

Certificate of Credit in Commissioning & Purchasing for Public Care

Module 2 Session 2

Welcome back.....



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

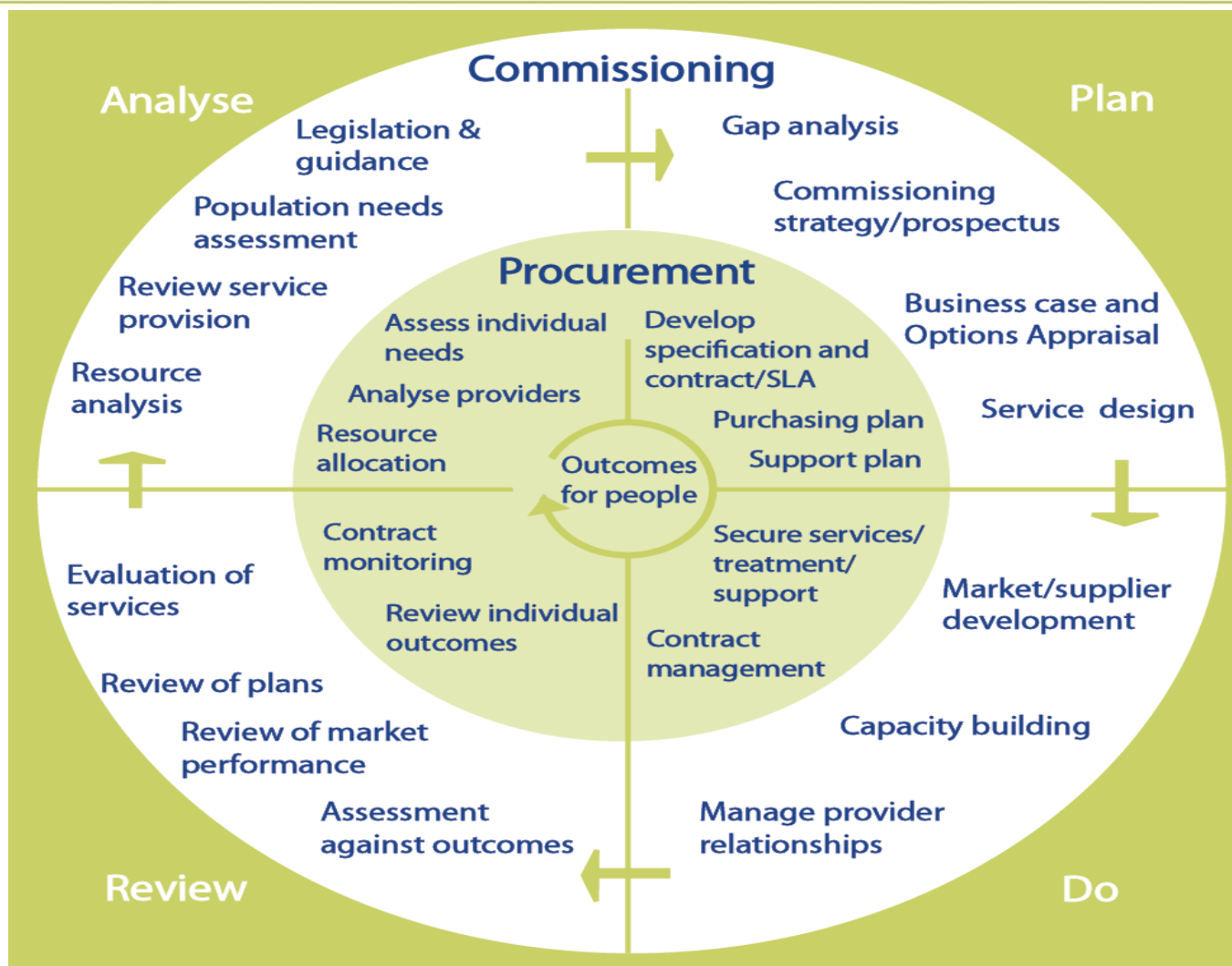


Be on time for breaks

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
- Market shaping
- *Accreditation – overview - ✓*
- *Commissioning for outcomes - ✓*
- Monitoring and review
- Contract management and procurement
- Person centred approach to commissioning
- Delivering change
- Commissioning skills

Market Shaping

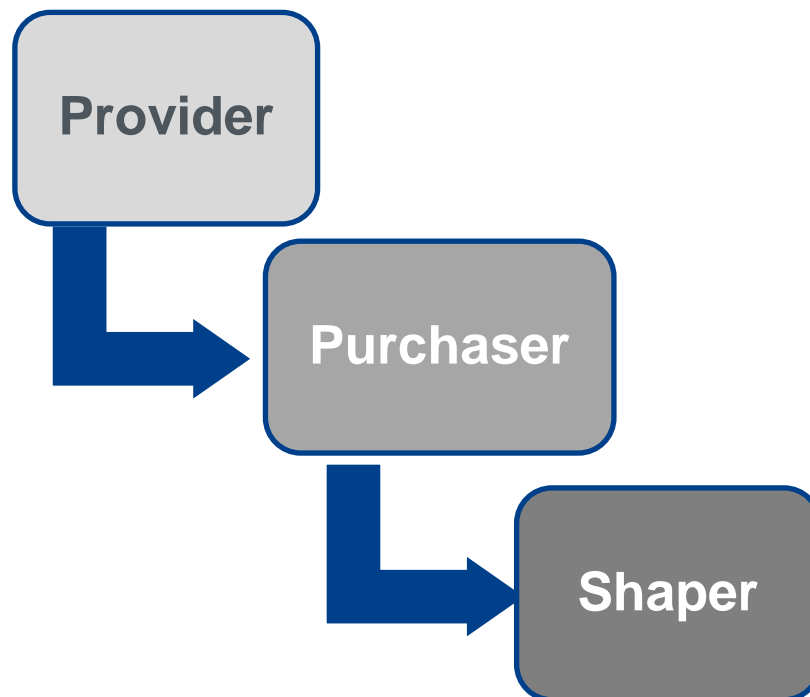


The 'sufficiency duty' in children's services

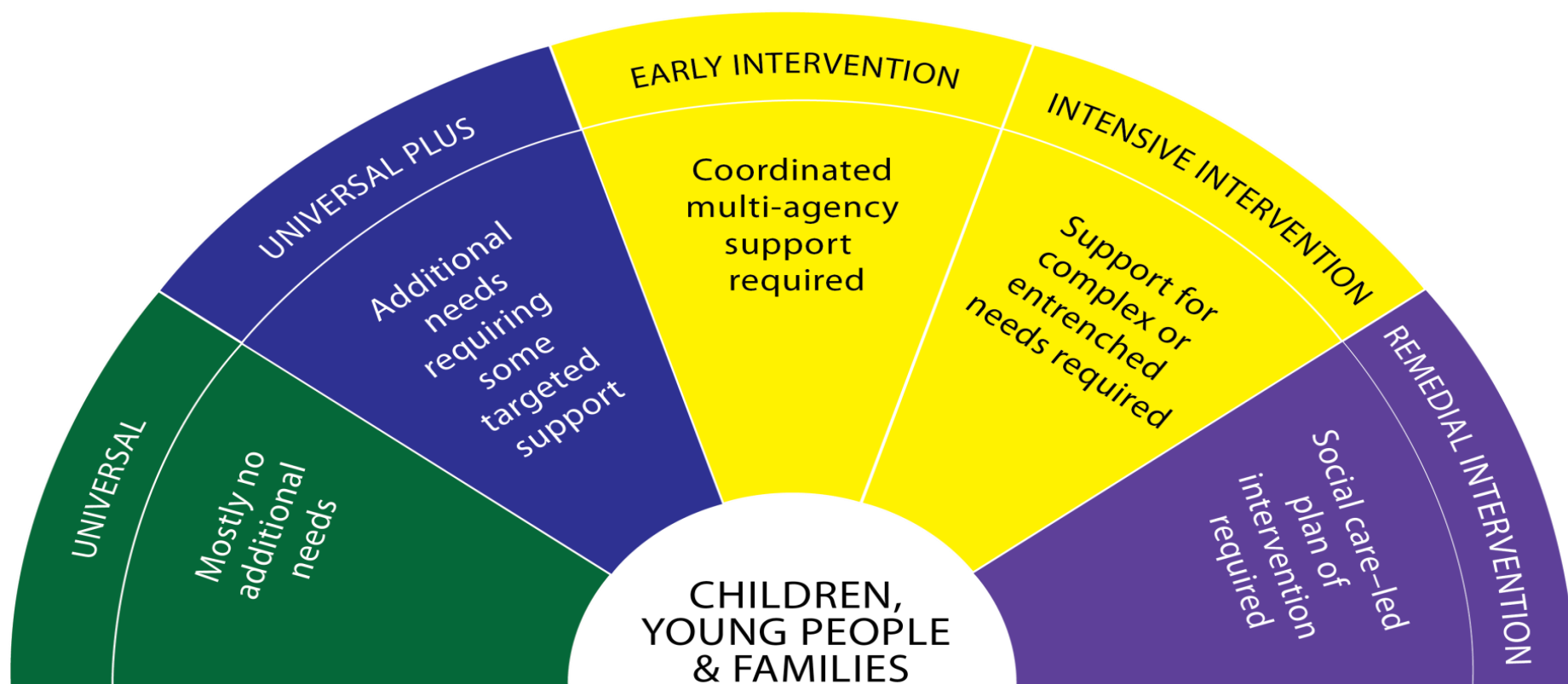
- **Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Wellbeing (2012)**
- **Statutory Guidance on Securing Sufficient Accommodation for Looked After Children (2010)**
- **Statutory Guidance for Local Authorities in carrying out their Childcare Sufficiency Duties (2010)**
- **Children and Families Act 2014 – including the local 'information and advice offer'**

A duty towards care markets

- The Care Act (2014) places new duties on local authorities to promote the efficient and effective operation of the care market as a whole.
 - Sustainable
 - diverse
 - quality



What does the market look like?



Market Influencing

Market influencing - core activities

- Signal to the market types of services needed now and in future
- Encourage creativity and innovation
- Encourage re-investment and investment
- Promote continuous service improvements

Some examples of market influencing activities



Shared market and
consumer
research

Workforce
Development e.g.
training

Seed funding /
Small Grants for
innovation

Business Support

Performance
Management /
Quality Assurance
activity

Jobs portal for
approved
providers, hosted
by the authority

Dedicated housing
for specialist
workers

Lead providers for
geographical areas

Meet the buyer
events

Provider forums

Joint
commissioning of
residential spaces

**YOUR
ACTIVITIES &
EXPERIENCES**

All these activities influence the market, yet the role of the commissioner and other stakeholders can differ

What might determine your approach?

- **Extent of knowledge about the market**
- **Aims – what are you trying to achieve and with whom?**
- **Market conditions, for example:**
 - **Stable**
 - **Underdeveloped**
 - **Sufficient / insufficient community involvement**
 - **Service quality (good or bad)**
 - **Accepting of or resistant to change**
- **Relationship with providers and between providers**
- **Costs of the market shaping activity or whether you can tailor the activity to make it cost effective?**
- **Political appetite for change**



Key Market Shaping Behaviours

Consistent

Funding may vary but the strategic direction pursued by commissioners needs to be consistent over time.

Coordinated

Work with other commissioners and partners where it makes sense to do so.

Coproduced

Build a shared understanding about the solutions needed to tackle demand, shared market issues and factors that make up cost and price

Considered

Promotion and development of evidence based solutions. Recognise and share 'what works'.

Costed

Take account of providers' business and operation models, and understand the actual cost involved in delivering sustainable, quality services

So what's your relationship like with your providers?



Tug of war?



Mature conversation?



What promotes effective relationships?

- Early engagement with suppliers/providers – in developing MPS and market testing any new procurements.
- Flexibility about appropriate means of meeting agreed outcomes.
- Open channels of communication.
- Clarity about expectations.
- Commercial awareness.
- Transparency of decision making.
- Fair and proportionate specifications and contracts.

Action planning

- Revisit the providers of services for care leavers, children in need and children in care you identified in the previous exercise. list of providers from the earlier exercise. Think about those providers in your area:
 - What are you currently doing to influence the market and what are the gaps you are concerned about?
 - What do you need to prioritise?

Further information

- Children's Improvement Board [Market Facilitation: Guidelines for children and young people's services](#)
- IPC (2016) [What is Market Shaping?](#)
- IPC (2016) [Market shaping to support individual purchasing of care](#)
- IPC (2015) [Financial stability, cost charge and value for money in the children's residential care market](#)
- IPC (2105) [Market Shaping Toolkit for SME providers](#)
- IPC: [MPS database](#)



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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.**

Assessment criteria

a) Provide a rationale for the development of the project, drawing on a critical understanding of commissioning and purchasing good practice and national guidance	20%
b) Demonstrate appropriate commissioning or purchasing practice	20%
c) Critically evaluate the effectiveness of the activities undertaken and their impact on commissioning or purchasing practice within your service and/or organisation	20%
d) Provide a reflective commentary that demonstrates personal development and learning	20%
e) Demonstrate good academic practice applicable to the work-based project	15%
f) Correctly and appropriately cite references and include them on a reference list	5%

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...



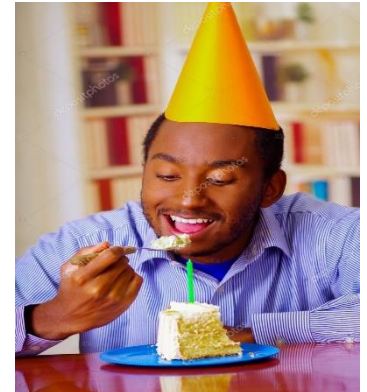
Inputs



Processes



Outputs



Outcomes

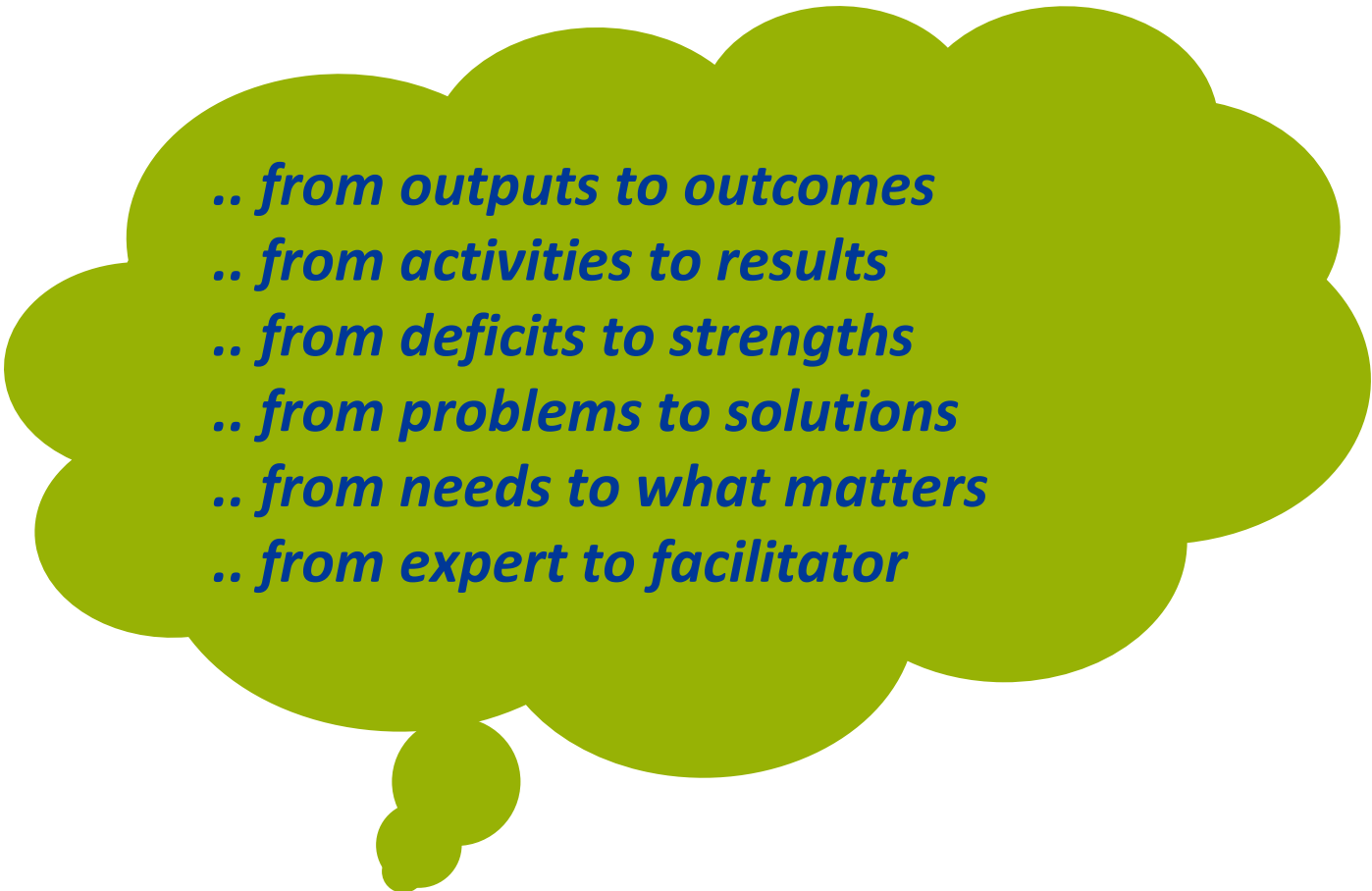
Outcome, output, or process/input?

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

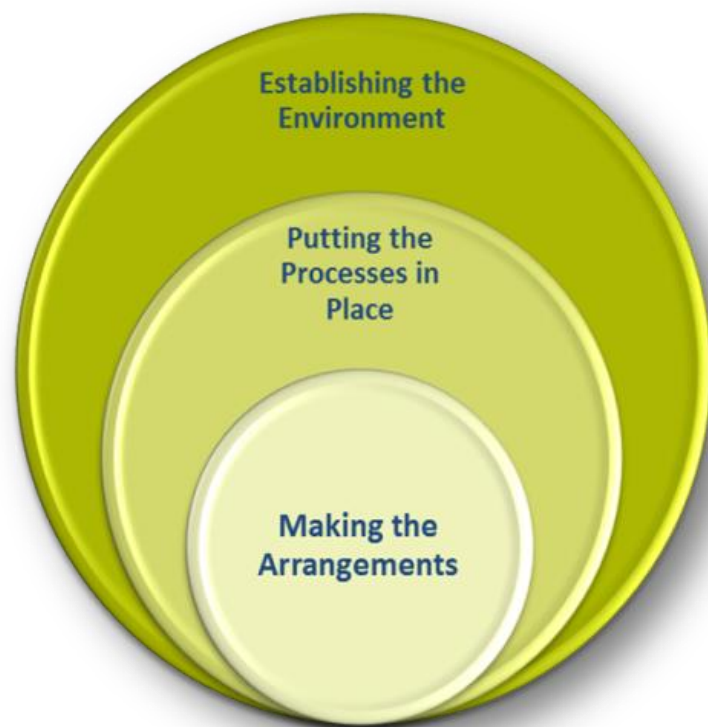
A large, green, cloud-like thought bubble is centered on the slide. It contains a list of six shifts in thinking, each preceded by two dots. The text is in a bold, blue, sans-serif font.

.. 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 children and families who use the services, 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

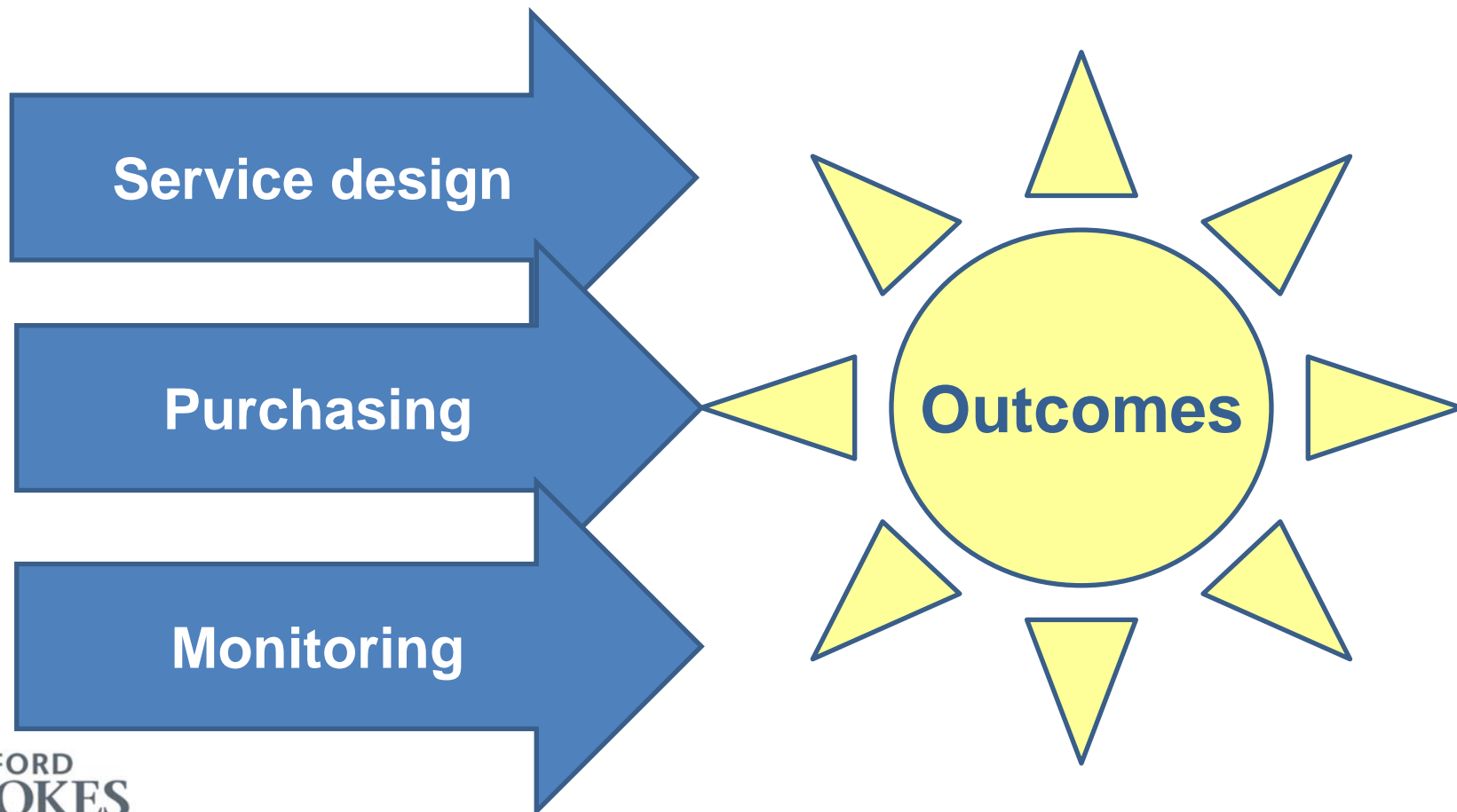


“Establishing the environment”; creating the right *culture, vision, attitudes, behaviours and relationships* to enable outcomes to become integrated into every aspect of the social care system.

“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*.

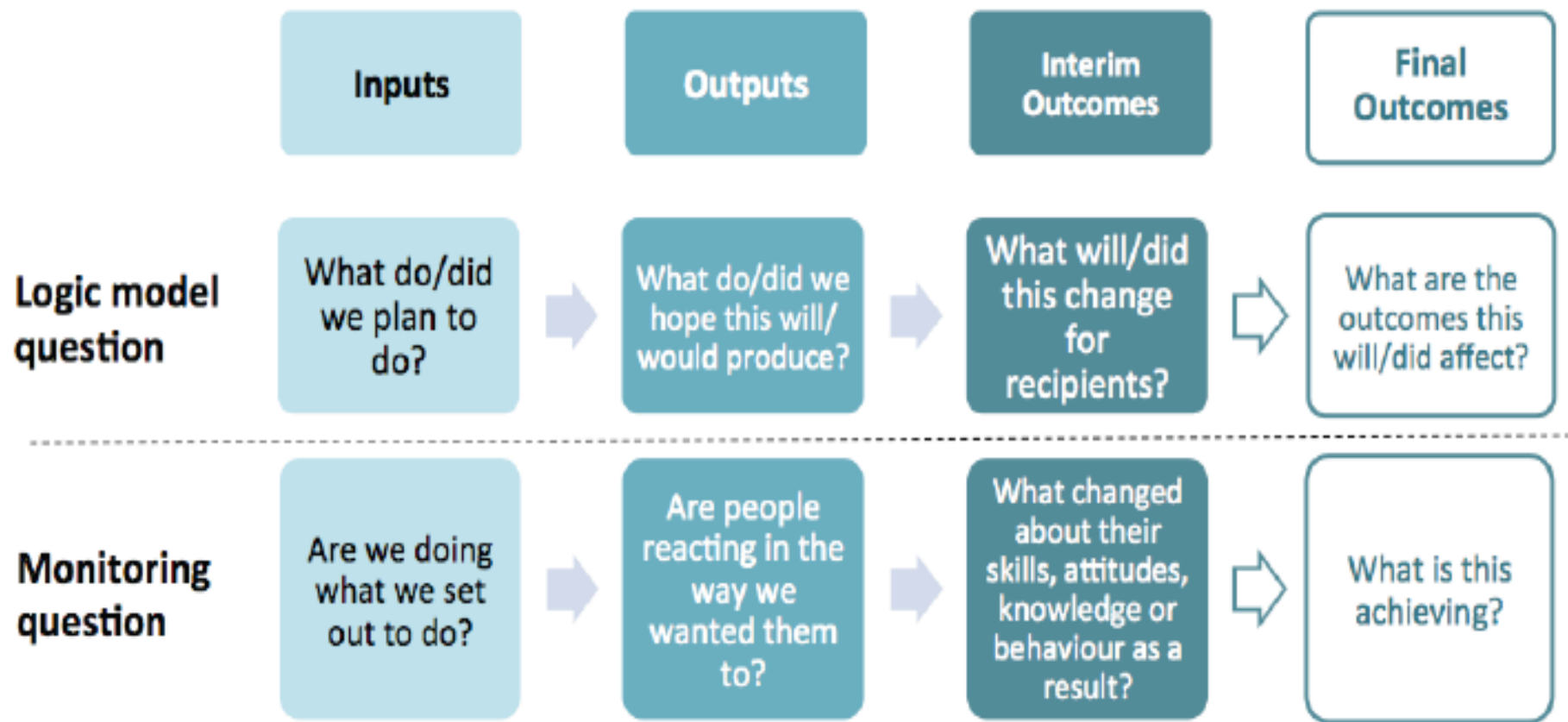
3 elements of an outcomes based approach



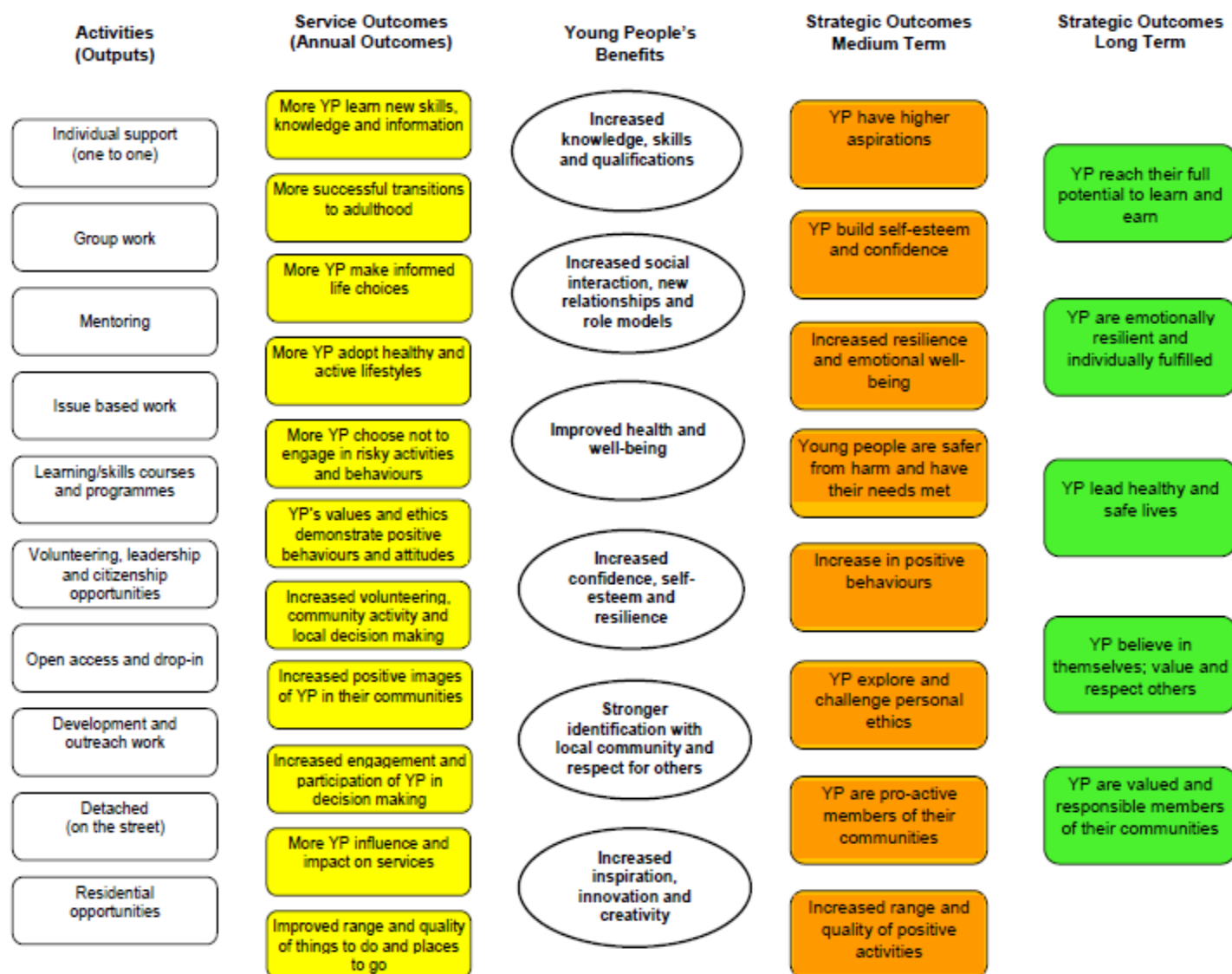
Service design

- 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



Young People's Services - Outcomes Logic Model



Purchasing

- 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**

IPC (2015) Emerging practice in outcome-based commissioning for social care

Scenario-based exercise

Outcome-based commissioning

- As commissioners, identify a set of outcomes to be achieved in relation to your target population group in preparation for commissioning a service:

Stage 1

- **Consider your target population group**
- **Write your desired outcomes down – no more than 2/3**

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 outcomes and how you got there, and your measures/indicators and how you might monitor these.**

Whole group discussion

Feedback on your target group:

- Describe your outcomes – in what ways are they outcomes?
- What thoughts did you have about the measures to be used to monitor/review the outcomes?

Thinking about monitoring

STAR



Star Chart

Teen Star™

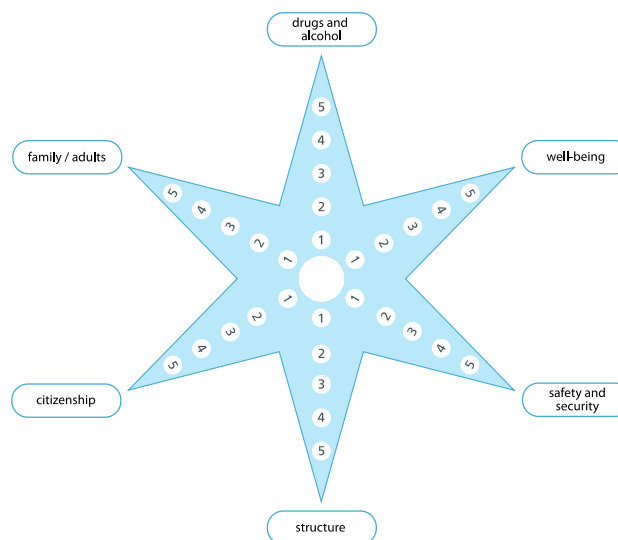
The Outcomes Star for teenagers

Client

Assessment ☐ Review ☐ Retrospective ☐

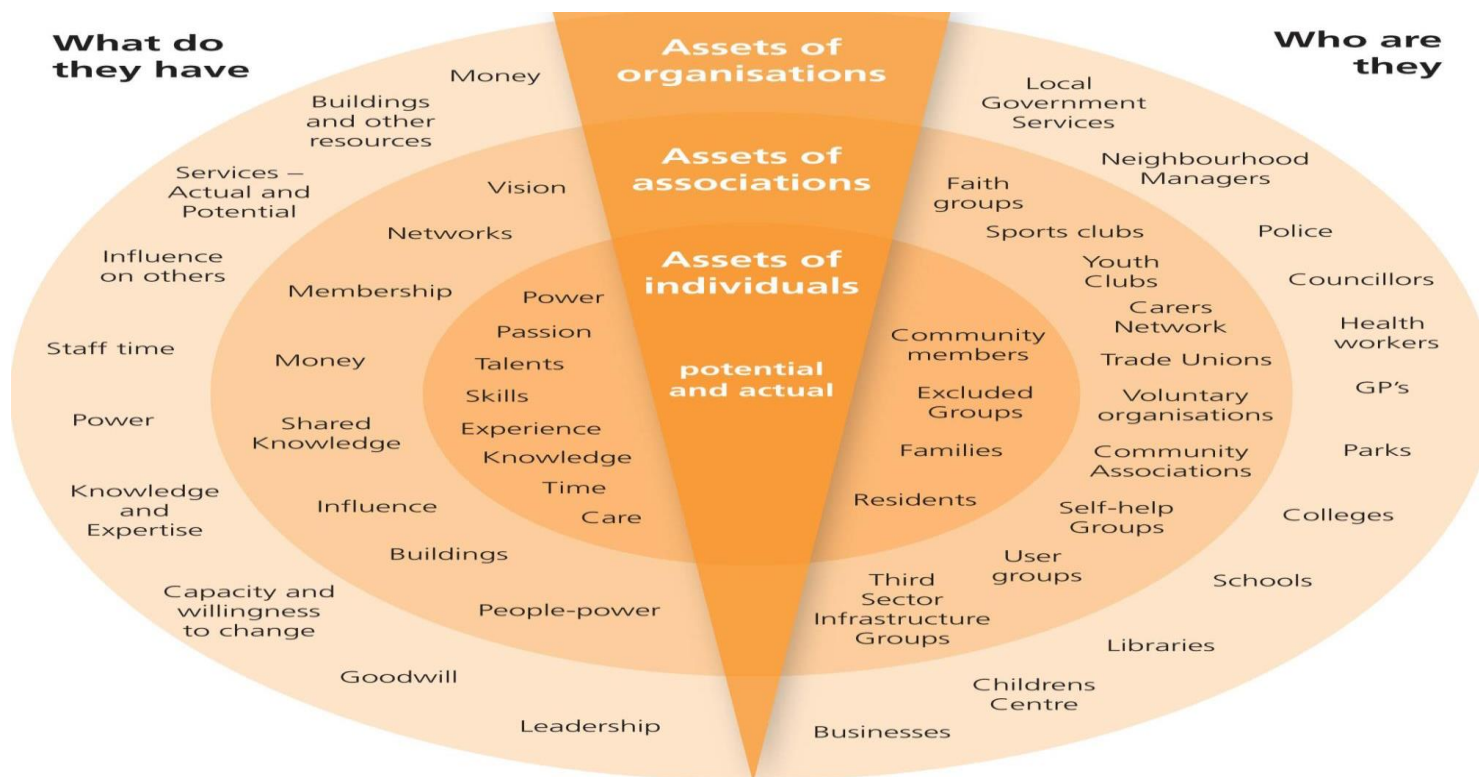
Date of completion

Completed by
☐ Worker and client
☐ Worker alone
☐ Client



Client: I was involved in completing this Star Chart

Thinking about monitoring



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 Outcomes](#)





Dates in your diaries/calendars

- **Module 4: Sessions 6 & 7th July 4**

‘Homework’ – for next time



Your reflections on today





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