaluation work across England, Scotland, Wales and Ireland
- Balances theory with current practice examples and interactive learning and discussion

Aims and learning outcomes

- The aim of this programme is to understand the essential elements of commissioning and purchasing, and to share knowledge and compare practice.
- By the end of the training participants will:
 - Demonstrate in-depth knowledge of the national agenda for commissioning
 - Analyse own organisation's commissioning arrangements against good practice
 - Use evidence-informed learning to implement good commissioning practice
 - Critically reflect on own learning and practice

Working online – hints and tips



Everyone enters on mute. Mostly stay on mute so we are not all talking at once



Use the chat to ask questions and make comments. This will be a dynamic learning experience



Turn on your video camera, please!
Unless you have a shaky connection! In that case, switch off your video



You will be going into breakout rooms, be prepared to be in rooms with 6 - 8 people



Raise your hand or click the hands up symbol if you want to speak in discussions



Be on time for breaks

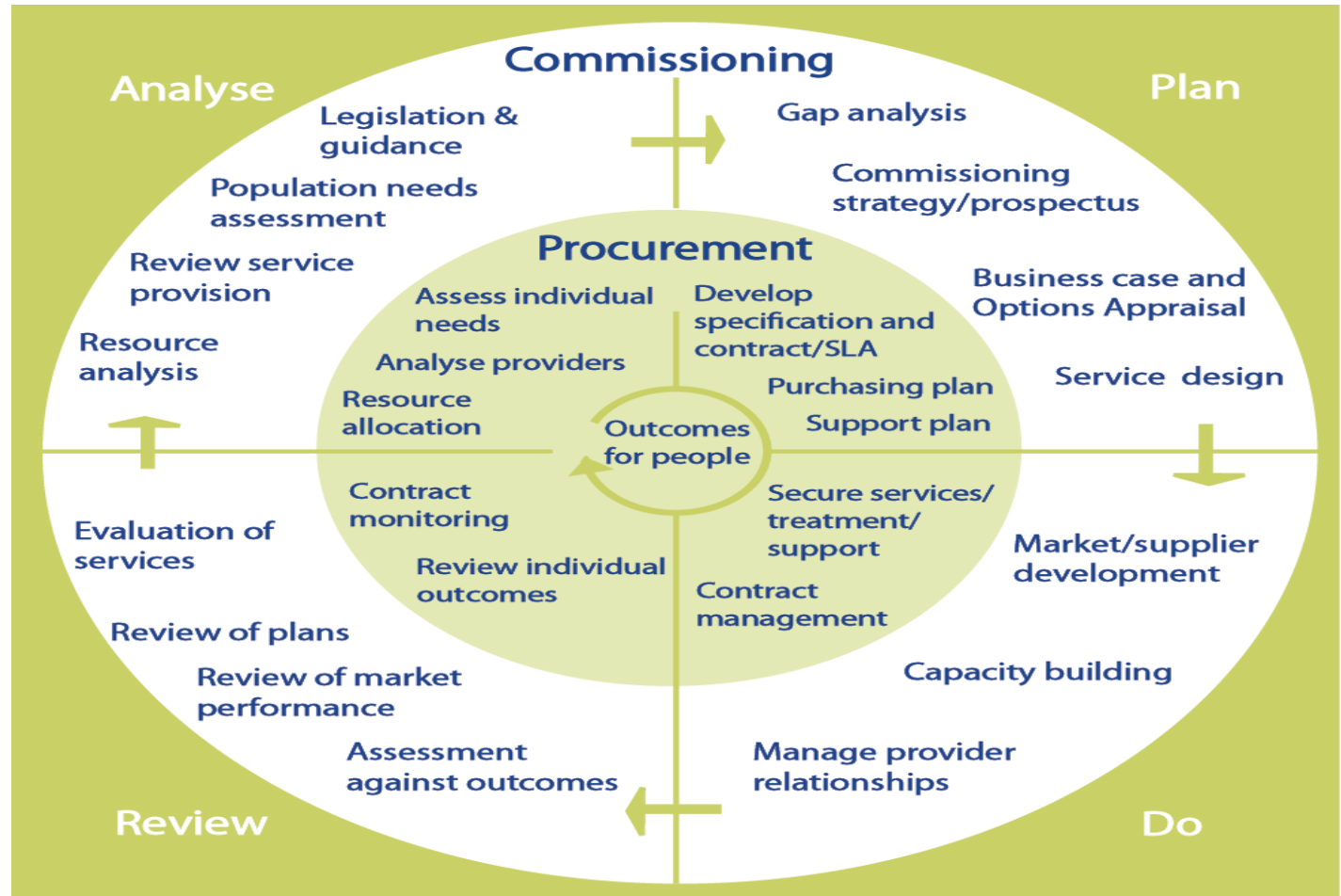
Learning climate

- Learning climate:
 - Be present
 - Be open to new ideas and learning
 - Share information and experience
 - Confidentiality within the room



Managing course expectations

- There are a number of different approaches to commissioning from across and within organisations
- We assume you'll have live scenarios to work with i.e. bring your own experience to the session
- What can we deal with?
- What can't we deal with?



4 Modules - sessions 1 – 8 will cover

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

Your commissioning principles.....

- **All commissioning decisions are based on sound evidence of need and improving outcomes for children, young people and their families**
- **All commissioning activity is well planned, coordinated and done in a timely manner so there is a consistent approach to commissioning across the department**
- **Processes will be fair, open and transparent**
- **Children and young people will be safeguarded**
- **Equalities and fairness considerations will be embedded within all aspects of commissioning practice**
- **Efficiencies and quality services will be delivered through robust risk, contract and performance management**

Your commissioning principles.....

- All commissioned services will operate on an open book accounting approach
- Commissioners should actively seek to involve children and their families meaningfully so they become co-designers and co-producers
- Value for money underpins commissioning decisions and inefficient, ineffective, or unsustainable services will be remodelled to improve value for money or decommissioned
- Early intervention and prevention services will be sought to reduce the need for high cost services in the future

Commissioning in a pandemic

Commissioning in the context of C-19

- Think of one word that describes how Covid-19 has impacted on how you're undertaking your commissioning role and responsibilities
- Type the word into the 'chat' function



Activity 1: Group discussion

With reference to the words in ‘chat’:

- What opportunities has C/19 given you in commissioning to do things differently?
- What have been some of the challenges?





The National Agenda

Who shapes national thinking on commissioning and procurement ?



THE INDEPENDENT THURSDAY 23 OCTOBER 2014



NEWS VIDEO PEOPLE VOICES SPORT TECH LIFE PROPERTY ARTS + ENTS TRAVEL MD

UK > WORLD > BUSINESS > PEOPLE > SCIENCE > ENVIRONMENT > HEALTH > TECHNOLOGY > EDUCATION > TRAVEL > CEE

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.

Five Year Forward View



- Prevention and public health
- Choice and control
- New models of care
- Local flexibility, workforce, informatics



NHS Long Term Plan



The NHS Long Term Plan



- Sustainability and Transformation Partnerships
- Accountable Care Systems
- Fully integrate services and funding
- New powers and freedoms to plan how best to provide care, while taking on new responsibilities for improving the health and wellbeing of the population they cover
- Working together with patients and the public, NHS commissioners and providers, as well as local authorities and other providers of health and care services
- Big ambition – early intervention and prevention could save 500,000 lives...but is it deliverable?

NHS Long Term Plan – some observations

The Long-Term Plan covers a lot of territory but:

- **Is limited on detail**
- **Does not really say a lot about social care and local authorities**
- **The Plan is, to a large extent a continuation of the FYFV**
- **The proposed role of local authorities in STP/ICS decision making appears to be at a Place rather than System level**
- **The Plan commits social care resources to continuing the work of reducing pressure on the urgent and emergency care system but with no reference to funding**

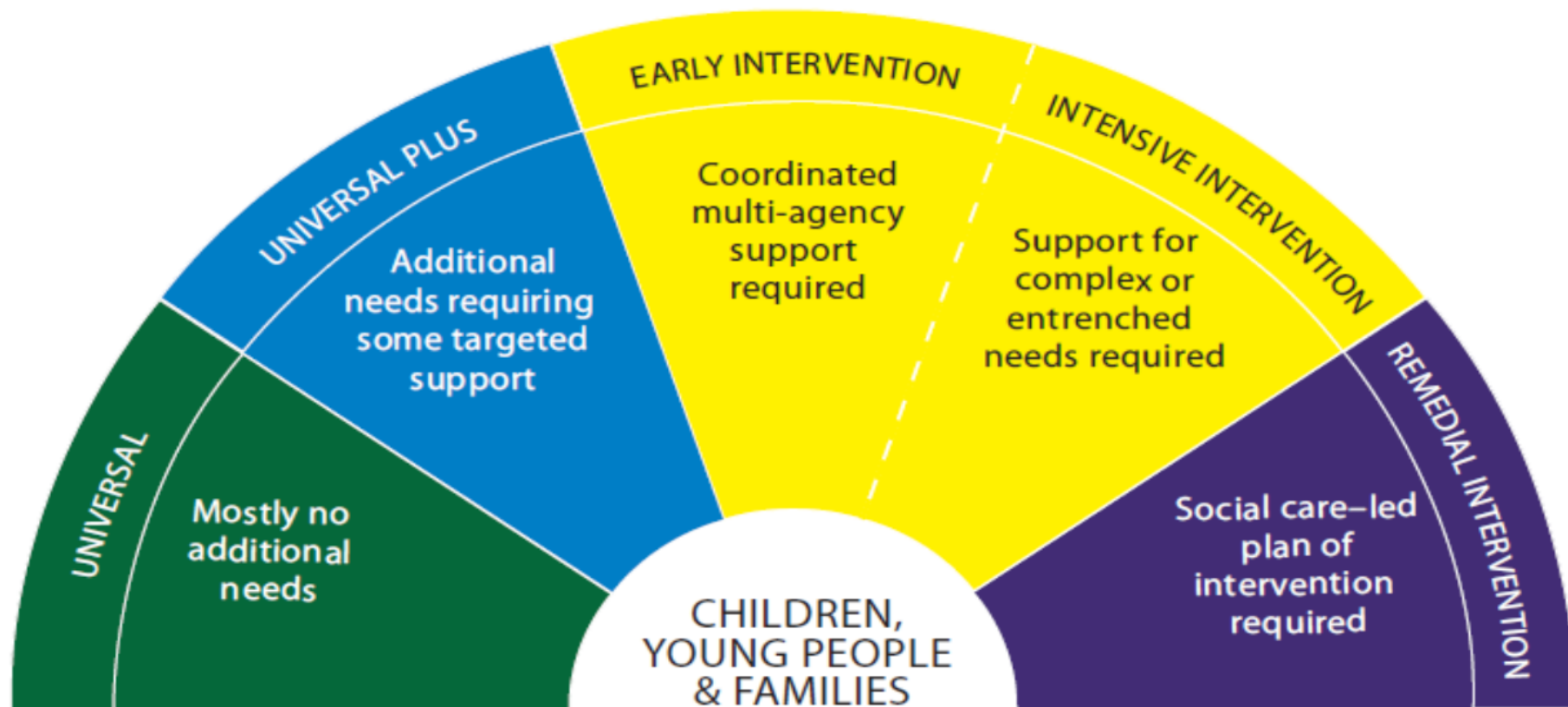
Sustainability and Transformation Plans (STPs)

“We are asking every health and care system to come together, to create its own ambitious local blueprint for accelerating its implementation of the Forward View.”

Source: Delivering the Forward View: NHS planning guidance
2016/17 – 2020/21

- Five-year local plans for health and care services
- 44 areas or ‘footprints’ covering all of England
- NHS organisations, local authorities and other health and care services within these footprints develop these plans together

National drivers in children's services



DfE - SEND Code of Practice 2015

The DfE Code of Practice is clear about requirements for commissioning SEND:

- **Local governance arrangements must be in place to ensure clear accountability for commissioning services for children and young people with SEN and disabilities from birth to the age of 25.**
- **There must be clear decision-making structures so that partners can agree the changes that joint commissioning will bring in the design of services.**

DfE - SEND Code of Practice

- **Partners must also be clear about who is responsible for delivering what, who the decision-makers are in education, health and social care, and how partners will hold each other to account in the event of a disagreement.**
- **Local authorities and CCGs have a statutory duty to consider the extent to which children and young people's needs could be met more effectively through integrating services and aligning or pooling budgets in order to offer greater value for money, improve outcomes and/or better integrate services.**

National 'Prevent' Programme

- **Published by Government in 2011.**
- **Places a duty on Councils and Schools to 'have due regard to the need to prevent people from being drawn into terrorism'.**
- **Requirement on schools to identify and monitor pupils at risk of radicalisation and referral to national support programme 'Channel'.**
- **Councils required to have a local Prevent Action Plan.**
- **Councils are funded to carry out the Prevent duty by Home Office (£40m total) – about to be evaluated.**

Troubled Families Programme

- Up to £4,000 to local authorities on payment-by-results basis for turning around troubled families.
- 117,000 troubled families' lives turned around so far (figures at June 2015).
- Second wave underway targeting a wider range of families - 400,000 families by 2020.



Mental health – Future in Mind



- Improved mental health care for children and young people.
- Improve public awareness and understanding.
- Improving access to evidence-based treatments with a focus on outcomes.
- Collaborative practice encouraged.
- Local Transformation Plans required from CCG's.
- £1.4bn pledged to 2020/21.

Childhood Obesity Plan



- Published August 2016.
- Includes:
 - Requirement for health care professionals to talk to parents (about family diet), weigh all family members and refer people to weight management services
 - Targeted training for HVs
 - Healthy rating scheme for primary schools
 - Ofsted thematic review planned for 2017
 - Increased funding for breakfast clubs
 - Commitment to the Healthy Start Scheme (vouchers for fresh veg and milk)

Children's Social Care Innovation Programme



- Launched by DfE in 2013 – catalyst for improving support to vulnerable children through funding grants.
- The programme is seeking to inspire whole system change to achieve:
 - Better life chances
 - Stronger incentives and mechanisms for innovation, experimentation and replication of successful new approaches; and
 - Better value for money.
- From 2017 focusing on rethinking children's social work and rethinking support for adolescents in or on the edge of care
- Backed by £200 million government funding
- For details of projects funded and evaluation reports see <http://springconsortium.com/projects-being-funded/>

Children's Social Care Reform – A Vision for Change

- Published January 2016.
- Outlined the reform programme for the next 5 years.
- Three strands:
 1. People and Leadership
 2. Practice and Systems
 3. Governance and Accountability



Putting Children First – Delivering our Vision for Excellent Children’s Social Care

- Published July 2016.
- Broader than the Vision for Change (incorporates policy relating to looked after children, Troubled Families etc.).
- Includes intention to:
 - Legislate for a set of ‘Corporate Parenting Principles’ for LAC
 - Do a ‘national stocktake’ of placements to look at what’s needed for foster care
 - Push the ‘no wrong door’ approach piloted in North Yorkshire referenced in Sir Martin Narey’s review of Residential Care 2016 (key element is one key worker through multiple placements)



Children and Social Work Act 2017

It includes provision about:

- **regulation and training of social workers in England**
- **looked-after children, including care and adoption proceedings**
- **safeguarding of children**
- **children's social care**

Adoption: A Vision for Change

- Published March 2016.
- Includes:
 - Stated firm plan to 'regionalise the adoption system'
 - A new professional development plan for social workers in this field (Achieving Permanence)
 - A 'Practice and Improvement Fund' to be used to stimulate best practice in adoption
 - Continuation of the Adoption Support Fund (and extension to families with a Special Guardianship Order)



‘Keep on Caring’ Supporting Young People from Care to Independence

- **Published July 2016 and includes (just a flavour):**
 - **A commitment to implementing the ‘staying close’ promise**
 - **Providing support to implement the ‘Supported Accommodation Framework’**
 - **Increased funding to support asylum seeker care leavers**
 - **Extending care leaver entitlements to 25 years**
 - **Councils must publish information about care leaver services**
 - **Meet the training costs of care leavers going into apprenticeships (direct with employers)**
- **National Implementation Adviser for care leavers appointed (Sep 2017)**



Residential Care in England

- Sir Martin Narey's independent review published in July 2016.
- Government response in December 2016.
- Commitments grouped around three strands:
 1. People and Leadership
 2. Practice and Systems
 3. Governance and Accountability

Residential Care in England

Report of Sir Martin Narey's
independent review of children's
residential care

July 2016

Foster care in England

- Independent report led by Sir Martin Narey and Mark Owers published in February 2018.
- It makes 36 recommendations for government, local authorities and independent fostering agencies including:
 - Ensuring foster carers are supported and included in decision-making;
 - Improving foster placement commissioning, and matching;
 - Greater stability and permanence for children and young people in foster care.

National drivers - summary



- Choice and control
- Decentralisation
- Partnership working
- Prevention and early intervention
- A focus on outcomes
- A market shaping role
- Anything else?

On your local landscape...



Exercise: The impact of key drivers

In breakout groups:

1. Identify up to four common key themes or aspects of the national agenda affecting your organisation/s or service area/s at the moment.
2. What are the implications of each of these themes for you as commissioners? What are the key challenges? Opportunities?
3. Be ready to feedback to the wider group your 4 'themes' and 1 challenge and 1 opportunity

More Information

- **NHS Commissioning**
<http://www.england.nhs.uk/commissioning>
- **National Policy for Looked after and Adoption**
<https://www.gov.uk/government/policies/looked-after-children-and-adoption>
- **Innovation Programme**
<https://www.gov.uk/government/publications/children-social-care-innovation-programme>
- **Family Justice**
<https://www.gov.uk/government/policies/making-the-family-justice-system-more-effective>
- **The NHS Long Term Plan - a summary**
<https://www.longtermplan.nhs.uk/wp-content/uploads/2019/01/the-nhs-long-term-plan-summary.pdf>

Certificate of Credit in Commissioning and Purchasing for Public Care

Certificate of Credit in Commissioning and Purchasing for Public Care

- Accredited by Oxford Brookes University
- Awarded a Certificate of Credit worth 20 CATS credits at postgraduate M level
- Enrolment with Oxford Brookes University
- Additional cost
- Additional input, self study, an assessed work-based project
- Entry criteria apply

Assignment task

- **Submit a written assignment which explains and reflects upon a commissioning or purchasing project that you have undertaken. The rationale for the work must be clearly set out in the context of national policy and best practice, and draws on a critical analysis of the current commissioning and purchasing arrangements in your local organisation or service.**
- **Supporting information will be expected that gives evidence of the project activities and implementation of good commissioning or purchasing practice. The project must have been accepted by your line manager as appropriate to the needs of your organisation, and have been undertaken during the course.**
- **Minimum of 4,000 words and a maximum of 5,000 words.**

Example projects

- Development of a commissioning strategy
- A review of contract monitoring and development of a reviewing framework
- A risk assessment and option appraisal for a poorly performing service
- Development of a service specification
- An investigation into swifter tendering options and development of an approved provider list
- Remodelling a service to achieve better outcomes
- Joint commissioning of a community service

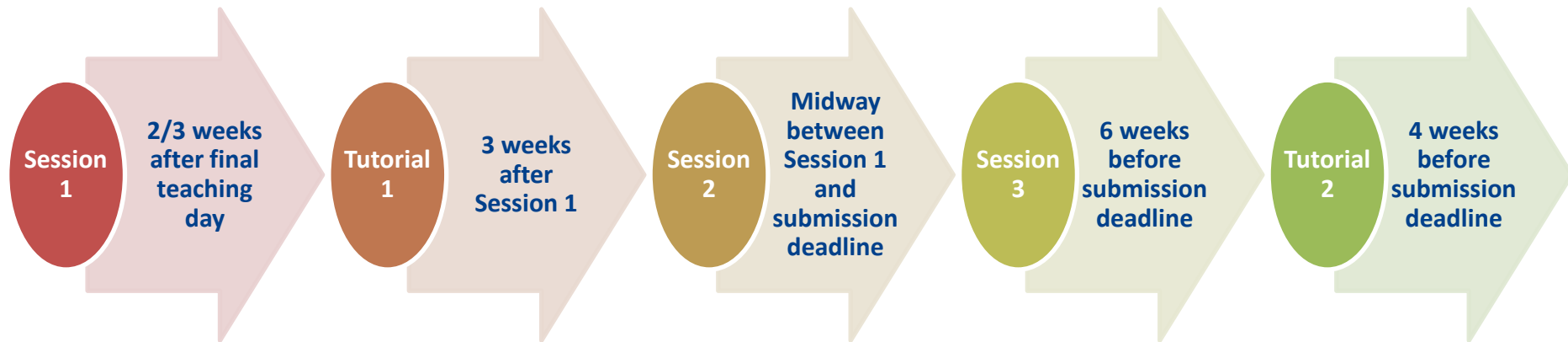
If you decide to accredit...

- Two-stage online enrolment
- Assignment support sessions x3 covering:
 - details of the assignment task (expanding on the information in the student handbook)
 - anonymised real assignments to look at
 - project management input
 - academic support
 - discussions of project proposals

PLUS

- Follow-up individual virtual tutorials – x2

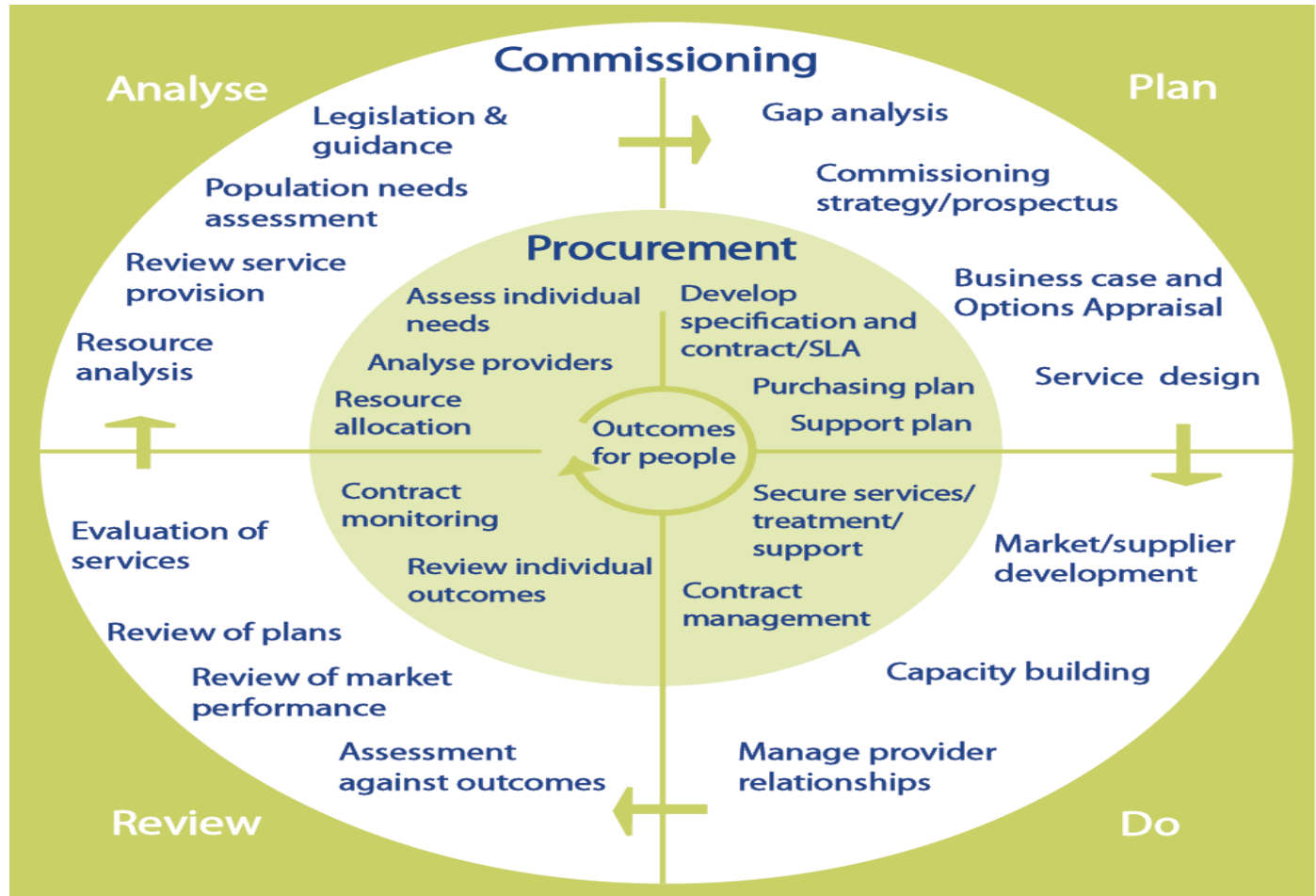
From theory to practice – the support process



Accreditation: dates in diaries....

- **Enrolment to be confirmed**
- **Support Session 1: 2nd July**
- **Tutorial 1: Week beginning 19th July**
- **Support Session 2: 10th July**
- **Support Session 3: 5th November**
- **Tutorial 2: 22nd November**
- **Assignment Submission: 17th January 2022**





Dates in your diaries/calendars

- **Module 1: 14th and 15th April 9.30 to 1.00pm**
- **Module 2: 28th and 29th April. 9.30 to 1.00pm**
- **Module 3: 27th and 28th May 9.30 to 1.00pm**
- **Module 4: 6th July and 7th July 9.30 to 1.00pm**

Your reflections on today





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