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Certificate of Credit in Care Purchasing and Brokerage

Module 4



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Modules 1-4 will cover



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- Context – demand and supply
- Commissioning – what is it and your role
- Managing referrals
- Purchasing and Procurement
- Negotiation skills
- Contract management
- Contract monitoring – using data ✓
- Transitioning arrangements ✓



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institute of
public care

Contract monitoring

Institute of Public Care Commissioning Cycle



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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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Performance Measures



Monitoring and Reporting



Evaluation



Take Action

How to choose performance measures



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



Measures / KPIs that you use



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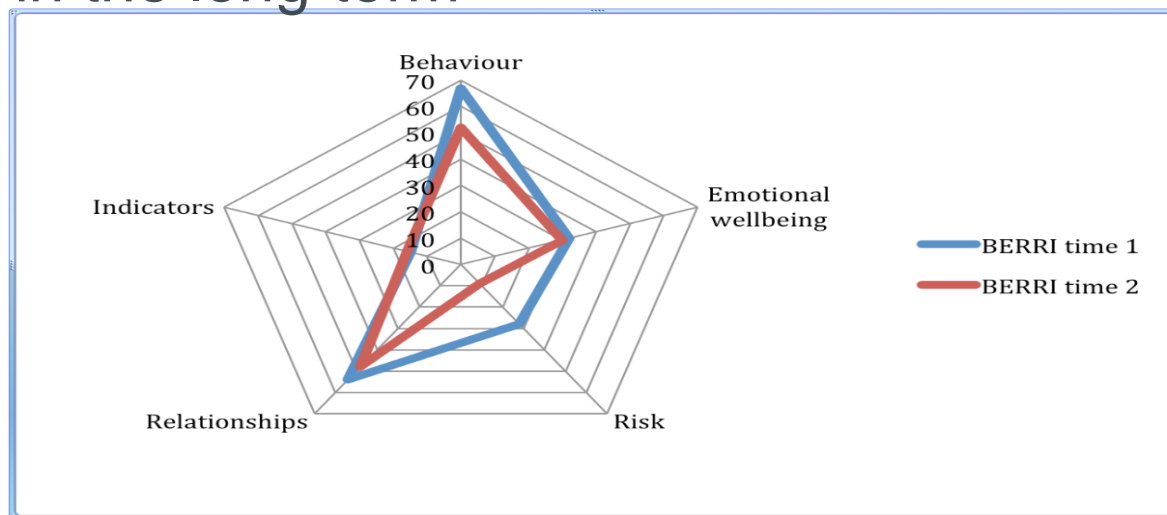
- Where there are gaps in national information?
- What local measures do you already use to fill these gaps, and what else might you want to collect?
 - Does the performance indicator communicate the message clearly?
 - Does the indicator say something important about the objective?
 - Do you have quality 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



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- Commissioners need to know that the placement is actively addressing the children's complex needs, and is of the highest possible quality
- Quality care is a worthwhile investment as it improves the life chances and long-term outcomes for children, saving money in the long-term



South East Together Common Outcomes Framework and Measurement Approach



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Used in commissioning LAC and SEND placements as part of a DPV arrangement with 15 LAs in the South East. Used for:

- Service specifications – sets the vision, explains best use of public funds
- Reference point for care planning eg in developing EHCPs with parents, children and young people
- Used by providers and commissioners to monitor the quality and impact of services

Group activity



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In small groups, share examples of outcome frameworks/
KPIs in contracts and IPAs

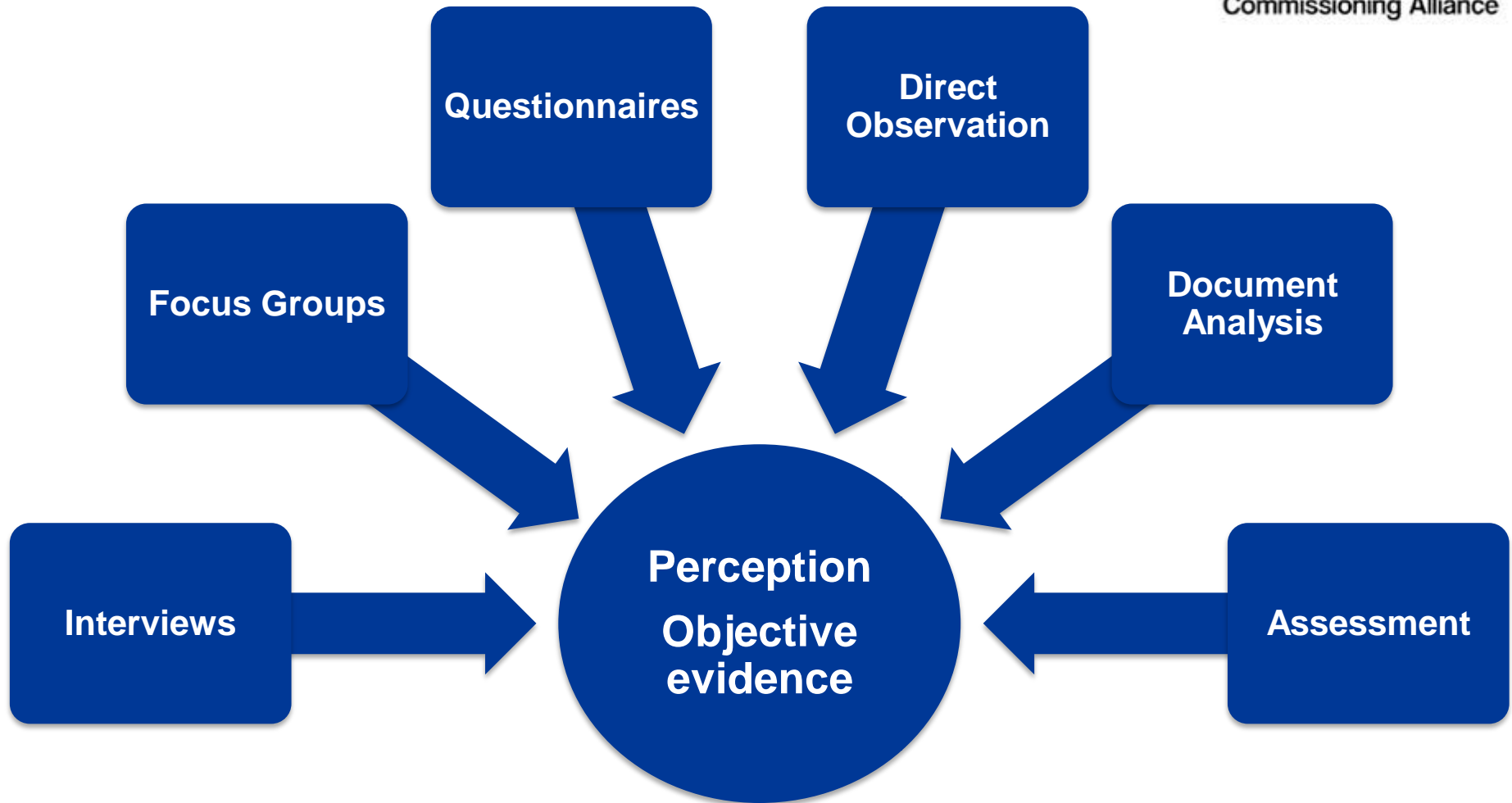
- How helpful are the KPIs?
- What might be missing?

Be ready to share examples with the whole group

Measuring outcomes

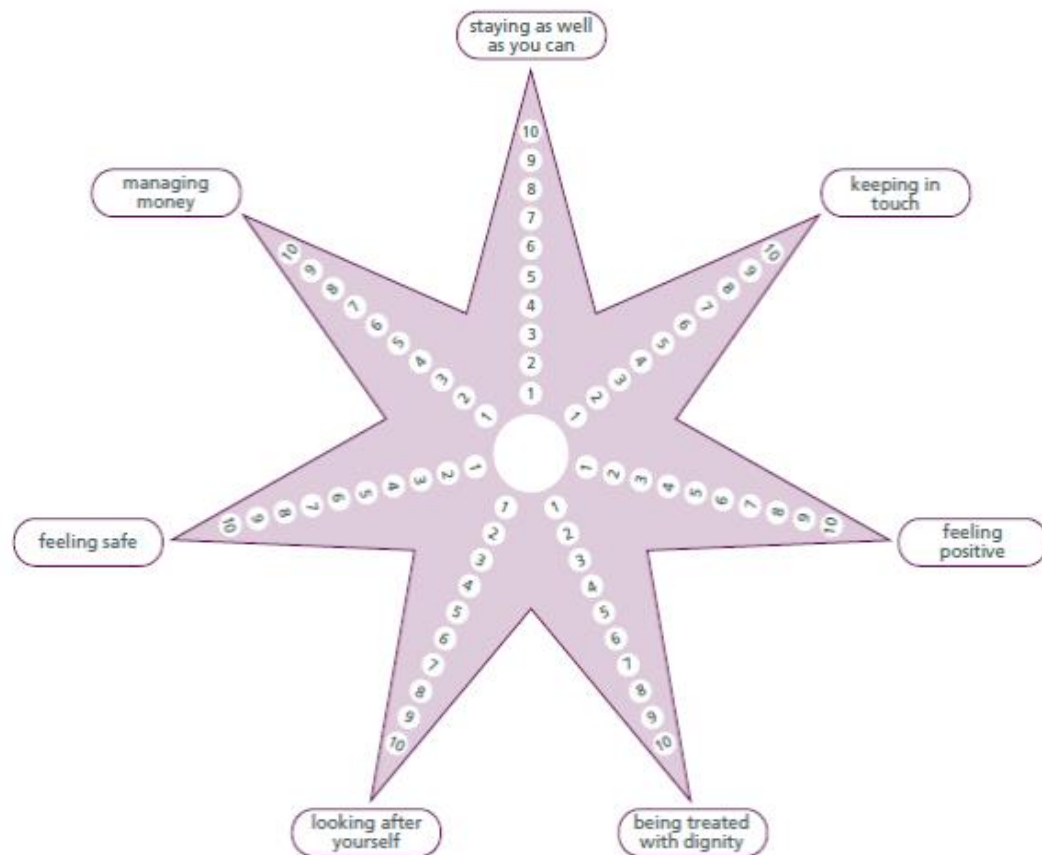


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Example – outcomes star

- 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



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

SCIE, 2019

Effective monitoring and review



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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



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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.

Gosling

Managing poor performance



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

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Getting it right



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- 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





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it's

o'clock

Transitions and Pathway Planning

Leaving Care Services Section 24



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- Under the Children Act 1989, as amended by the Children (Leaving Care) Act 2000 and Children and Young Persons Act 2008, eligible care leavers are entitled to leaving care support until at least 21. To be eligible they should have been in care for 13 weeks after the age of 14, with at least one day in care after 16.
- Most looked-after children will begin to receive a service from leaving care and after care services around the age of 16, including the development of a Pathway Plan. Young people who wish to pursue education and training have the right to return and request assistance from their local authority until age 25.

What are LAC Statuses



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- What are the different LAC Statuses and how do they work?
- Come up with all the different examples you can.

Section 20 Voluntary Care Order



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Under Section 20 of the Act, the local authority has a duty to provide accommodation for 'children in need'. This accommodation— either in foster care, residential care or a kinship placement – can be long or short-term, and does not involve the courts. The parent retains full parental responsibility.



Section 31 Care Order



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The court can create a care order under Section 31(1) (a) of the Children Act, placing a child in the care of a designated local authority, with parental responsibility being shared between the parents and the local authority.



Section 38 Interim Care Order



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The court may make an interim care order (for up to eight weeks in the first instance) to investigate a child's home circumstances.

Section 25 Secure



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A secure accommodation order involves a deprivation of liberty within Article 5 of the ECHR but it will not be unlawful if it can be justified under one of the [exceptions in Article 5\(1\)](#).

Section 17 Not LAC



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- Section 17 of the Children Act 1989 imposes a general duty on local authorities to safeguard and promote the welfare of “children in need” in their area.
- To fulfil this duty [section 17](#) gives local authorities the power to provide support, including accommodation and financial subsistence to families with “children in need”, even if they have [no recourse to public funds](#). The power under section 17 can be used to support the family as a whole and to promote the upbringing of the child within the family unit.

Police Protection and Emergency Protection Orders Not LAC



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- An emergency protection order (EPO) is an *order issued with the aim of protecting a child from ongoing or imminent risk of physical, mental or emotional harm where emergency action is needed*. Subject to certain exceptions, it can be made for a maximum period of eight days. Anyone can apply to the court for an emergency protection order if they fear that a child is in danger.
- Police protection is not an order.

Parent and Child



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Is the Parent or the Child LAC?

This depends on if the placement is for assessment only

Is the Parent still the primary carer?



Pathway Plan



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- When is this done?
- Who is involved?
- When are the placement team notified?

Useful links:

- <https://www.nafp.org.uk/pages/10-continuing-care-staying-put-when-i-m-ready>
- <https://www.nafp.org.uk/resources/10-comparative-unit-costs-of-foster-care>

Accreditation



Assessment Task

You have one assessment task, which is linked to your job role and so can be tailored to meet your needs and those of your employing agency.

You will be asked to write a **reflective commentary that describes a care placement / placements you have made, how you managed the process and what new practice you implemented**. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were. We suggest that you use the following headings to structure your commentary:

- Introduction
- Managing the referral
- Procuring the placement
- Contract management and monitoring
- Personal learning

Between 1,500 – 2,500 words

Assessment support



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- Online group briefing - covering assessment criteria, resources, Moodle (University's virtual learning environment).
- Two individual 'virtual' tutorials with an academic advisor to help you select an appropriate care placement/placements to use and plan the assessment and the second to review and discuss your 'first draft'.
- Your work will be assessed on a percentage basis and you will receive detailed and constructive feedback based on the assessment criteria.

Timeline



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- Enrol with Oxford Brookes University
- Attend online group briefing:
- 1st tutorial with academic advisor:
- Email draft assessment to advisor a few days before 2nd tutorial
- Second tutorial with advisor:
- Submit assessment on Moodle:
- Receive notification of result: **3 weeks later**

Your reflections on the course



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Contact us



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