

Certificate of Credit in Commissioning & Purchasing for Public Care

Module 3: Session 5:

Welcome back.....



Surrey Children's Commissioning: University Challenge!!

1. Name the 4 quadrants of the IPC Strategic Commissioning Cycle
2. Name 2 national drivers/institutions and what they bring to the commissioning party!
3. What constitutes a good needs analysis i.e. what should be included?
4. What tools do commissioners have at their disposal to undertake 'planning'?
5. What are the 2 key components of market shaping?

Working online – hints/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



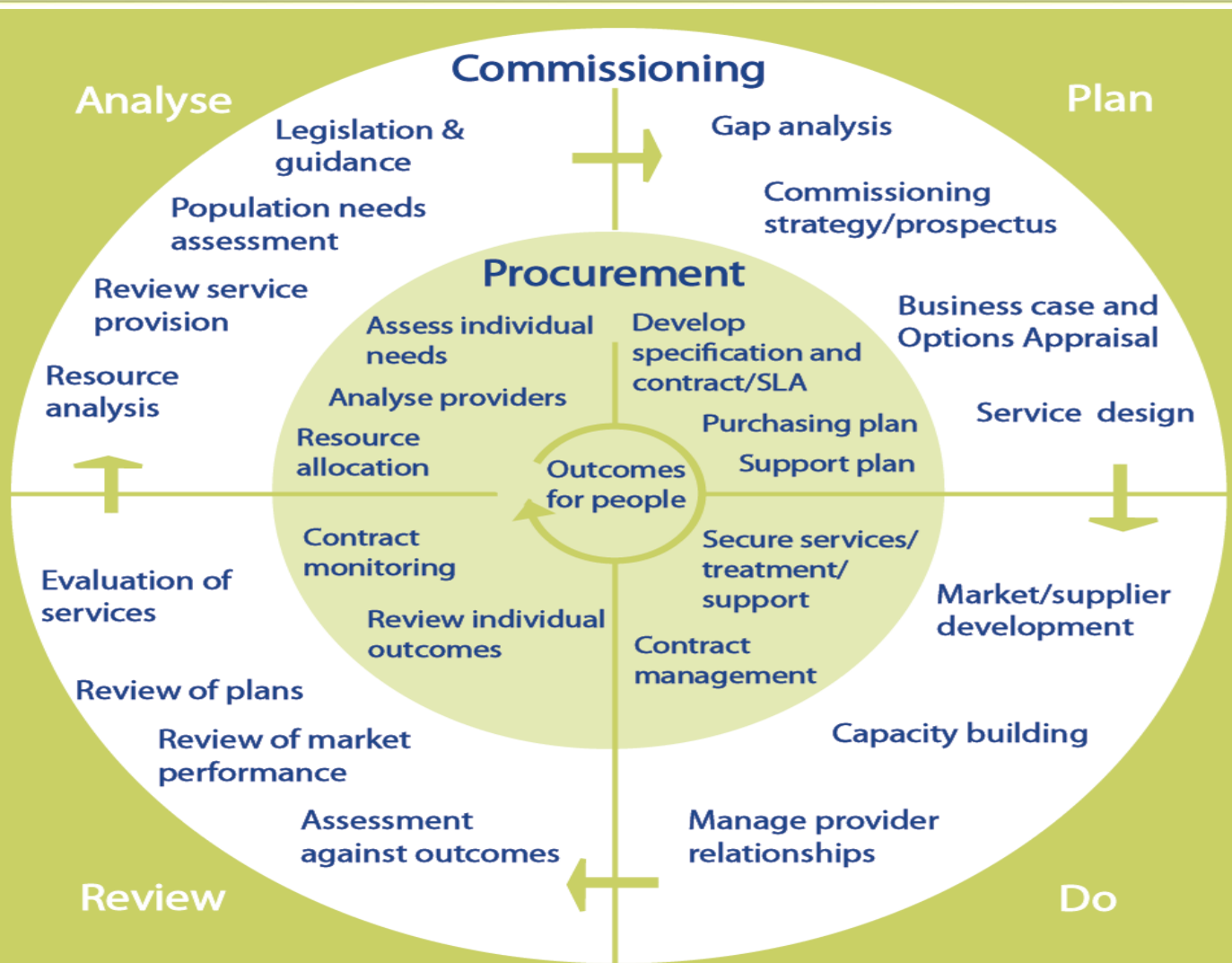
You will be going into breakout rooms, be prepared to be in rooms with 6 - 8 people



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



Be on time for breaks



Sessions 1 – 8 will cover

- 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* - ✓
- Monitoring and review
- Contract management and procurement
- Person centred approach to commissioning
- Delivering change
- Commissioning skills

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 .

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

From Inputs to Outcomes...



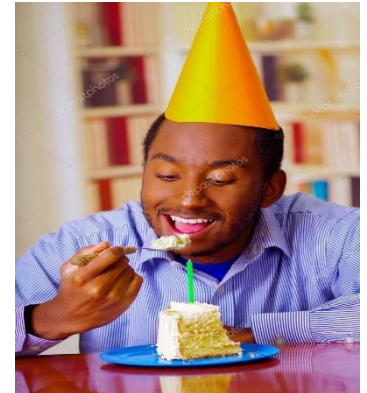
Inputs



Processes



Outputs



Outcomes

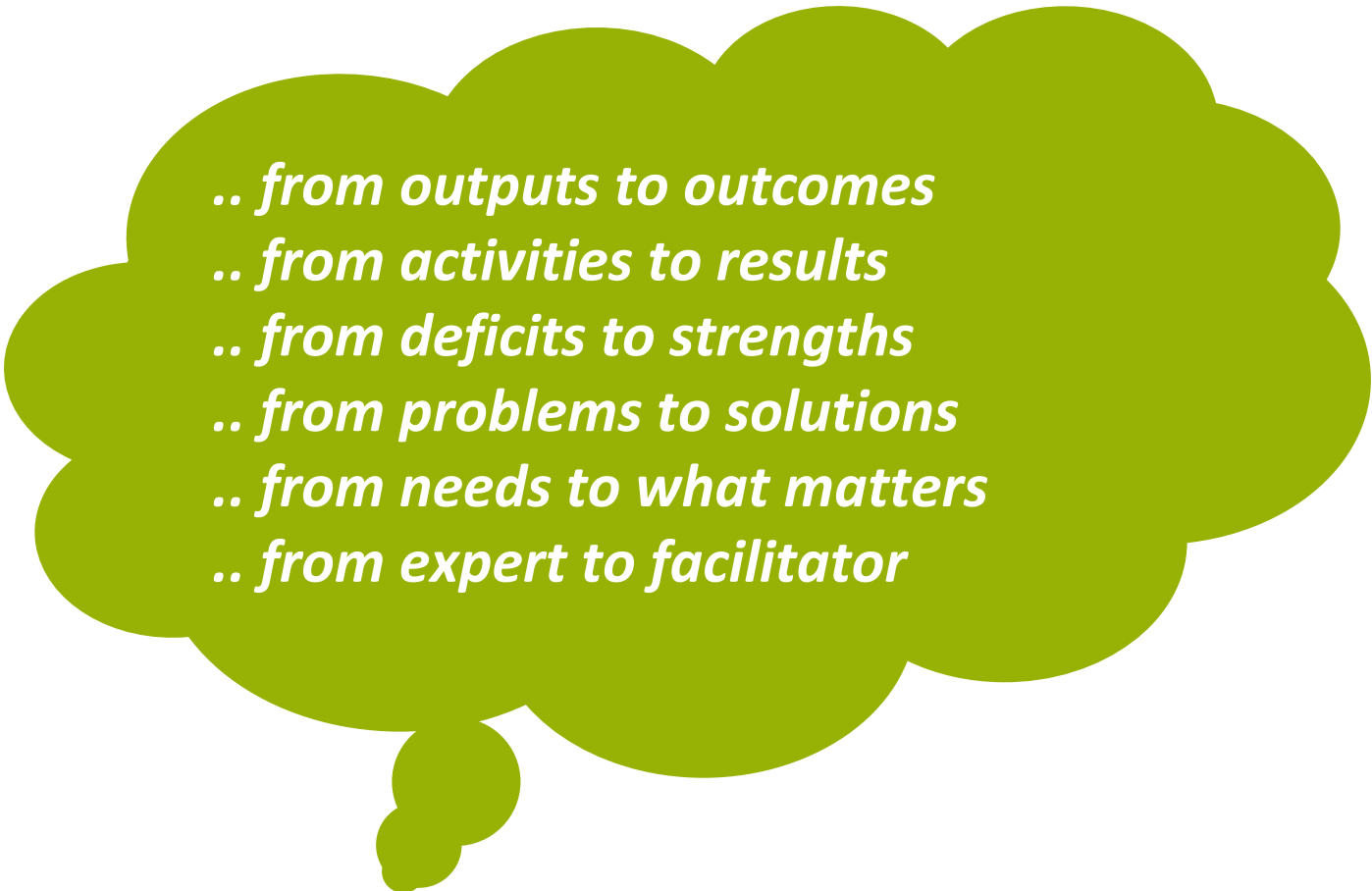
Outcome, output, or process/input?

| Objective | Type |
|---|------|
| 1. Fewer service users will experience tenancy failure | |
| 2. Develop a register of those receiving advocacy by June | |
| 3. Fewer children in care will offend | |
| 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. There is a written equal opportunities policy | |

Service-led or outcome focussed?

| | Service led | S H I F T | Outcomes focuses |
|--------------|---|-----------------------|---|
| Endpoint | delivery of service | | impact of the plan |
| Format | pre-determined question and answer formats | | semi structured conversation = open questions |
| Approach | obtaining information required for form filling = „filtering“ information | | skilled interaction including active listening and reflecting back |
| Person | client, service user or patient who receives services | | person in their own right with skills, ability and a role to play in achieving their outcomes |
| Practitioner | expert | | enabler & partner |
| Focus | identify problems and deficits and match to a limited list of services | | build on capacities and strengths towards creative solution |
| Recording | tick box | | building a picture towards a clear plan for achieving outcomes |

An outcomes focus approach requires a shift in thinking

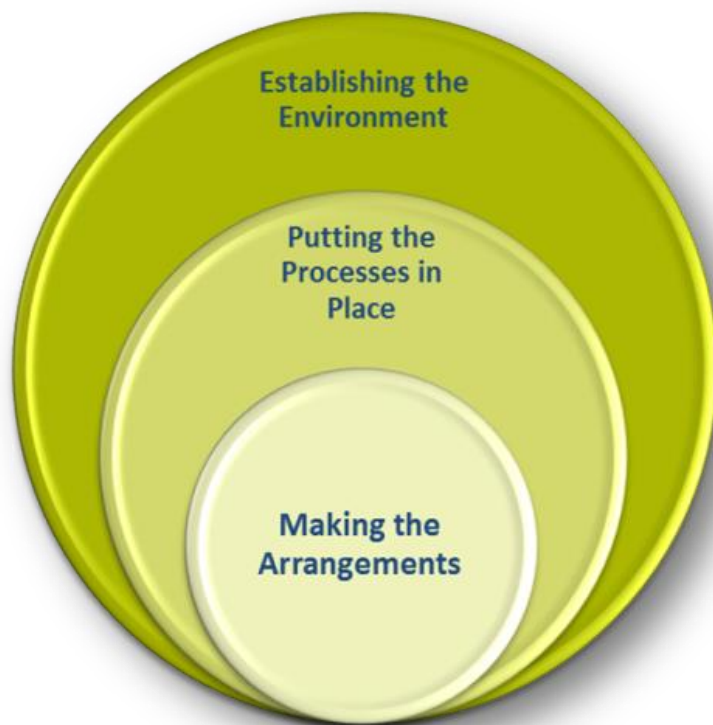
A large, green, cloud-like thought bubble is centered on the slide. It contains a list of six shifts in thinking, each preceded by two dots. The text is in a white, italicized, sans-serif font.

.. 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.

IPC Model for Whole System Outcomes Based Commissioning

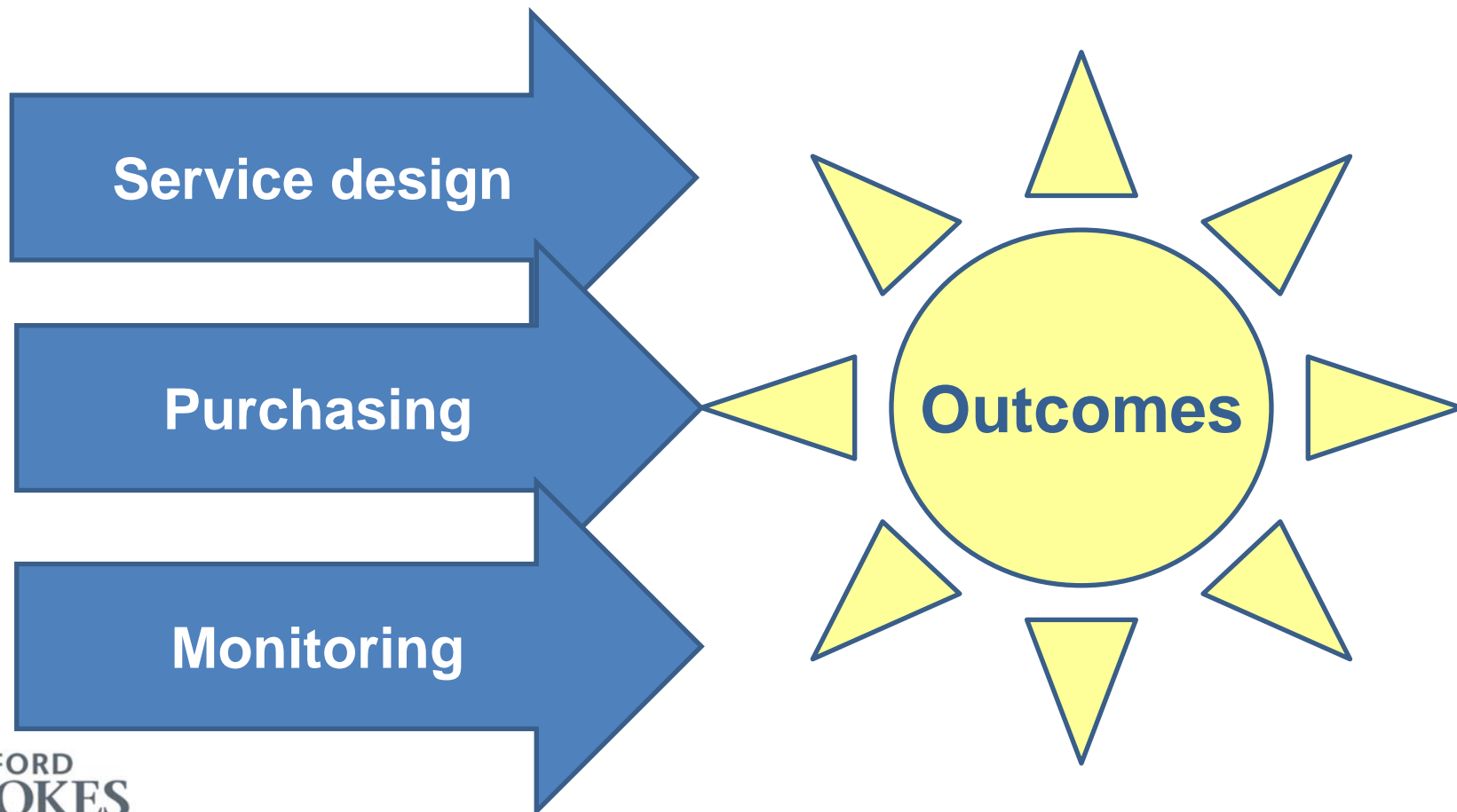


“Establishing the environment”; creating the right *culture, vision, attitudes, behaviours and relationships* to enable outcomes to become integrated into every aspect of the social care system.

“Putting the processes in place” systems and processes which will support and enable the delivery of outcome focused services. This includes *assessment, care and support planning, review, performance monitoring* as well as ensuring that staff have the *relevant skills*.

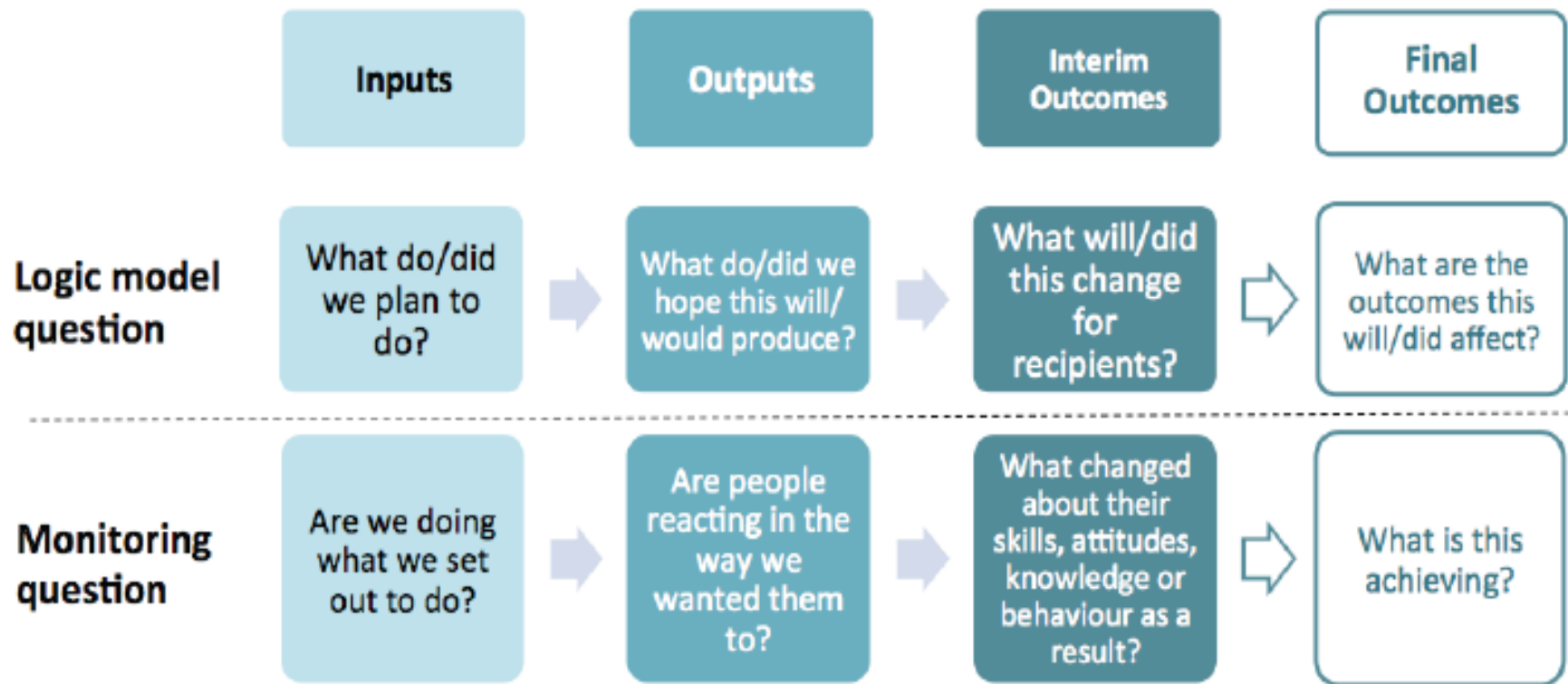
“Making the arrangements” To ensure an outcome focused approach across the whole system the final element of the model describes the arrangements that need to be in place to enable care and support to be *contracted, delivered and paid for on the basis of outcomes*.

3 elements of an outcomes based approach



- **Agree tangible outcomes, identify who benefits from these and what is the value of such outcomes.**
- **Identify specific actionable insights into the underlying needs of children and how the system currently responds to them**
- **Acquire robust understanding of the available interventions, and their business case for different sets of issues**
- **Engage all those agencies that are likely to have a material impact on the selected outcomes.**
- **Commissioner sets direction but some risks transferred to the delivery body.**

Outcome-based service design - sequence of events



- **May require a fundamental re-think of business model and operation for providers.**
- **Can we:**
 - **Stop paying for outputs?**
 - **Continue to ensure user choice and personalisation?**
 - **Attribute the outcomes obtained by a patient/service user to the input of a single provider?**
 - **Give organisations who provide services incentives for doing better than the agreed outcomes, and disincentives if they don't?**

Social Impact Bonds

- A commissioning tool that can enable organisations to deliver outcomes contracts and make funding for services conditional on achieving results.
- Social Investors pay for the project at the start, and then receive payments based on the results achieved by the project.
- There are over 30 SIBs across the UK, supporting tens of thousands of beneficiaries in areas like youth unemployment, mental health and homelessness.
- More information available at <https://www.gov.uk/guidance/social-impact-bonds>
- Government Outcomes Lab – advice surgeries <http://golab.bsg.ox.ac.uk/advice-surgeries>

Monitoring

- Put in place a monitoring framework that is capable of capturing performance against the outcomes.
- Develop one or more indicators to measure the change in relation to each outcome.
- Ensure a balance between subjective (or self-reported) and objective indicators.
- Measure intermediate outcomes or the distance travelled towards an outcome.
- Evaluate longer-term outcomes.

Nef (2009) *A guide to commissioning children's services for better outcomes*

What works in implementing an outcome-based approach

- **Developing trust and enabling providers to have the skills and knowledge to deliver the right outcomes in the most appropriate way**
- **Make payment and performance management processes clear and simple**
- **Develop common understanding and engagement across assessment staff, providers, carers and their families of the importance of taking an outcomes approach**



Scenario-based exercise

Developing outcomes for your target population group

1. *Children with Complex Needs e.g. medical*
Conrad/Fi/Sally/Phil/Bethan

2. *Vulnerable 0 – 25 year olds e.g. CiC/EHCP*
Anna/Jodi/Iain/Shاونie/Lauren

3. *Early Intervention/Prevention*
Shelley/Charlie/Fiona/Daniella

4. *Geographical – neighbourhood areas of need*
Olivia/Melissa/Kathryn/Kelly

Outcome-based commissioning

- **As commissioners, identify a set of outcomes to be achieved in relation to your target population group in preparation for commissioning the service/s and/or activities identified in your outline business case**

Stage 1

- **Consider your target population group, and what you plan to commission**
- **Write you're the outcomes you're seeking down (electronically/paper) – no more than 2/3**
- **Back to the main group to test the outcomes**

Stage 2

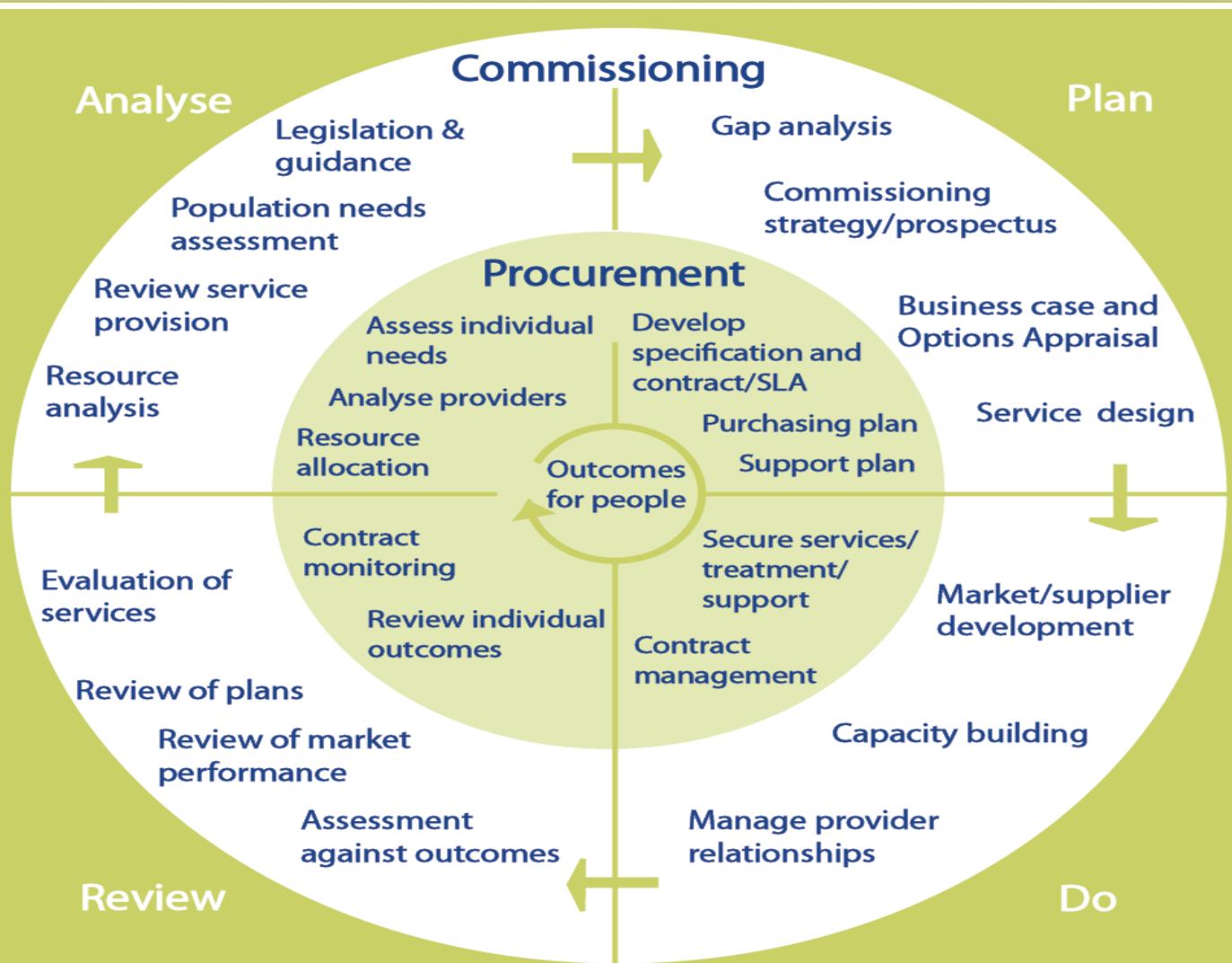
- **What measures or indicators (outputs) might you use to help understand whether the outcomes identified are being met?**
- **How would you monitor a contract to get this information?**
- **Be ready to feedback to the other groups on your measures/indicators and how you might monitor these.**

More information

- Social Finance (2012) [Payment by Results in the Youth Sector](#)
- Social Finance (2015) [Commissioning for outcomes across children's services and health and social care](#)
- NEF (2009) [A guide to commissioning children's services for better outcomes](#)
- NEF (2016) [South East Together Common outcomes framework and measurement approach](#)
- The Young Foundation (2012) [An outcomes framework for young people's services](#)
- NYA: [A Practical Guide to Measuring Outcomes for Young People](#)
- NHS Outcomes Framework and CCG Outcome Indicators [NHS Digital Indicator Portal](#)
- Government Outcomes Lab (2017) [Setting and Measuring](#)

Service Specifications – what does good look like?

Institute of Public Care



A specification is....

A document describing a buyer's needs, which enables providers to propose an appropriate, costed solution to meet those needs.

A Service Level Agreement (or SLA) defines what services a service provider will provide and the required level or standard for those services.



Key functions of a specification

- To describe the nature and scope of the service to be bought.
- To define the people for whom that service should be provided.
- To set the outcomes that are required.
- To set the value base within which the service should be provided.
- To describe the monitoring arrangements to determine whether or not all the requirements are being met.

Spectrum of specifications



Develop a model specification

- In two groups and drawing on your experience of service specifications, develop the outline of a model service specification template, identifying key headings.
- Be ready to type headings in chat
- Agree a single outline model service specification

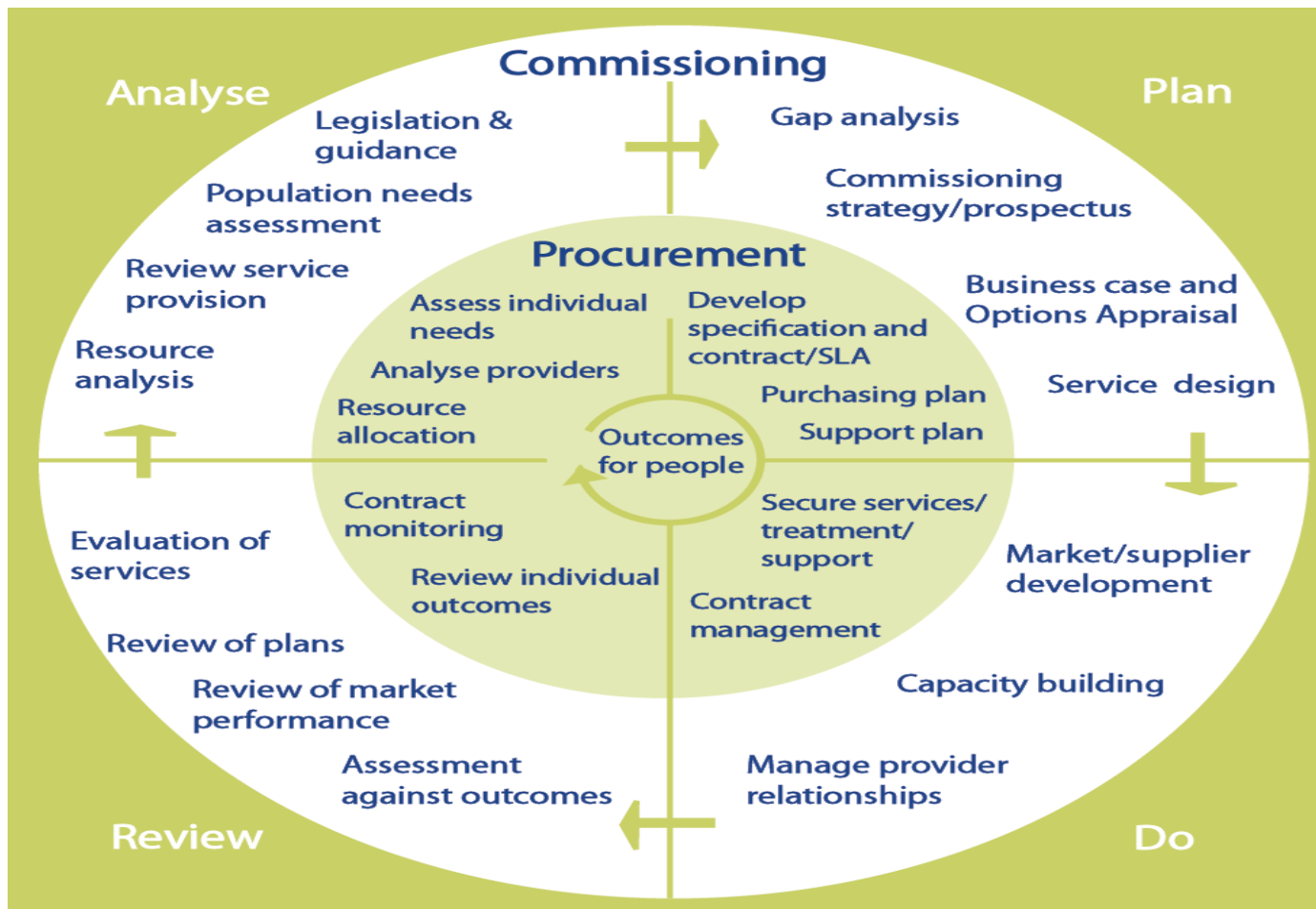
Developing a specification

- Who should be involved in the team and who should take the lead in writing the specification?
- How are values to be agreed and defined?
- What outcomes will be defined and written down?
- How is quality to be specified?
- How are the outputs to be specified?
- How much detail will be written about the processes?
- Where does the service fit in the care and support pathway/s?
- How will we ensure that changes can be made over time to reflect national and local policy priorities?
- How are inputs to be specified e.g. numbers and qualifications of staff?
- How will it be measured and monitored?

Good practice specifications

- Take a shared approach to risk and equity of benefits.
- Outline the channels of communication.
- Set clear targets and say how the success of the service will be measured.
- Specify the monitoring arrangements, which are proportionate.
- Build in flexibility and ability to change.
- Have sensible, do-able timescales.
- Use plain language.





‘Homework’ – for next time



‘Homework’

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

- **Examples of monitoring/review processes**

Dates in your diaries/calendars

- **Module 3: Session 6: 16th April, 9.30 – 1.00**
- **Module 4: Sessions 7 & 8: 22/23rd April, 9.30 – 1.00**

Your reflections on today





Contact us

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