OXFORD BROOKES UNIVERSITY

ipc institute of public care

Certificate of Credit in Commissioning & Purchasing for Public Care

Module 4: Session 1

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!

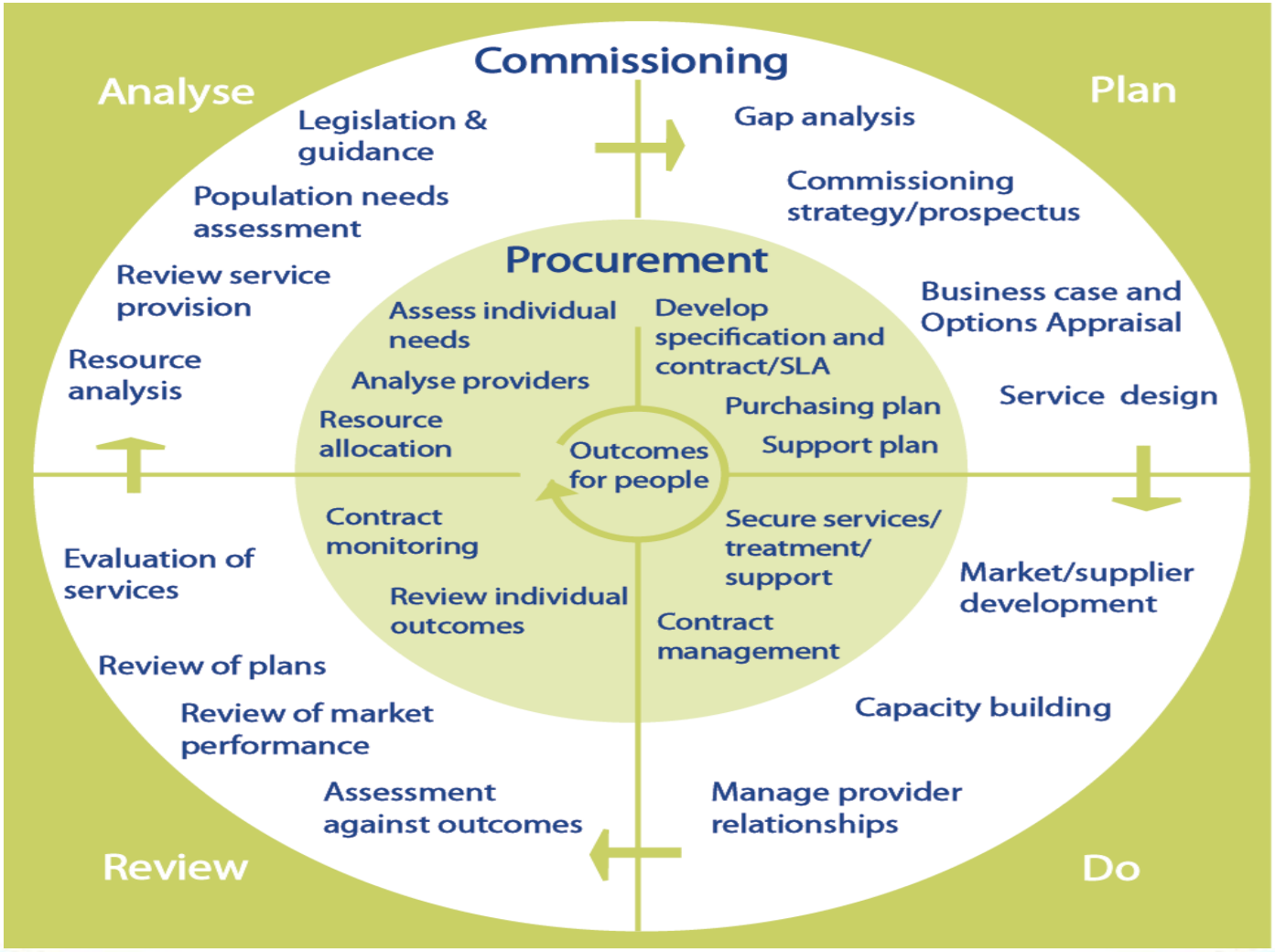
Unless you have a shaky connection! In that case, switch off your video

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

Institute of Public Care



Session 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
- Procurement
- ***Monitoring and review: part 2 -*** √
- ***Person centred approach to commissioning -*** √
- ***Commissioning: a change activity -*** √
- Managing change
- Commissioning skills

All set within NCT's Strategic Framework…….

and underpinned by your values…

- Be child focused and work with the whole family
- Make a difference with trust and integrity
- Concentrate on the best solution
- Act with respect, kindness and compassion
- Communicate well

focused on the following strategic priorities…

Monitoring and Review

Why is monitoring and review important?

Why is monitoring important?

How can monitoring not be beneficial?

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

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Monitoring and Reporting

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Evaluation

↓

Take Action

How to chose performance measures

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

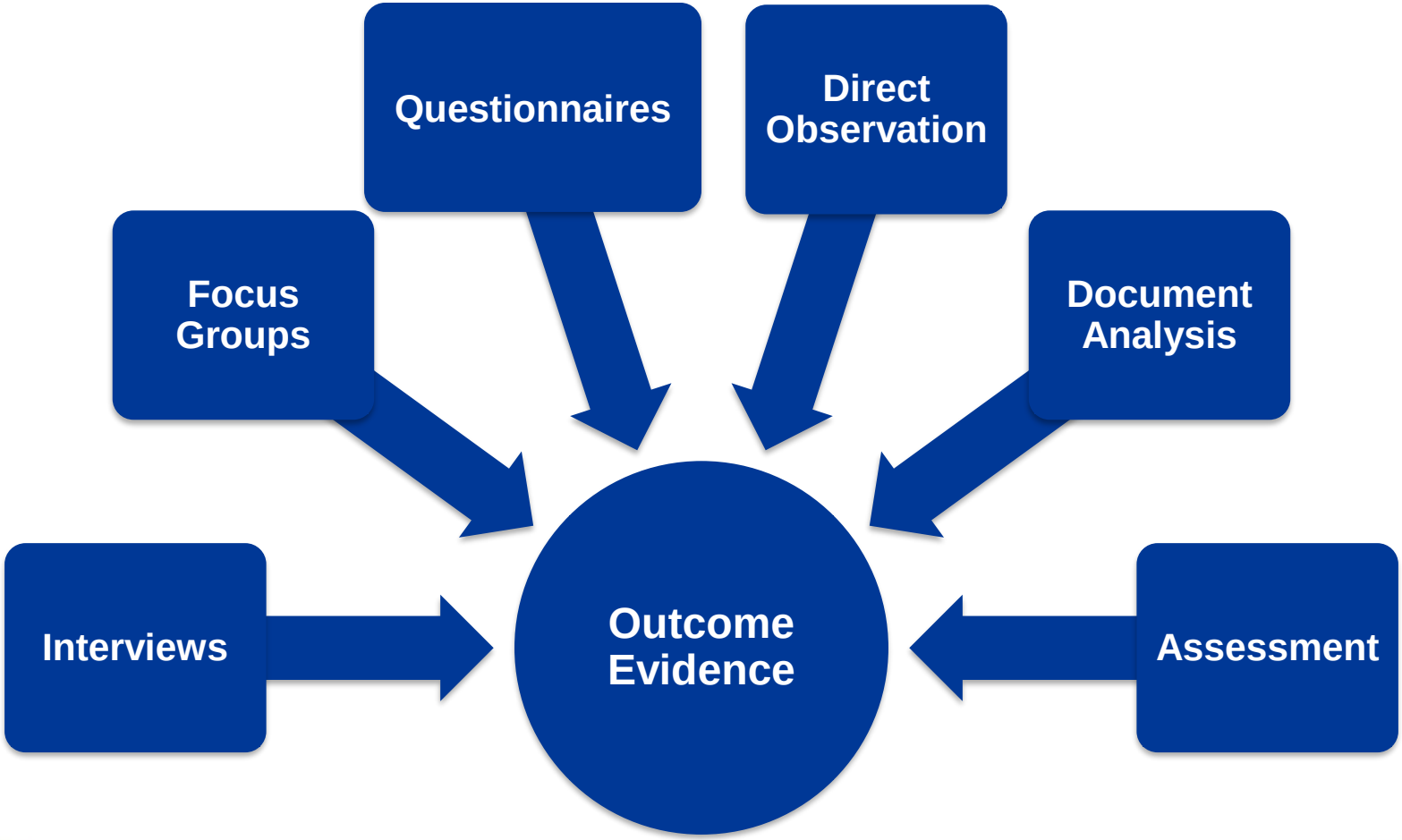
Measures that you use

- What local measures do you already use 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, Health and the local authority?

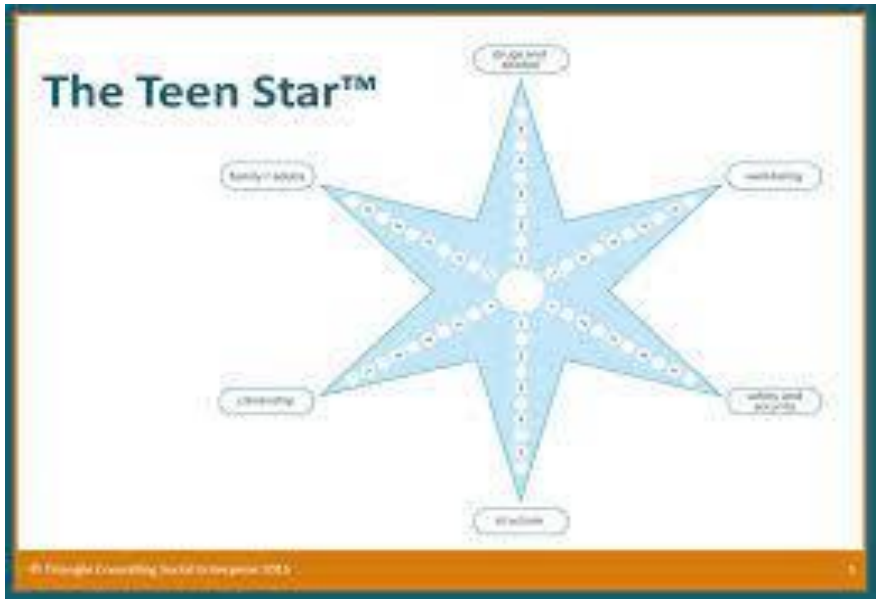
- In the interests of efficiency, are you seeking to minimise duplication?

Measuring for 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

Measuring / monitoring for outcomes

How much did we do?	How well did we do it?
# Customers served (by customer characteristic)	% Common measures: Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: *Did we treat you well?*
# Activities (by type of activity)	% Activity-specific measures: Percent of actions timely and correct, percent clients completing activity, percent of actions meeting standards

Is Anyone Better Off?	
# Skills / Knowledge	% Skills / Knowledge
# Attitude / Opinion	% Attitude / Opinion including customer satisfaction: *Did we help you with your problems?*
# Behavior	% Behavior
# Circumstance	% Circumstance

Mark Friedman 2005

Applying the Friedman grid

In your target population groups apply the Friedman grid:

- How much did you do?
- How well did you do it?
- Is anyone better off?

Target population need groups

Group 1: Early Help:

Delia/Jemma/Sally/Paul

Group 2: Children with Disabilities

Lucy/Sharon/Jonsey/Sarah B/Jasmine

Group 3: Children in Care

Robin/Claire/Deborah/Sonia/Sarah W/Diana

Selecting the right measures

- 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

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Monitoring and Reporting

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Evaluation

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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.

Gosling

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.

Gosling

Managing poor performance

In 3 breakout groups discuss:

- What arrangements do you have in place to be able to respond robustly to poor contractual performance?

- Share examples of an occasion when you've taken either a 'developmental' or more 'punitive' approach – what's determined your approach?

Managing poor performance…

- **Breakout Room 1:**

Delia/Sarah B/Jasmine/Robin/Claire

- **Breakout Room 2:**

Jemma/Sally/Sharon/Jonsey/Deborah

- **Breakout Room 3:**

Paul/Diana/Lucy/Sonia/Sarah W

What determines your approach?

- The seriousness of the matter
- The risk(s) involved
- Has the contract been breached?
- The relationship with the provider
- The providers response to poor performance

Effective monitoring and review

Performance Measures

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Monitoring and Reporting

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Evaluation

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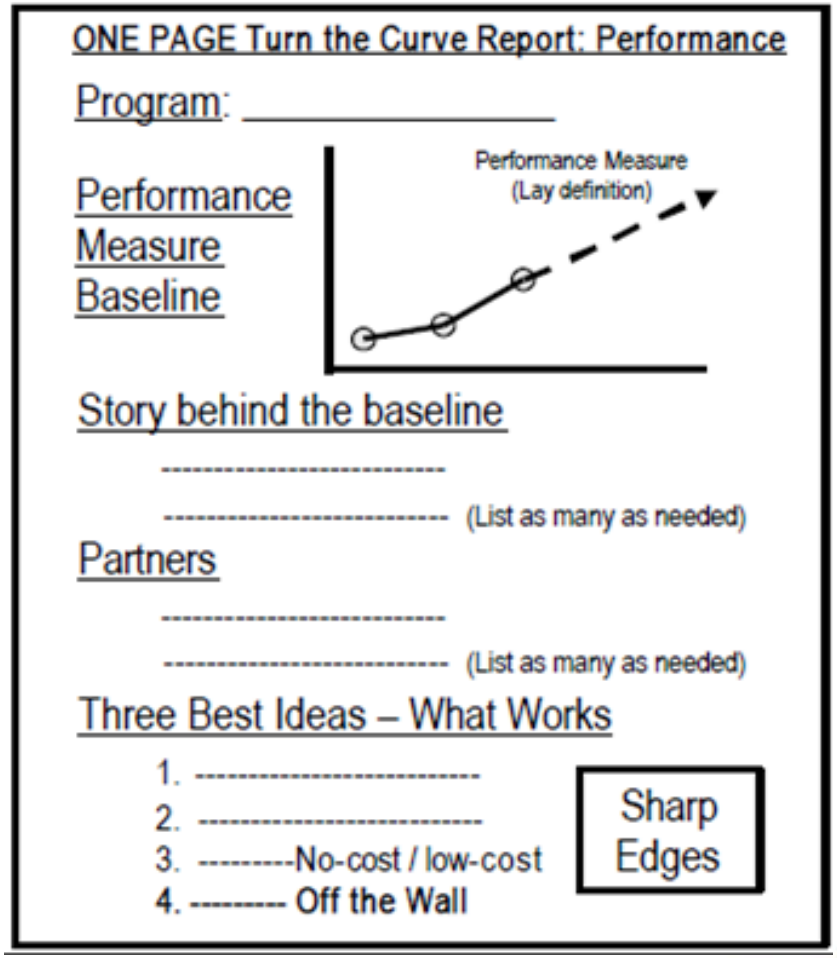
Take Action

Taking action

- Remember – monitoring performance alerts you to the fact that a problem exists, not why it exists.
- Explain rather than describe problems, including how they will be addressed.
- In order to address poor performance you need to analyse reasons behind it and take action.



Getting it right

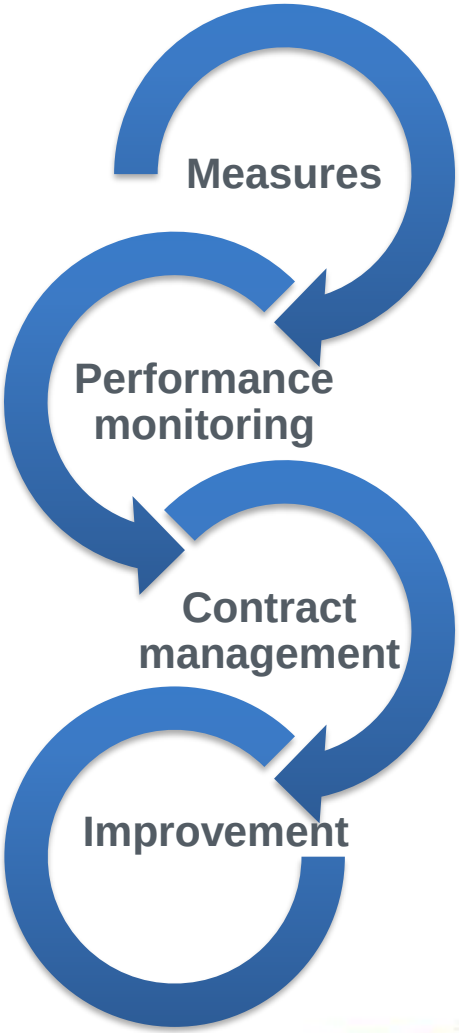
- Be seen to be consistent, equitable and objective
- Work with providers to set up and manage the process
- Meet with providers or review monitoring information from providers regularly
- Review what matters and demonstrate that data is used

Your current approach

Consider your current approaches to monitoring and review in your target population groups:

- What measures do you use?
- What are your monitoring arrangements?
- How do they relate to your contract management processes?
- What action takes place?

Identify 3 key areas for improvement



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Group 3: Children in Care

Robin/Claire/Deborah/Sonia/Sarah W/Diana

More information

- Government Outcomes Lab (2017) Setting and Measuring Outcomes
- Social Finance (2015) Technical Guide: Designing Outcome Metrics
- CORC Using Clinical Outcomes for Service Improvement: A Guide for Commissioners
- Health Catalyst The Top 7 Outcome Measures and 3 Measurement Essentials
- Results-based Accountability https://resultsaccountability.com/
- National Audit Office (2016) Good practice contract management framework
- SCIE (2019) How to understand and measure the impact of integrated care

it's
o'clock

Person-centred commissioning and co-production

When can we involve people in commissioning?

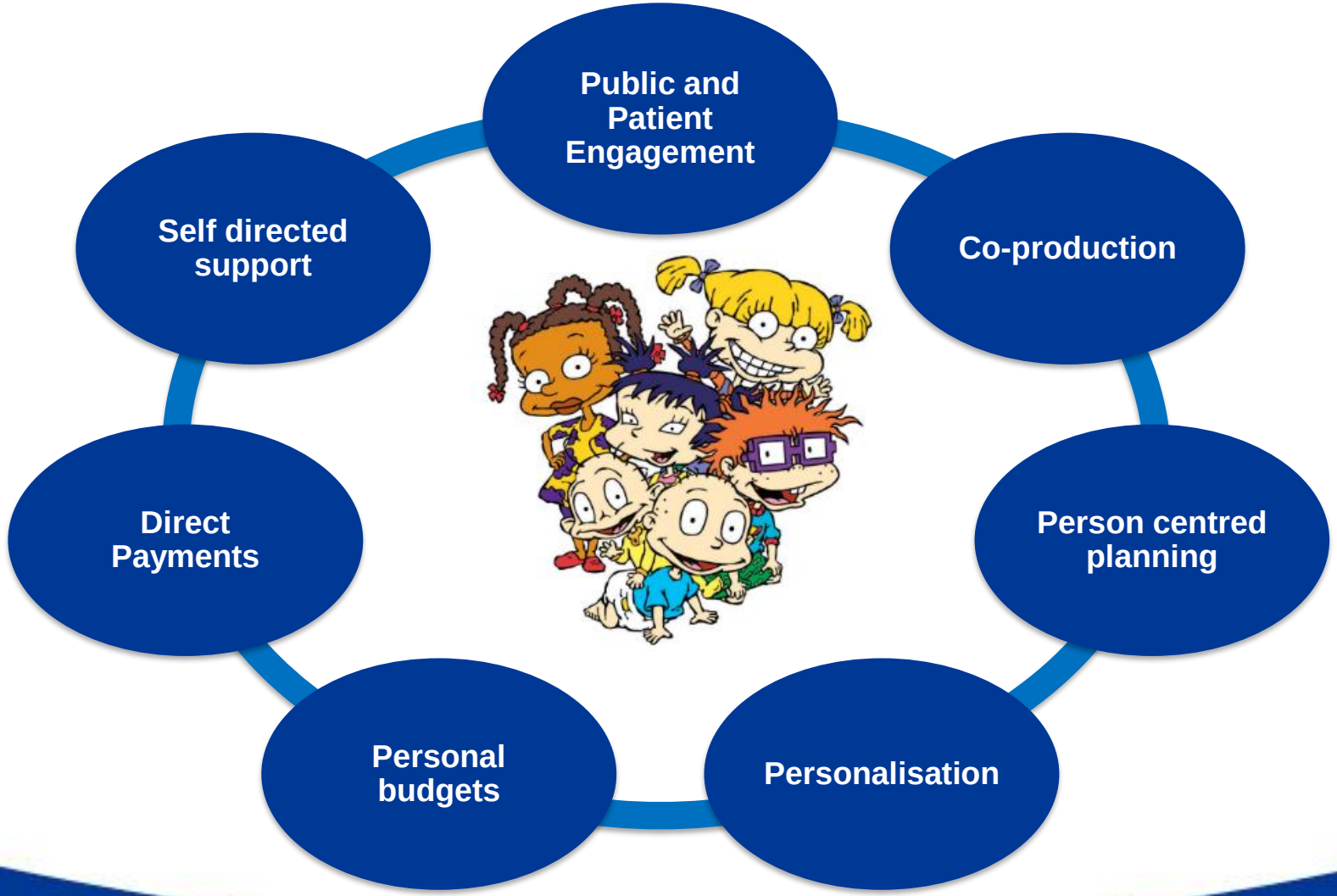
Identify and assess what people want and need

Decide priorities and develop plans

Feedback on services, involvement in governance

Design services and contracting processes

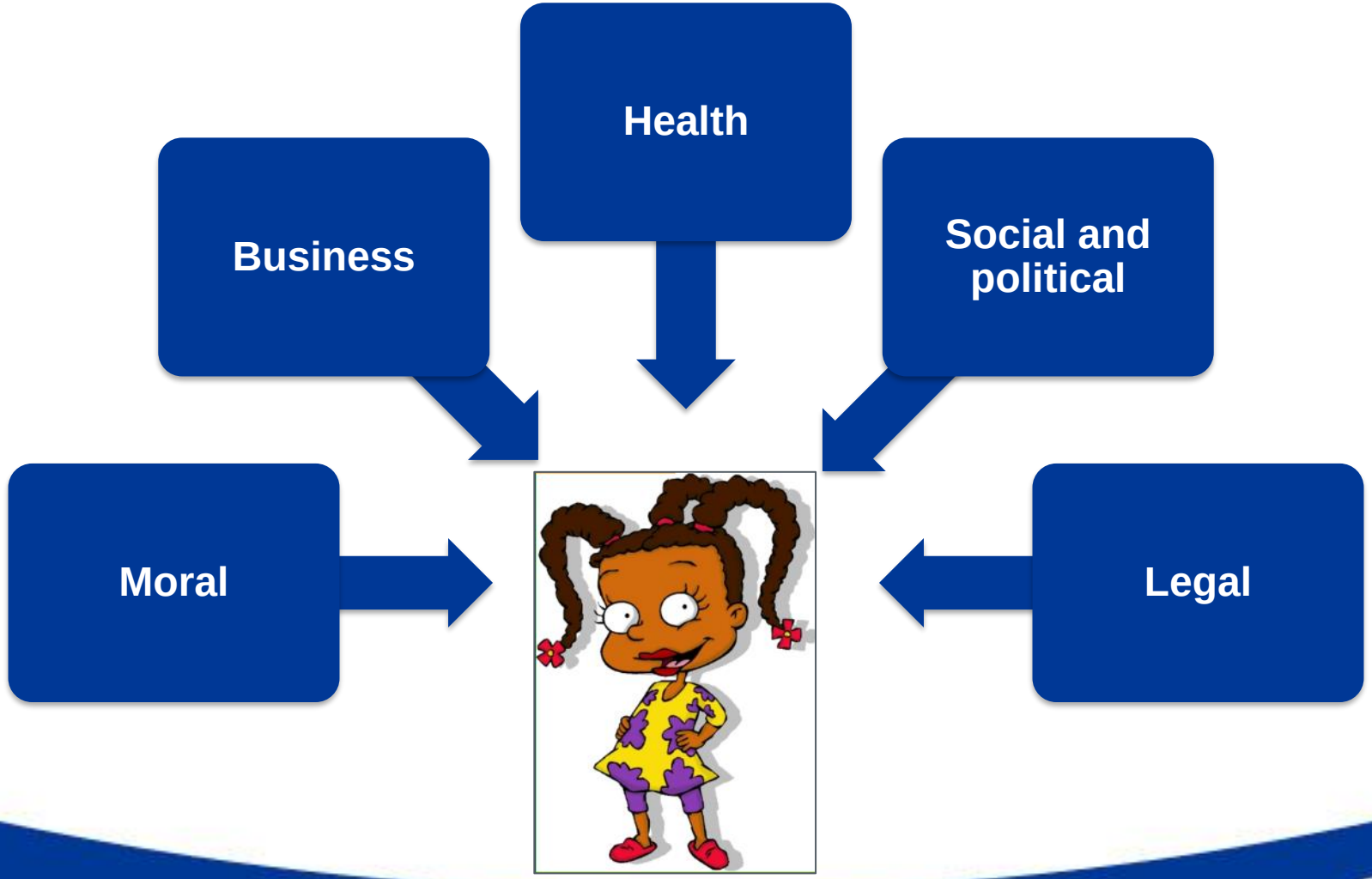
The person at the centre?



What matters to you?

https://wmty.world/

Reasons for being person-centred?



Co-design or Co-production?

Co- Design is a design approach in which a designer encourages people to identify a problem and empowers them to solve it by thinking beyond their current situation and guiding them to take steps towards making this future a reality. The designer's role is to take these ideas to the next stage - testing a prototype or developing an alpha then present it to the team.

Co-Production is not an interchangeable term for co-design. Co-Production is the practice that involves people at every stage of the production process and relies on the idea that people who use the service are best placed to help produce it.

Source: Barnardo Blog

What is co-production?

		Who Designs		
		Professionals design services	**People & professionals together**	**People design services**
Who delivers	**Professionals deliver services**	Traditional service model	Co-designed services	
	Professionals & people together	Co-delivered services	**Co-produced services**	
	People deliver services	People trained to deliver services		Self-organised community provision

Source: New Economics Foundation

Co-production: a change in the commissioning approach

- Change in the relationship with individuals, communities and groups.
- Individuals, communities, groups, children and families who use services to be considered experts in their own circumstances.
- Commissioners to support them in making decisions and having control over their lives.
- Commissioners not FIXERS of problems but FACILITATORS who work with people to find solutions.

Key tasks for commissioners to deliver a person-centred approach

- Commission more effective early intervention and prevention services
- Financial flexibility
- New ways of supporting and engaging providers and other stakeholders
- Empowering and supporting citizens to shape the market for themselves
- Ensuring that accessible information is readily available
- Support front-line staff to be champions of a person centred approach
- Anything else?

Involving citizens in commissioning

- A Commissioner's task is to manage an effective balance of activities. The form of engagement should follow its function
- Design the activities to meet your aims
- Draw in people with the right skills to help you deliver - consider external facilitation
- Involving others means sharing power

How do I decide?

- What is the objective?
- Who are the stakeholders?
- What stage of the process?
- What resources?

Types of activity – should I engage, consult, or what?

Communication
- Providing information

Consultation
- Ideas, suggestions, feedback

Engagement
- Securing agreement

Co-production
- Working together

Exercise: Engaging people in commissioning

Think about target populations and consider:

- What examples of activities or methods of involvement have you already used or considered?
- At what points in the commissioning cycle?
- What approach(es) might you introduce or improve to ensure the person's voice and experiences are included in your commissioning activity?

Target population need groups

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Group 3: Children in Care

Robin/Claire/Deborah/Sonia/Sarah W/Diana

More information

- NHS England (2017) Patient and public participation in commissioning: statutory guidance for CCGs
- RCPCH (2017) Involving children and young people in specialised Commissioning
- LGA (2017) New Conversations: guide to engagement
- Scottish Health Council (2014) Participation Toolkit
- New Economics Foundation (2014) Commissioning for outcomes and co-production
- Nesta (2012) People Powered Health Coproduction Catalogue
- Cabinet Office (2016) Consultation principles
- HM Government (2008) Code of Practice on Consultation
- IPC (2019) Literature Review: Involvement of children and young people in commissioning https://ipc.brookes.ac.uk/files/publications/Literature_Review_TUSLA_Involving_CYP_in_Commissioning.pdf

More information

Co-Production and Community Engagement: Innovation and Conversations

- https://www.youtube.com/watch?v=757ZgGgNS40

The Consultation Institute

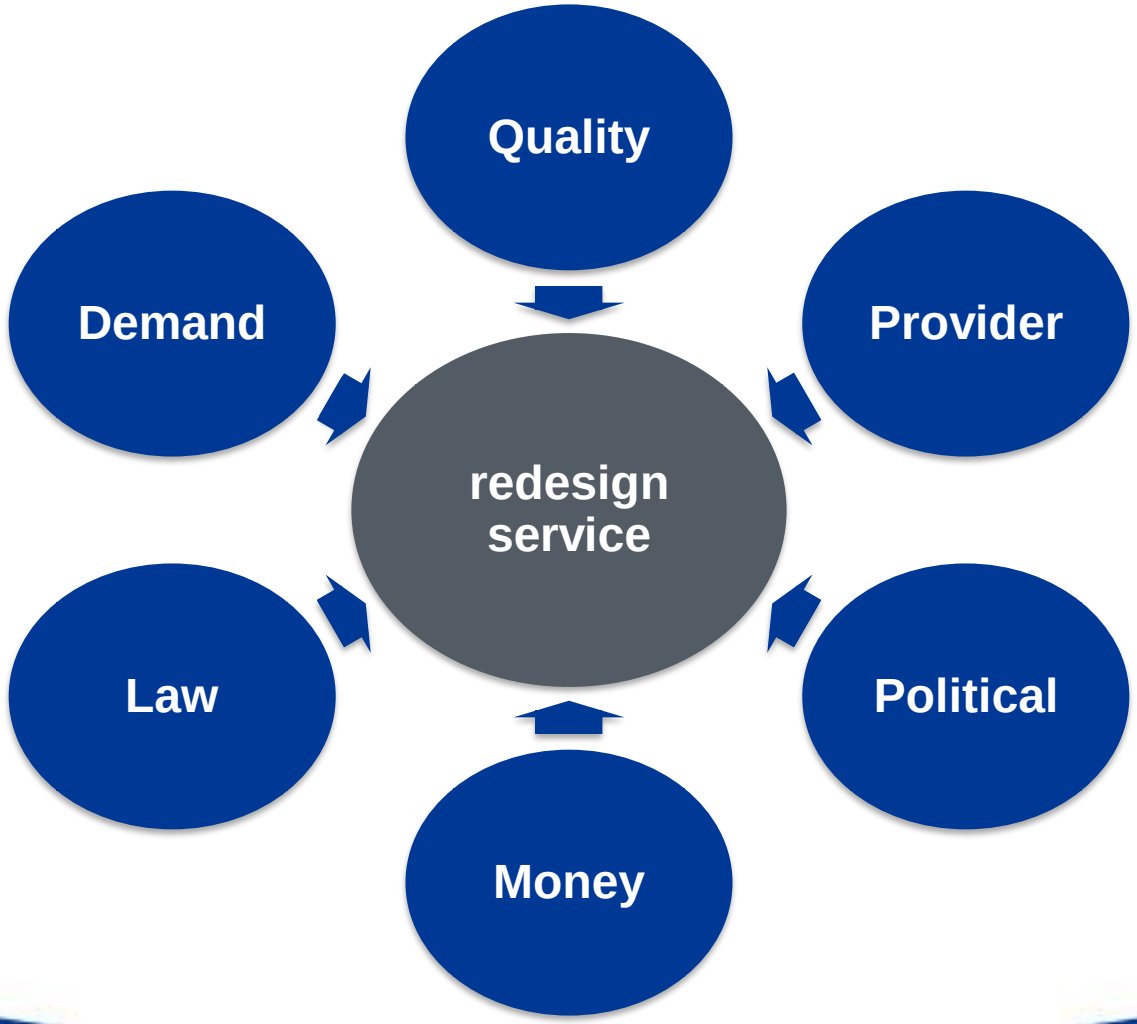
- Key Contact Florence Obinna, Consultation and Engagement Manager, Hackney Council - innovative engagement work about COVID vaccination hesitancy in Black and Asian communities
- https://www.clearviewresearch.co.uk/
- https://www.comuzi.xyz/ - Design agency
- https://blog.barnar.do/co-design-co-production-co-nfused-we-explain-f3c96566c4f

Commissioning – a change activity

A balance of activities

Evidence-based analysis	Consensus building
Market analysis, including cost and quality	Ensure decision makers are involved at the crucial stages
Demand forecasting of needs	Involve stakeholders early
National guidance, research and local priorities	Plan the process well

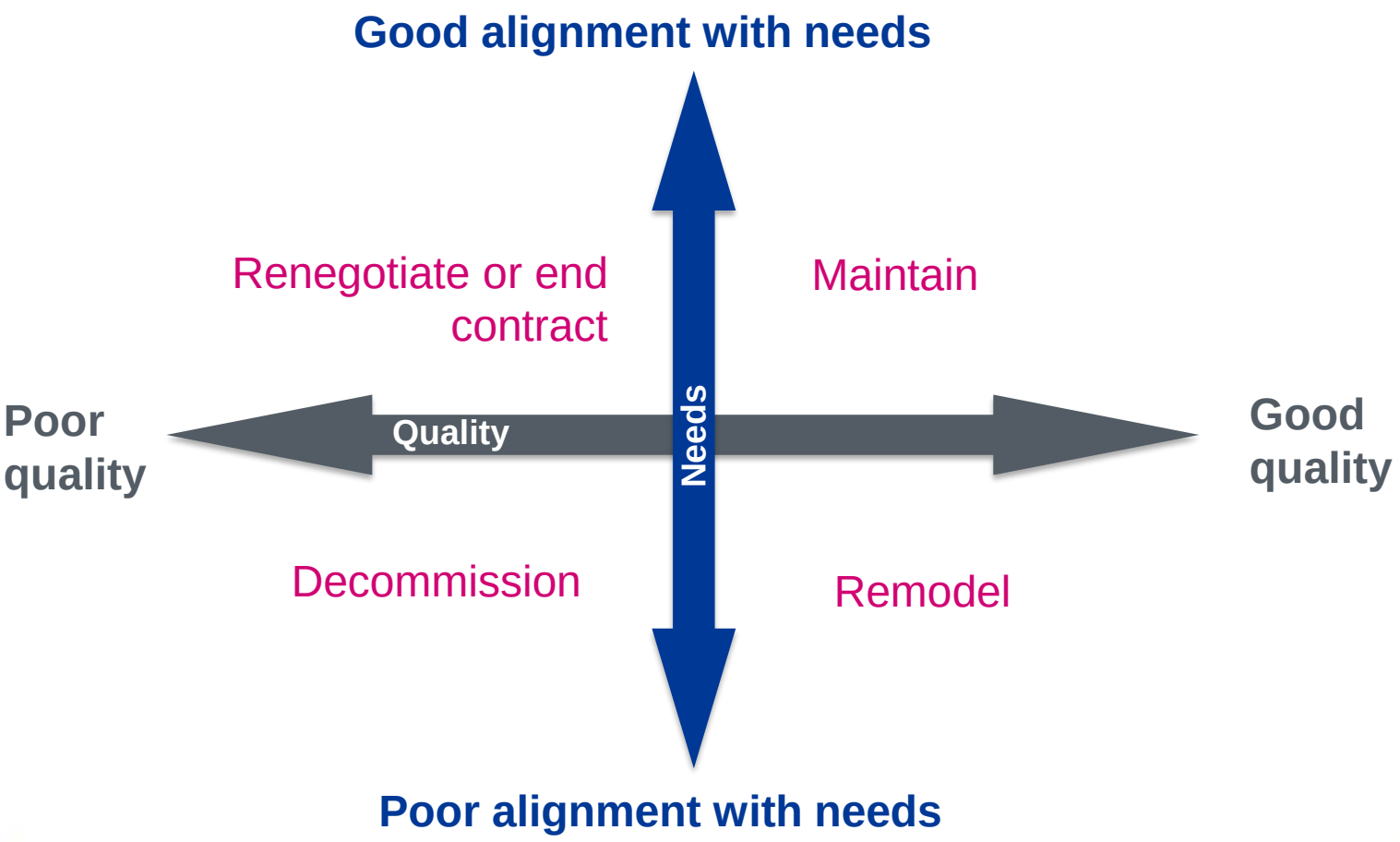
Why change services?



Options for change

- Decommission
- Remodel service
- Renegotiate or end contract
- Maintain contract
- Develop new service

Needs versus quality



Decommissioning

What is de-commissioning?

"De-commissioning is the process of planning and managing the elimination or reduction in services, or investment in services in line with commissioning objectives."

Local Government Association

"Decommissioning is stopping provision of a service or a significant part of a service in order to bring about an improvement to existing service provision."

National Audit Office

Cuts driven vs 'intelligent' decommissioning; commissioners

Comply with a decision that may have already been taken by others and produces a tactical solution that seeks savings by ending a service	Considers all options to meet the needs of stakeholders, innovating, & testing options as appropriate to deliver a sustainable solution
Carries out review alone and not jointly with other stakeholders	Builds a shared vision about outcomes for the community
Focuses on the level of resources used and activity generated to understand potential savings	Focuses on outcomes to understand the impact of different options on residents and the wider market
Informs providers and customers of what has and will happen	Engages stakeholders in designing services and stopping others
Meets the immediate priorities but risks reputational damage and poor value for money longer term	Drives strategic development in an open and transparent way
Carries out the decommissioning process in a much shorter time	A longer time period, allowing for any unexpected delays or complications

National Audit Office

Tower Hamlets; Libraries case study

- What were the key factors that made this a successful example of change?

- Are there any lessons to be learned from this case study for your organisation / service?

De-commissioning: managing change

- **Breakout Room 1:**

Delia/Sarah B/Jasmine/Robin/Claire

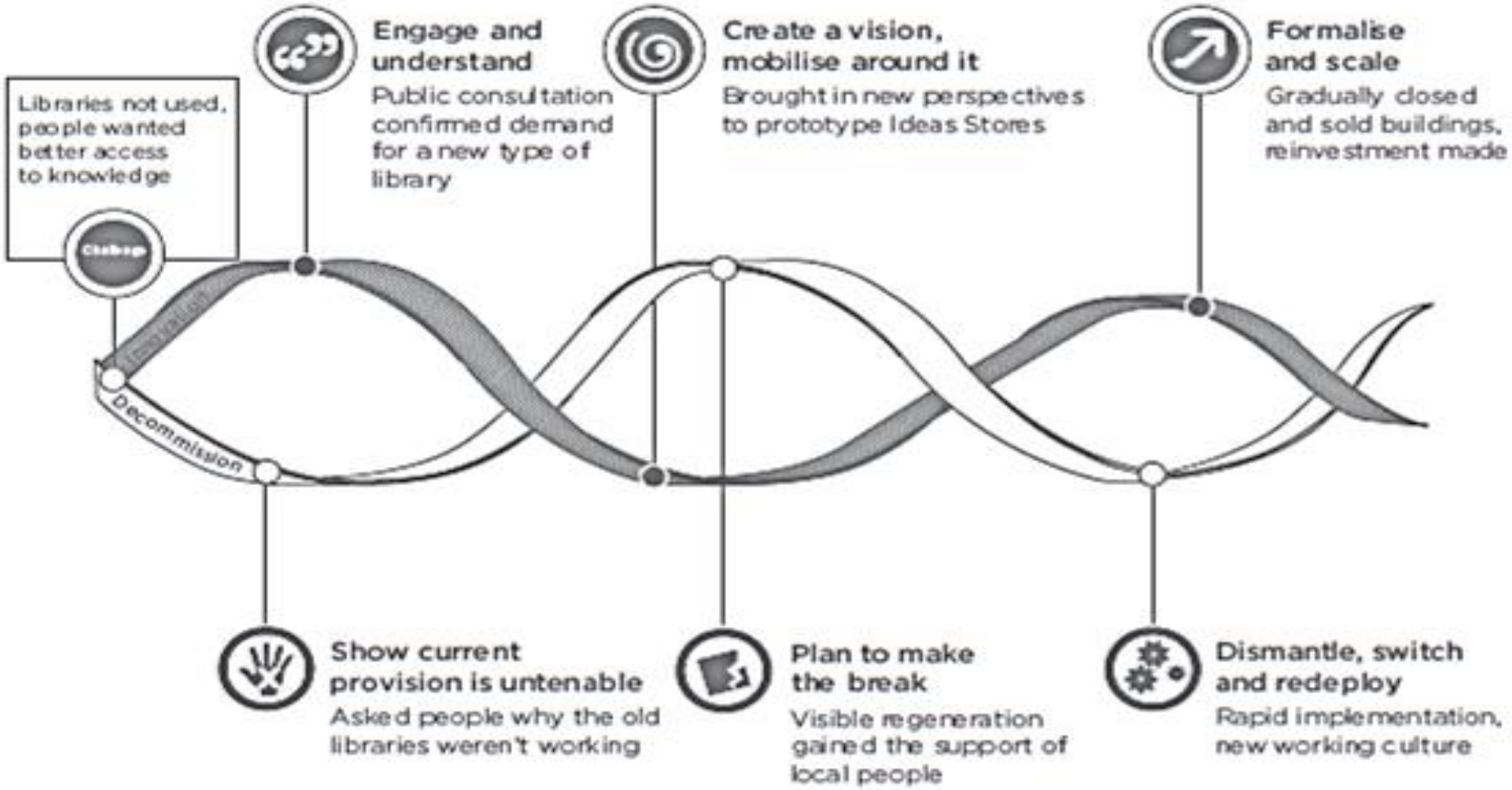
- **Breakout Room 2:**

Jemma/Sally/Sharon/Jonsey/Deborah

- **Breakout Room 3:**

Paul/Diana/Lucy/Sonia/Sarah W

Creative decommissioning - NESTA



Principles of decommissioning

- Transparency and fairness of process, including clear governance arrangements
- Welfare of patients/service users and staff
- Ensure overall value for money
- Ensure stakeholder engagement
- Manage risk to ensure a smooth transition
- Sound communication

The decommissioning cycle

Decommissioning around the cycle: some examples

- Analyse: Identify any statutory requirements
- Plan: A clear communication and engagement plan
- Do: Consult with the service provider and service users
- Review: Are there any lessons we can learn for the future?

Transition plan

Area	Comments
Service standards	Agreed service standards to be met as the service goes through transition, to protect patients/service users
Timescale	Clarity about the timescale you be working to, and what flexibility there is within this
Information sharing	Agreements about sharing and if necessary transferring information. Early discussion needed to minimise disruption for patients/service users
Review of process	Regular meetings should be scheduled with the service provider during the decommissioning process
Staffing	Arrangements for staff involvement and/or redeployment as required, including the need for TUPE
Media and communications	How media and communications to all stakeholders are to be managed
Contractual arrangements	Any contractual issues to be resolved

More information

- NESTA 2012 The Art of Exit : In search of creative decommissioning

- National Audit Office Decommissioning Toolkit: How to Decommission Public Services Delivered by Civil Society Organisations http://www.nao.org.uk/decommissioning/

- IPC (2010) Guide to decommissioning and service reconfiguration in adult social care

- National Youth Agency. A Practical Guide to Commissioning Services for Young People Part 8: Decommissioning Checklist

WHAT NEXT?

Taught Sessions: dates in your diaries/calendars

- **Module 4:**
  - Session 2: 2nd February ‘22

‘Homework’ – for next time

‘Homework’

If you can…find a few minutes to ‘flick through’:

- Commissioning Skills Assessment doc – sent with email

Your reflections on today

Contact us

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- @IPC_Brookes
- 01865 790312