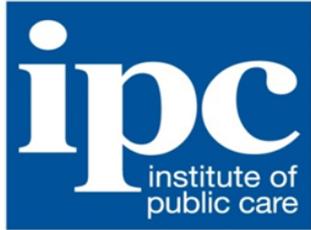




# Certificate of Credit in Commissioning and Purchasing for Public Care

## Session 1:



## About the course

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- **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

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- The aim of this programme is to understand the essential elements of commissioning and purchasing/procurement, and to share knowledge and compare practice.
- By the end of the programme 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

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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 environment

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



# Managing course expectations

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- **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 experience/s into the room**
- **What can we deal with?**
- **What can't we deal with?**
- **Parking Zone**

# Different learning styles

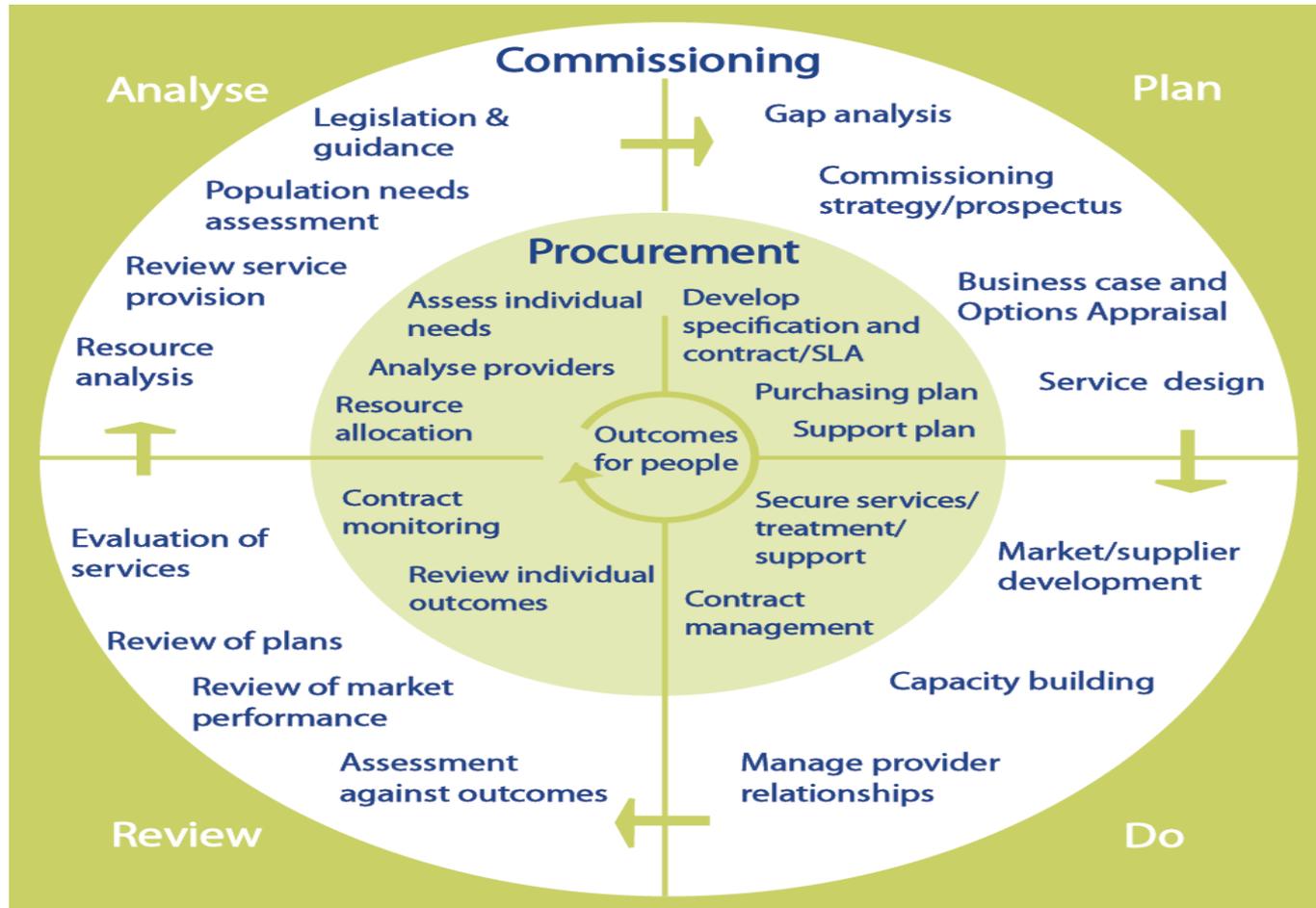
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## How we learn best

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- **Auditory (hearing) – x3**
- **Visual (seeing) – x14**
- **Kinaesthetic (doing) – x6**
- **Multimodal (all 3) – x1**



## 8 sessions which will cover.....

---

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

## Programme Context

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- **Take forward a shared approach to strategic commissioning across the teams**
- **Help build skills and knowledge in all areas of the commissioning cycle**
- **Support the development and delivery of more effective commissioned arrangements**

## **BCT – your aspirations/ambitions....**

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**That the directorate of commissioning and corporate parenting becomes:**

- ❑ The ‘engine room’ of the Trust**
- ❑ Better integrated across the whole system of commissioning/placements/practitioners**
- ❑ A centre of intelligence for ‘problem definition’ as well as ‘problem solution’**
- ❑ A ‘go to’ place which is able to influence strategic and operational changes needed to deliver improved outcomes**

## All set within your outcomes.....

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- Healthy, happy, resilient children living in families**
- Families able to make positive changes**
- Children able to attend, learn and achieve at school**
- Young people ready for and contributing to adult life**
- Children and young people safe from harm**

**(BCT -Strategic Business Plan 2019 – 2023)**

## Dates in your diaries/calendars

---

- Session 1: Wednesday 5th May, 9.30 – 1.00 (today!)**
- Session 2: Monday 10th May, 2.00 – 5.00**
- Session 3: Friday 21st May, 9.30 – 1.00**
- Session 4: Wednesday 26th May, 9.30 – 1.00**
- Session 5: Thursday 10th June, 9.30 – 1.00**
- Session 6: Wednesday 16th June, 9.30 – 1.00**
- Session 7: Thursday 24th June, 9.30 – 1.00**
- Session 8: Wednesday 30th June, 1.30 – 5.00**

## Hello's...

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- **In your breakout groups take 10 minutes to say hello to each other and share 1 thing others don't know about you e.g. hobby/food you love/places you've lived/visited etc.**





## Saying hello.....

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- **Breakout Room 1:**  
**Michelle/Leon/Neil/Jennifer/Annette**
- **Breakout Room 2:**  
**Adam/Cheryl/Richard/Jagjit/Laura**
- **Breakout Room 3:**  
**Cordella/Sunita/Jason/Jacqueline**
- **Breakout Room 4:**  
**Louise/Kully/George/Nirmla**

# 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 MO

News

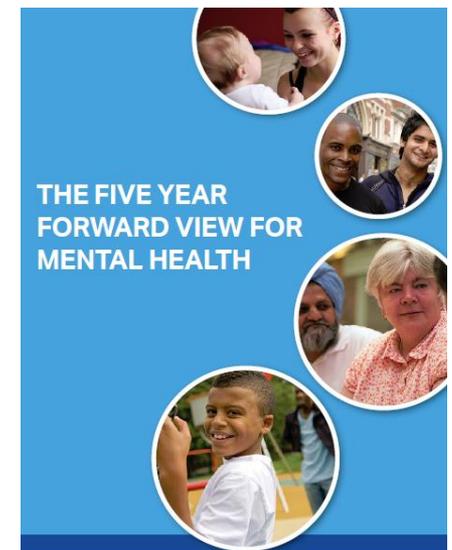
### CHILD ABUSE SCANDAL : The Bryn Estyn home wasn't fit for children. It has made my life since leaving a complete misery

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



A report from the independent Mental Health Taskforce to the NHS in England  
February 2016

# 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

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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)

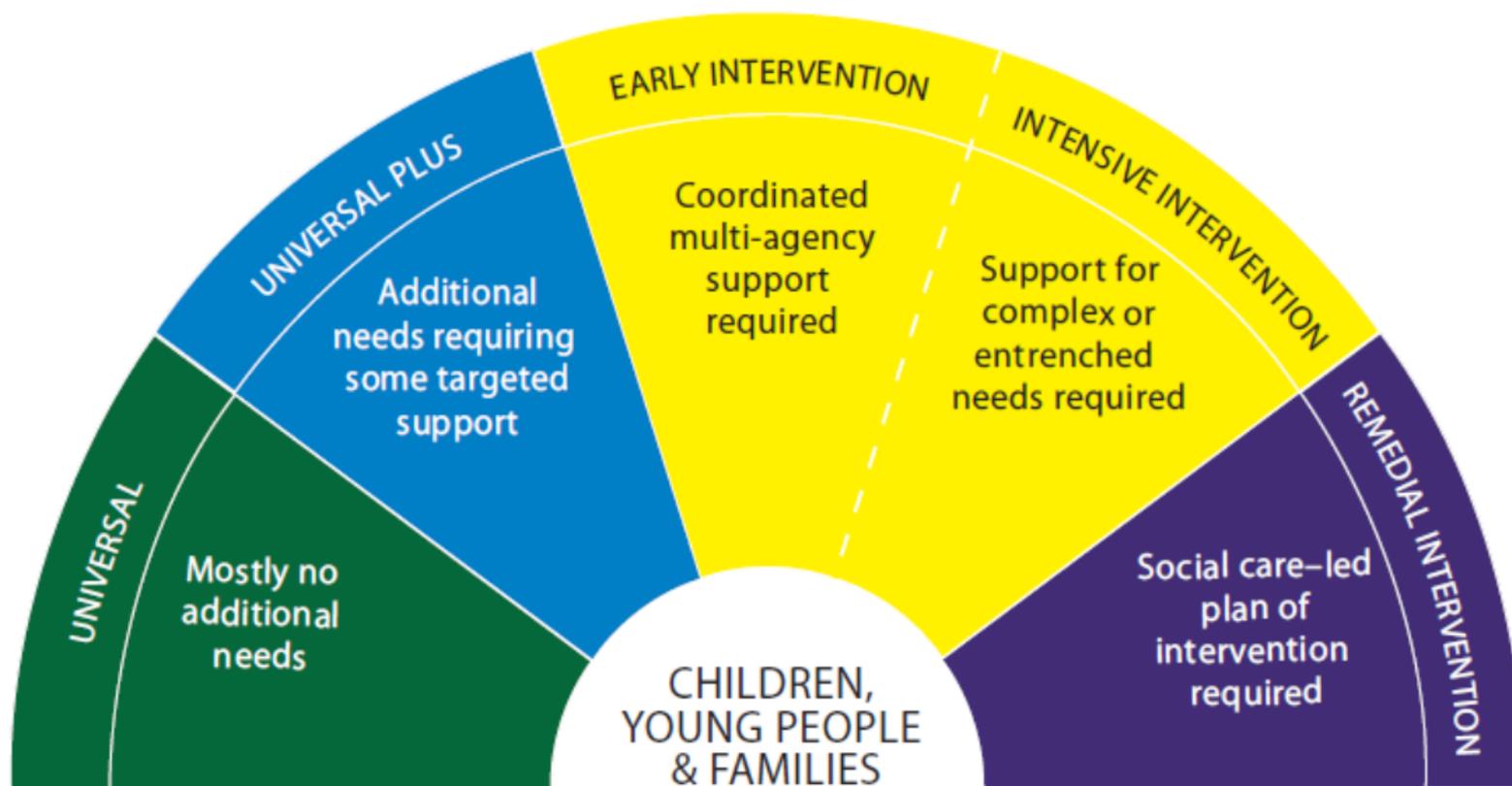
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*“We are asking every health and care system to come together, to create its own ambitious local blueprint for accelerating its implementation of the Forward View.”*

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**

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**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

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- **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

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- **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

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- 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.





# Childhood Obesity Plan

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- **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



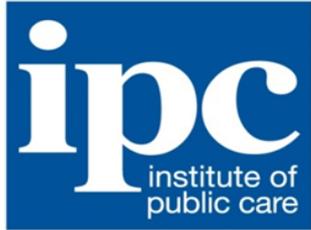
- Launched by DfE in 2013 – catalyst for improving support to vulnerable children through funding grants.
- The programme is seeking to inspire whole system change to achieve:
  - Better life chances
  - Stronger incentives and mechanisms for innovation, experimentation and replication of successful 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

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- 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

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**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

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- **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**

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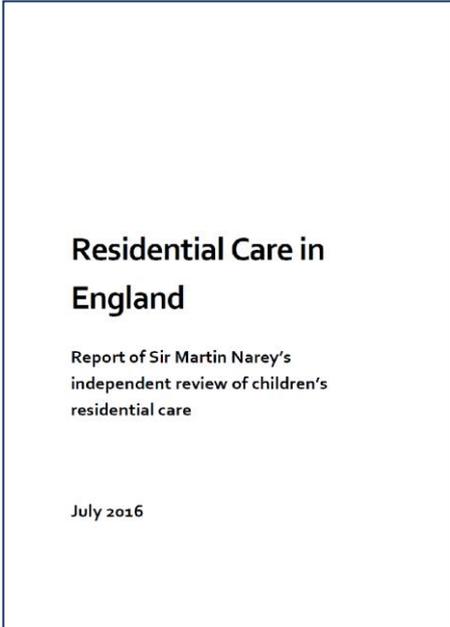
- **Published July 2016 and includes (just a flavour):**
  - **A commitment to implementing the ‘staying close’ promise**
  - **Providing support to implement the ‘Supported Accommodation Framework’**
  - **Increased funding to support asylum seeker care leavers**
  - **Extending care leaver entitlements 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

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- **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**

The image shows the front cover of a report. The title 'Residential Care in England' is centered at the top in a bold, black, sans-serif font. Below the title, the subtitle 'Report of Sir Martin Narey's independent review of children's residential care' is centered in a smaller, black, sans-serif font. At the bottom of the cover, the date 'July 2016' is centered in a small, black, sans-serif font.

**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

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

it's  
  
o'clock

## On your local BCT landscape...



## On the BCT landscape.....

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In 4 breakout groups:

1. Identify up to three 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 in your current role? What are the key challenges/opportunities?  
■ Accreditation – overview
3. Be ready to feedback to the wider group your 3 ‘themes’ and 1 challenge and 1 opportunity



## On your local BCT landscape.....

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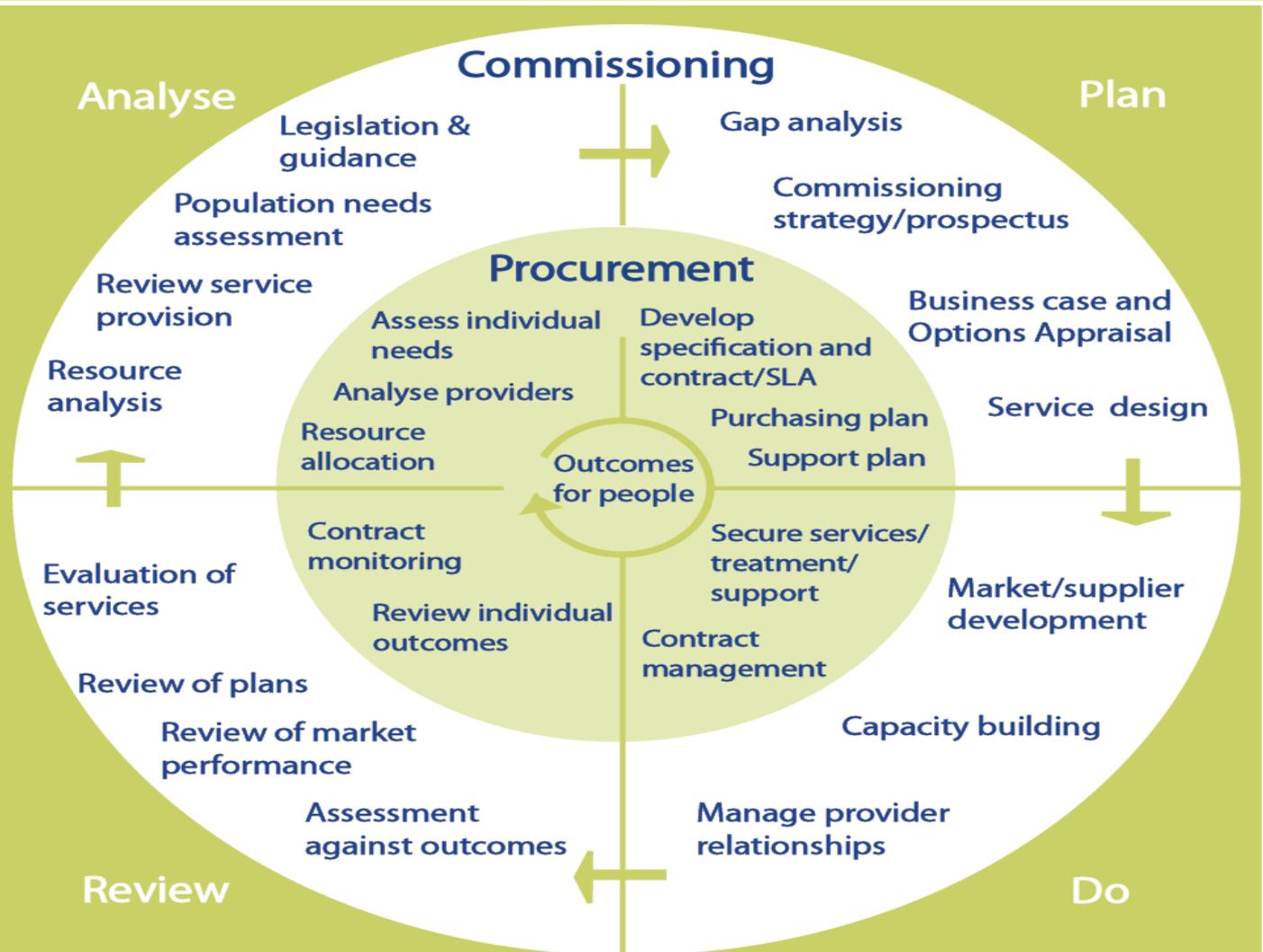
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- **Breakout Room 4:**  
**Louise/Kully/George/Nirmla**

## More Information

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- **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>

# What is Strategic Commissioning - and how well are you doing it in BCT?



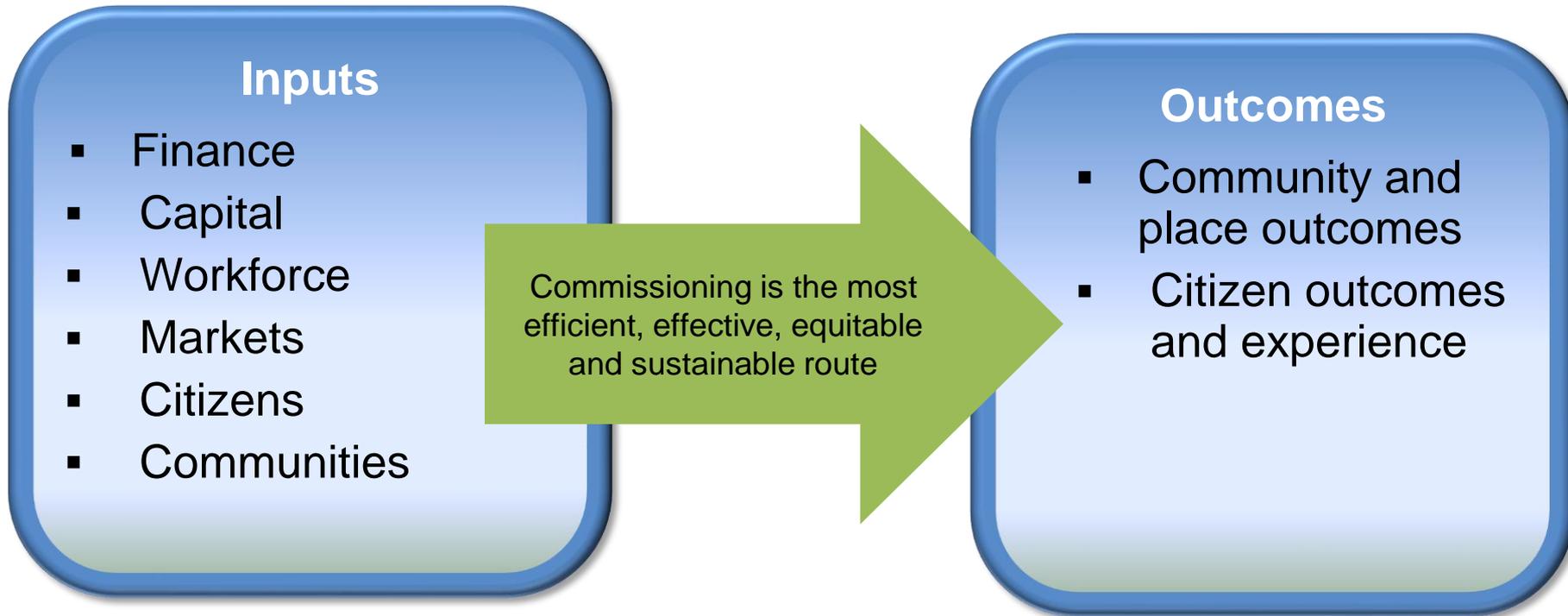
## Procurement and contracting are...

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**Procurement** is the process of acquiring goods, works or services from (usually) external providers/suppliers and managing these through to the end of contract.

**Contracting** is the process of negotiating and agreeing the terms of a contract for services, and on-going management of the contract including payment and monitoring.

# The commissioning system



# The commissioning system



## Multi-level commissioning

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- **Commissioning is practised on different levels across all local partners.**
- **Different services require commissioning at different levels, depending on factors such as population, needs, service volume and price.**
- **Commissioners are therefore likely to undertake multi-level commissioning i.e. at a mixture of levels to suit the needs of different services and populations.**

# Possible levels of commissioning

National



Regional



Sub-regional



Area or strategic



Locality or practice



Individual



## Commissioning models

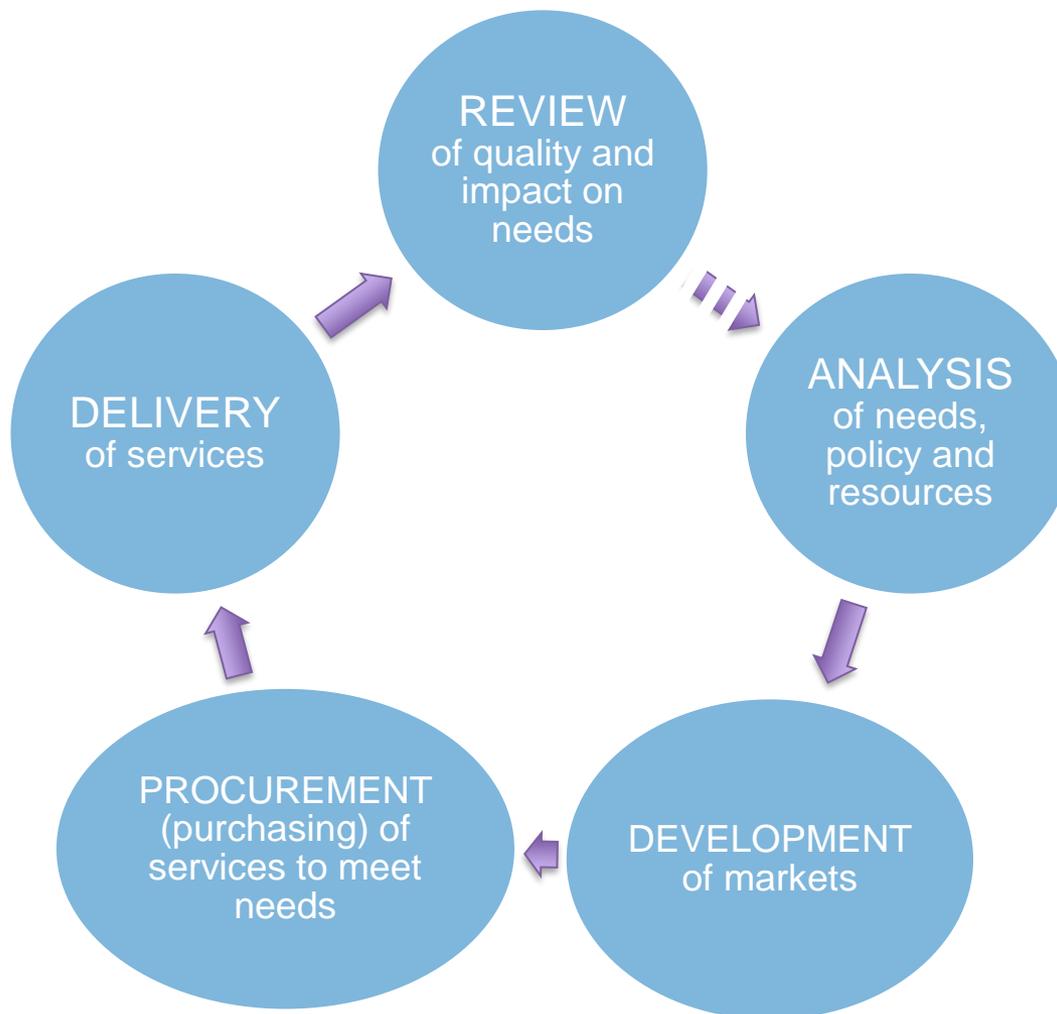
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- There are a range of commissioning models.
- Ensure all local partners and key stakeholders have a shared vision for commissioning:
  - to promote agreement to and understanding of the commissioning process
  - that the process covers some form of needs analysis and planning, investment against this plan and review of the efficacy of the investment

# NHS Information Centre commissioning cycle



# NCVO Commissioning Cycle





# IPC: strategic commissioning activities

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- **Analysis (Understand) - of guidance/best practice, population needs, market, risks and resources, and establishing common priorities and outcomes between agencies**
- **Planning – undertaking gap analysis, designing/ specifying services, and writing joined up commissioning strategies**
- **Doing (Deliver) – capacity building, developing good relationships with providers, ensuring service quality, and purchasing services**
- **Reviewing - the success of contracts in meeting needs and commissioning priorities, and reviewing market performance**

## IPC: procurement activities

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- **Analysis - of the plan/strategy, assessment of patients/service user needs, allocation of resources, and analysis of provider strengths and weaknesses.**
- **Planning - by designing specifications and deciding contract type and terms, and developing purchasing and support plans**
- **Doing - through day-to-day care and contract management, tendering, and securing support.**
- **Reviewing – whether individuals’ outcomes in support plans have been met, and the success of the contract in meeting needs and commissioning priorities**

# What is joined-up commissioning?

Separate	Parallel	Joint	Integrated
Objectives, plans, decisions and actions are arrived at independently and without co-ordination	Objectives, plans, decisions and actions are arrived at with reference to other agencies	Objectives, plans, decisions and actions are arrived at in partnership by separate agencies	Objectives, plans, decisions and actions are arrived at through a single organisation or network

*Institute of Public Care (2014) A Matrix for Analysing Approaches to Commissioning Across Agencies*

# Commissioning framework/toolkits

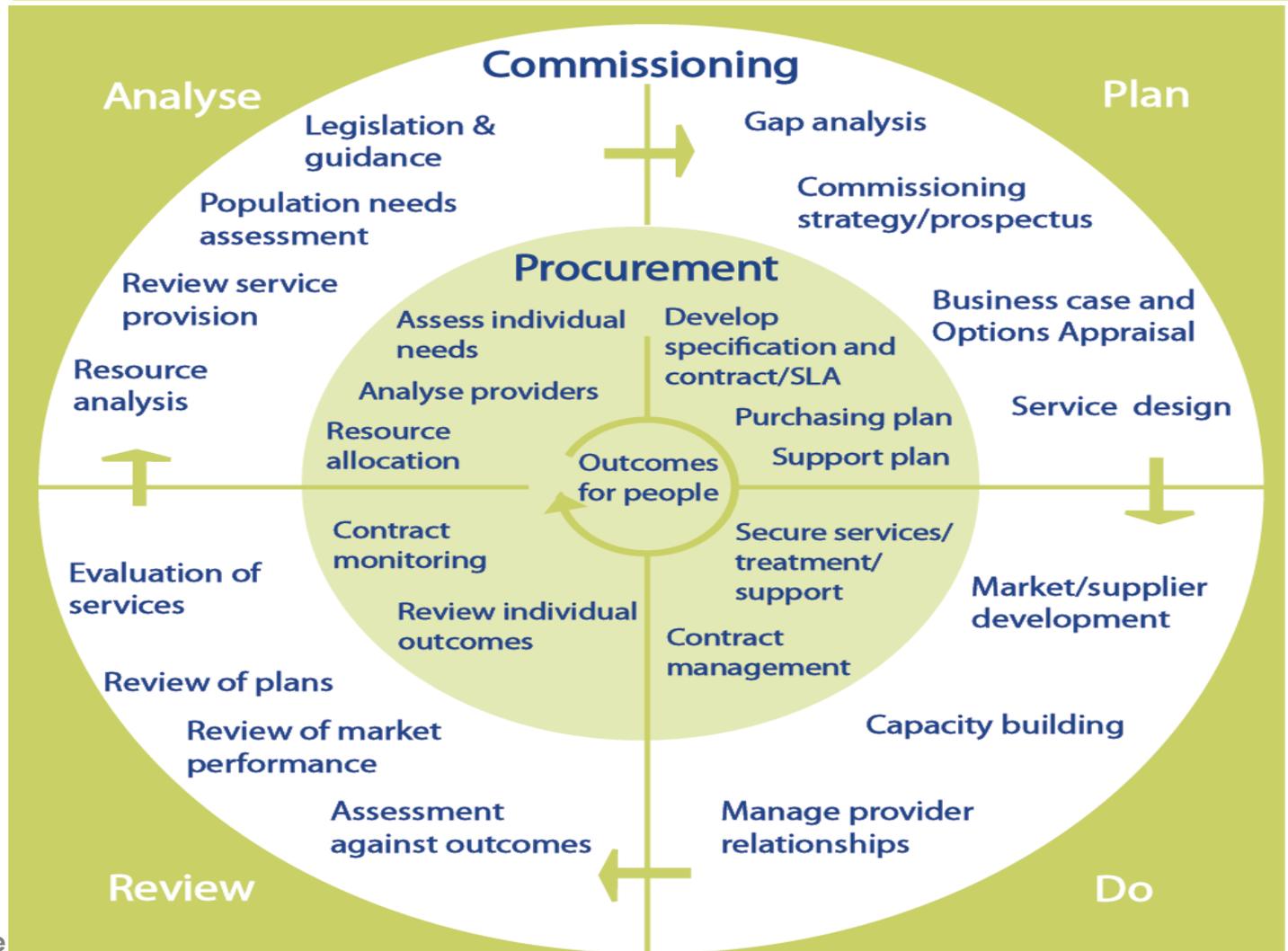
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- **Definition and scope of commissioning, including locality arrangements**
- **Commissioning process**
- **Commissioning principles or standards**
- **Toolkits for commissioning activities**

# Commissioning/Procurement – what tools have you got in BCT?

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- **BCT - sharing examples of commissioning and procurement tools from your own you've got e.g:**
  - ✓ **Frameworks for how business gets done**
  - ✓ **Templates/pro forma's**
  - ✓ **Guidance documents**
  - ✓ **Good practice examples**



# Commissioning/procurement – how well are you doing it in BCT?

---



- Using the self-assessment template, evaluate the strengths and weaknesses of the commissioning and purchasing arrangements for your service or agency.
- Score each statement out of 5, where:
  - 5 = strongly agree with the statement
  - 0 = strongly disagree
- Explain / justify your score giving illustrative examples where possible.

## Analyse

---

x

No formal statement of future population trends and implications for future service provision has been published

No analysis of research or good practice has been completed

Consultation has no real impact on commissioning activities

Equality impact assessments are not routinely done

✓

Clear evidence base upon which services can be evaluated and designed for the future

Agreed budget purpose and priorities linked to JSNA

Future plans for service provision are aligned to the JSNA

We can benchmark our costs and performance of services to understand how they compare to other local areas

## Plan

---



No (joint) strategic direction for the client group

No published (joint) outcomes and priorities

No business case or options appraisal used when designing or reconfiguring services

We don't communicate well with our stakeholders



Recent clear commissioning strategy and priorities

Recent and on-going dialogue with partners and providers to build consensus on the implications of the strategy

We have a person-centred approach to commissioning that enables local communities to influence commissioning decisions

## Do

---



The development of the market has been based on the historical awarding of contracts

Relationships with providers are 'adversarial' focusing mainly on contract compliance and cost

Do not have an understanding of the range of providers in our area



Information about needs and service trends shared openly between commissioners and suppliers/providers

All of our providers are treated equally in respect of contract compliance

Regular and productive dialogue with providers encourages a "consensus" and partnership orientated relationship

Service specifications are evidenced-

## Review

---



Contracts are not influenced by commissioning priorities

‘One size fits all’ procurement activities regardless of risk

Poor compliance with procurement regulations

We don’t decommission or remodel services when they fail to meet outcomes or provide

VFM



We review the learning from our commissioning activities

Good service provider monitoring allows us to negotiate improvements to services

Arrangements are in place to bring together relevant data on activity, finance and outcomes across agencies to benchmark services

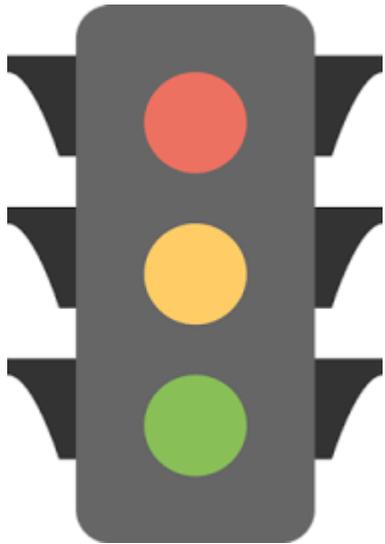
# Self-Assessment

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**In 4 breakout groups:**

**Consider key issues that emerge from your self-assessment.**

- **What do you do well and should continue?**
- **What should you stop doing?**
- **What should you start doing?**



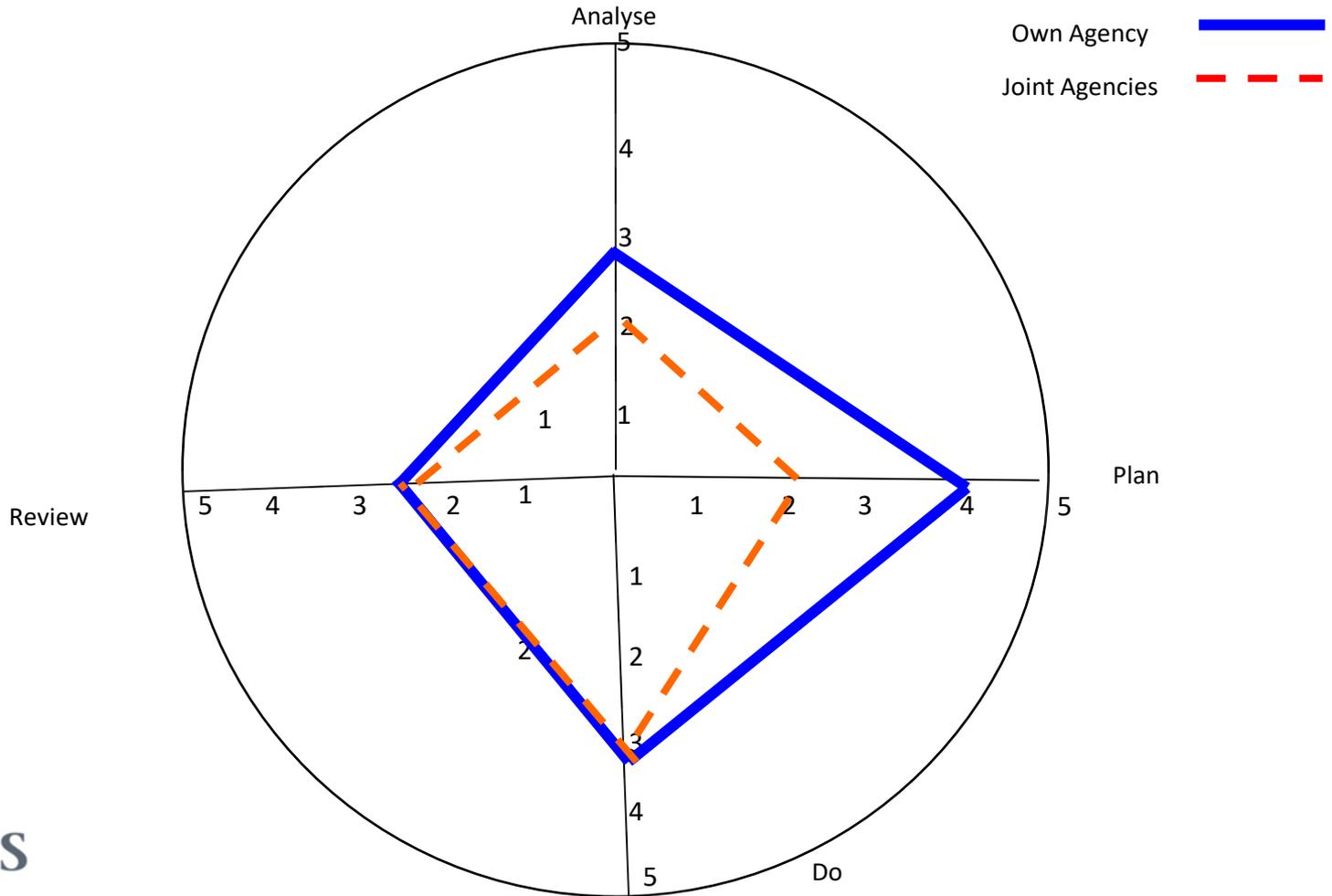


# Commissioning – how well are you doing?

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- **Breakout Room 1:**  
**Michelle/Leon/Neil/Jennifer/Annette**
- **Breakout Room 2:**  
**Adam/Cheryl/Richard/Jagjit/Laura**
- **Breakout Room 3:**  
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- **Breakout Room 4:**  
**Louise/Kully/George/Nirmla**

# Scoring matrix

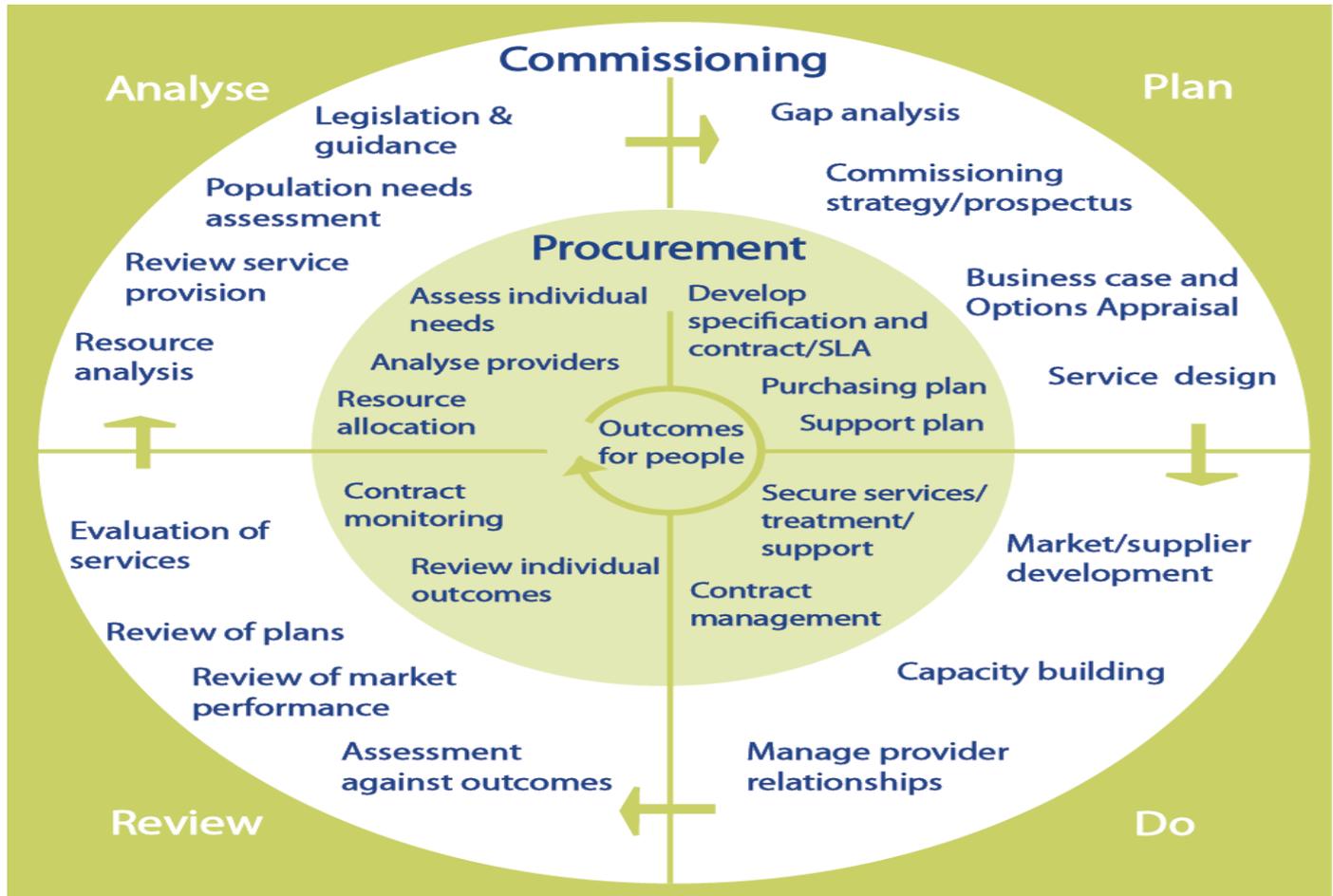


## More Information

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- **Academy for Justice Commissioning**  
<https://www.gov.uk/government/organisations/academy-for-justice-commissioning>
- **National Audit Office**  
<http://www.nao.org.uk/successful-commissioning/>
- **Compact Voice: understanding commissioning and procurement**  
[http://www.compactvoice.org.uk/sites/default/files/understanding\\_commissioning\\_and\\_procurement\\_guide.pdf](http://www.compactvoice.org.uk/sites/default/files/understanding_commissioning_and_procurement_guide.pdf)
- **National Council for Voluntary Organisations: What is commissioning?**
- <https://knowhow.ncvo.org.uk/funding/commissioning/commissioning-1/what-is-commissioning>





## Next steps – dates in diaries

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- **Session 2: Monday 10<sup>th</sup> May, 2.00 – 5.00**
- **Session 3: Friday 21<sup>st</sup> May, 9.30 – 1.00**
- **Session 4: Wednesday 26<sup>th</sup> May, 9.30 – 1.00**
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- **Session 7: Thursday 24<sup>th</sup> June, 9.30 – 1.00**
- **Session 8: Wednesday 30<sup>th</sup> June, 1.30 – 5.00**

### Action Learning Set Dates:

- **ALS 1:**
- **ALS 2:**

## 'Homework' – for next time

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## **‘Homework’**

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**If you can.....find a few minutes to think about:**

- Who are your population of need groups**
  
- ❖ Current**
- ❖ Targeted**
- ❖ Future**



## Contact us

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### Mark

- [mmolloy@brookes.ac.uk](mailto:mmolloy@brookes.ac.uk)

### Adjoa:

- [aosei-asibey@brookes.ac.uk](mailto:aosei-asibey@brookes.ac.uk)

### Judith Ramsden

- [jramsden@brookes.ac.uk](mailto:jramsden@brookes.ac.uk)

### General:

- <https://ipc.brookes.ac.uk>
- [ipc@brookes.ac.uk](mailto:ipc@brookes.ac.uk)
- @IPC\_Brookes
- 01865 790312

# Your reflections on today

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