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Certificate of Credit in Care Purchasing and Brokerage

Module 4

welcome

Modules 1-4 will cover

- Context for children's care placements
- 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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Contract monitoring

Institute of Public Care Commissioning Cycle



Why is monitoring and review important?

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

Performance Measures



Monitoring and Reporting



Evaluation



Take Action

How to choose performance measures

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

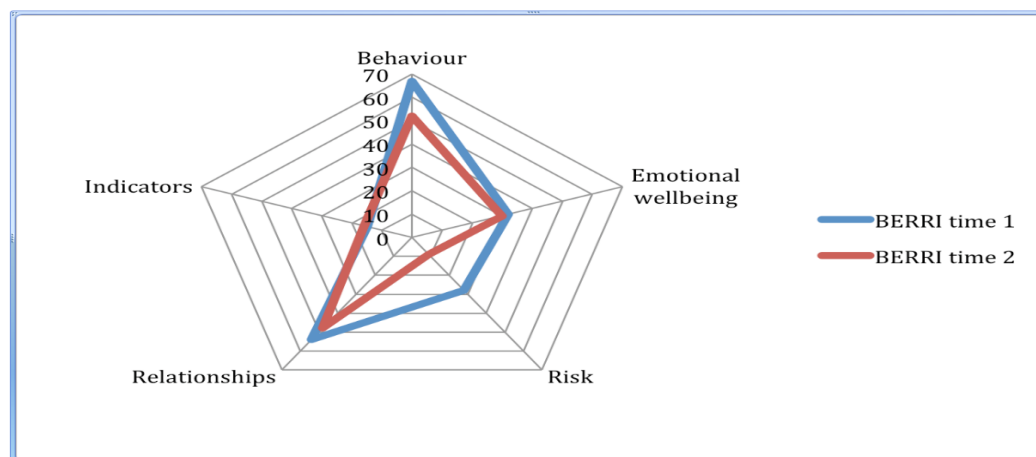


Measures/KPIs that you use

- 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

- 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

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

CarePlace Demo



CarePlace

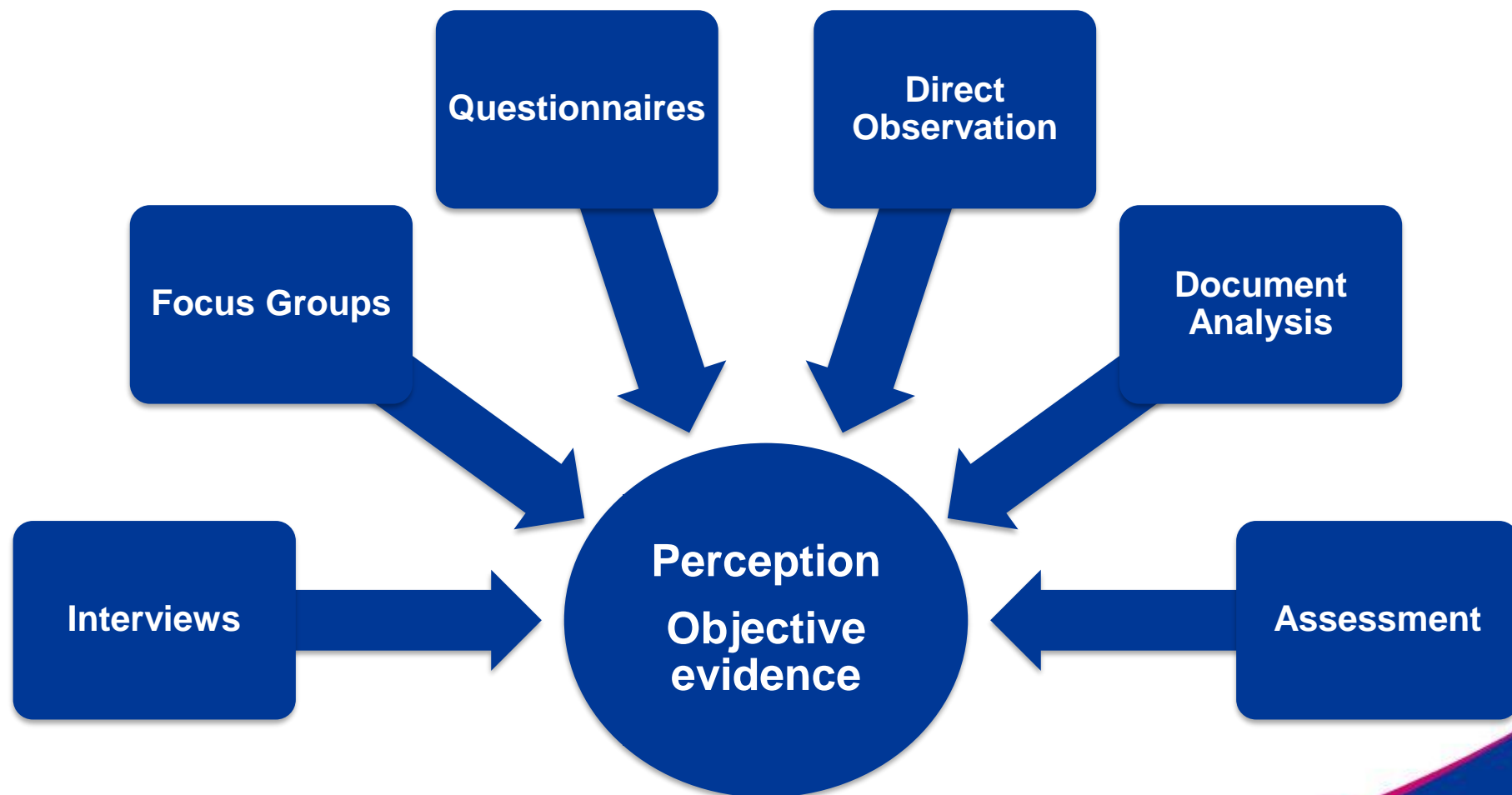
Group activity

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

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

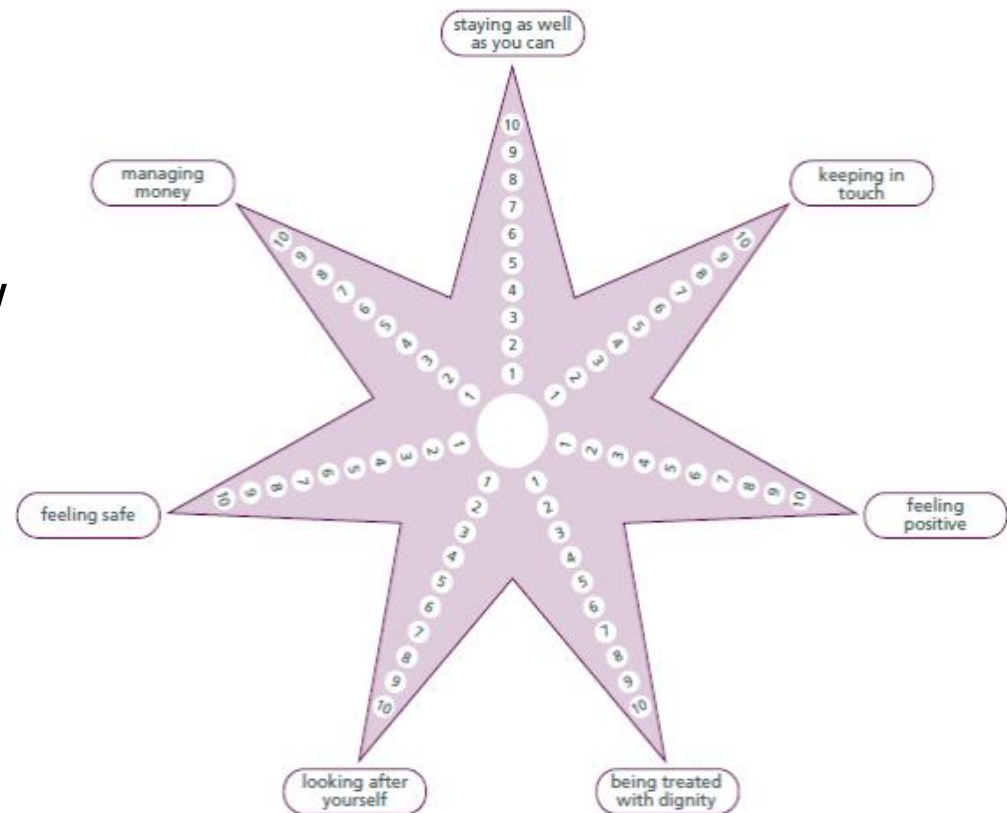
Be ready to share examples with the whole group

Measuring outcomes



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



SCIE, 2019

- 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

Performance Measures



Monitoring and Reporting



Evaluation



Take Action

Improving performance through effective contract monitoring

- 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
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.

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



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Transitions

Reflections and next steps

LAC status

- Section 20 Voluntary Care Order
- Section 31 Care Order
- Section 38 Interim Care Order
- Section 25 Secure
- Section 17 not LAC
- Police Protection and Emergency Protection Orders not LAC
- Parent and Child

Leaving Care Services

Section 24

- 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.

Transitions



Commissioning Alliance

How long has the person been in care?

Under what section did they come to be in care?

Where will they move to?

It is important that we know the above questions well before we look for a placement. There will be a multitude of factors that might affect the placement we are looking for. These could involve funding for the placement by Local Authority and the type of placement needed.

Pathway plan

- 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>

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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 1,800 – 2,200 words

Assessment support

- 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 to use and plan the assessment and the second to review and discuss your 'first draft'.
- Your work will be assessed as passed / not passed and you will receive detailed and constructive feedback based on the assessment criteria.

Timeline

- 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 today



Summary and reflections

So, what does this all mean for you individually / your team?

Thinking about each area of the commissioning cycle:

- What is your learning?
- What might you do differently?
- What would be your advice or recommendations for you and the team following the course?
- What are your next steps?



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