SCDCPC315
Contribute to establishing commissioning priorities and balancing demands on resources

Overview

This standard is about engaging people through co-productive commissioning to work out which areas have to take priority when resources are limited. It includes identifying the priorities of individuals and key people, working with individuals and key people to balance demands with resources and providing information to managers and decision makers.

This NOS is relevant to an individual undertaking commissioning, procurement and contracting in relation to care services.

Performance criteria	**Identify the priorities of individuals and key people**
You must be able to:	P1 identify **individuals** and **key people** who wish to be involved in **co-productive** commissioning
	P2 use a range of techniques to support co-productive commissioning
	P3 agree with individuals and key people the most suitable methods to identify commissioning priorities
	P4 provide **information** about setting priorities within the overall policies, strategies and values of your organisation
	P5 provide information and explanations about current provision, needs, demands and available **resources** to address expectations
	P6 intervene to manage disagreements or misunderstandings if necessary
	P7 support negotiation with individuals and key people to develop potential **criteria** for deciding priorities, taking into account agreed strategic priorities, organisational values and policies on **sustainability**, equality and **diversity**
	P8 assess the risks associated with the proposed priorities
	P9 maintain clear and accurate records of the prioritisation process

Work with individuals and key people to balance demands on resources

You must be able to:	P10 provide opportunities for individuals and key people to identify unmet need and demands for resources to improve **outcomes**
	P11 provide accurate information about the availability of resources
	P12 provide clear information about the criteria which will apply to the allocation of resources
	P13 explain the implications of agreed priorities in relation to other demands on resources
	P14 encourage creative solutions to address unmet need and demand
	P15 suggest possible **alternative approaches** and options where demand cannot be met
	P16 consider how the **risks** from resource allocation should be managed
	P17 maintain clear and accurate records of your work to identify demands for resources
	P18 reflect on your own skills in encouraging co-production and providing information

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P19   identify any areas for your own development

Provide feedback to inform resource allocation and priority setting

You must be able to:

P20   collate the results from your work to identify priorities, demands for resources and other feedback

P21   provide information in **accessible** formats to **relevant people** on feedback about any creative solutions to address unmet need and demand

P22   share your views about priority setting and resource allocation with relevant people

P23   provide decision makers with accurate, accessible and up-to-date feedback from individuals and key people

P24   provide accessible information on the progress of the decision making process to individuals and key people

Knowledge and understanding	**Specific to this NOS**	
You need to know and understand:	K1	approaches and techniques of engaging with individuals and other stakeholders
	K2	how to use communication techniques and support in engagement activities
	K3	how to engage with people who have been difficult to reach in previous engagement activities
	K4	the strategies, which are available for identifying and improving outcomes and how to apply them to a range of priorities
	K5	different methods of balancing demands and how to apply them
	K6	methods of presenting proposals and information in a way which captures people's imagination
	K7	how to identify or develop criteria, which can be used to decide priorities

Rights

You need to know and understand:	K8	legal and work setting requirements for equality, diversity, discrimination and rights
	K9	legal and work setting requirements for complaints and whistle blowing
	K10	your role and the roles of others in promoting **co-productive** commissioning
	K11	the role of service providers and partner agencies in promoting the rights, choices, wellbeing and active participation of **individuals**, **key people** and communities
	K12	how to deal with and challenge discrimination
	K13	your duty to report any acts or omissions, poor or discriminatory practice, resources or operational difficulties that could infringe the rights of individuals and key people

Safeguarding

You need to know	K14	legislation, national policy, frameworks, local systems and multi-

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disciplinary procedures relating to the safeguarding and protection of children, young people and adults

K15 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K16 factors that increase the risk of potential harm or abuse

K17 the different types of harm or abuse, poor or discriminatory practice

K18 indicators of potential harm or abuse

K19 how and when to report any concerns about harm or abuse, including whistleblowing

K20 what to do if you have reported concerns but no action is taken to address them

Sustainability

You need to know
and understand:

K21 why it is important to work in a **political, economic, sociological, technological, legal and environmentally sustainable** way

K22 how you can develop sustainable new ideas in your work role

Partnership working

You need to know
and understand:

K23 the factors that can affect partnership working

K24 techniques for working with individuals, key people and communities through co-productive commissioning, procurement and contracting

K25 how to support the best interests of individuals, key people and communities

K26 how to engage with social care and procurement professionals during commissioning, procurement and contracting activities

K27 the **priorities, interests** and contributions of **stakeholders**

K28 the **operational realities** of service providers

K29 policies, procedures, guidance and protocols with others involved in partnerships

K30 how to assess the effectiveness of partnership working

Risk management

You need to know

K31 the types of risk involved in commissioning, procurement and

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and understand:		contracting
	K32	methods of identifying, assessing and managing risk
	K33	your role in identifying, managing and reporting risk
	K34	principles of positive risk-taking

Your practice

You need to know and understand:	K35	European, UK and country specific legislation, statutory codes, standards, regulations, frameworks and guidance relevant to your commissioning, procurement and contracting role
	K36	European, UK and country specific legislation, statutory codes, standards, frameworks and guidance relevant to service providers and partner agencies
	K37	how to access and work to procedures and agreed ways of working
	K38	lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
	K39	how your role fits within your organisation and where you can go to for support
	K40	how to assess the impact of commissioning, procurement and contracting activities on individuals, key people and other stakeholders
	K41	how to measure the achievement of **outcomes**
	K42	the nature and importance of preventative and community based provision
	K43	factors that can cause conflicting demands
	K44	techniques for problem solving and innovative thinking
	K45	how to fulfil your role in managing resources, including your own time
	K46	how to cost and work with budgets
	K47	how and when to seek support with ethical conflicts and dilemmas in your work
	K48	your own background, experiences and beliefs that may have an impact on your practice
	K49	how to use **evidence-based practice** to justify your actions and decisions
	K50	how to contribute to the development of systems, practices, policies

and procedures

K51   how to challenge poor practice in your own and other organisations

Theory for practice

You need to know and understand:

K52   how the **social, medical and business** models impact on the achievement of outcomes

K53   how commissioning, procurement and contracting can contribute to improved outcomes for individuals, key people and communities

Personal and professional development

You need to know and understand:

K54   principles of reflective, person centred, evidence based practice

K55   your role in sharing and developing knowledge and practice with others, including , key people and communities

K56   how to provide constructive feedback to others

K57   how to identify and access opportunities for professional development

K58   how to develop professional knowledge and practice through reflective supervision and appraisal

Communication

You need to know and understand:

K59   how to use communication as a foundation for co-productive commissioning

K60   methods to promote effective communication with **colleagues**, individuals and other stakeholders

Handling information

You need to know and understand:

K61   legal requirements, policies and procedures for the security and confidentiality of information, taking account of commercial sensitivity and procurement practice

K62   legal and work setting requirements for recording information and producing reports within timescales

K63   how to identify, collect, measure and assess data and present it as information

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K64   how information software products can help you collect information

K65   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K66   methods of making data and information accessible for individuals, key people and other stakeholders

K67   how and where electronic communications can and should be used

Health and Safety

You need to know and understand:

K68   legal and work setting requirements for health, safety and security in the work environment

Additional information

Scope / range related to performance criteria:

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **individual** is the adult, child or young person receiving a service.

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

The process of **co-production** involves developing relationships to collaborate with individuals, local people, community groups and organisations. It involves using and developing people's skills and abilities throughout all commissioning, procurement and contracting activities, including designing and delivering services. It places individuals, key people and communities at the centre of decision making and control, taking account of the roles that people want to take.

Information may be any form of communication from and about individuals, key people and other people and organisations. Information might be about legislation or working practices which should be passed on and for which your organisation may have procedures set in place. It includes performance information, previous contractual information, confidential and public information.

Resources include financial, human and physical resources as well as time.

Criteria are factors that can be used to measure and make a judgement about whether or not an outcome has been achieved, how much progress has been made or how well something has been done.

For services to be **sustainable**, they must deliver the current specified outcomes and be able to meet longer term desired social outcomes. This means taking account of any factors that might limit the outcomes that services can deliver in the future, in particular financial, social or environmental factors. It is particularly important in a climate where social care needs are forecast to increase more than available funding.

Diversity is the concept that people are valued as individuals and that different ability, perspectives and approaches are a positive benefit to organisations and communities.

Outcomes are the desired result of the activity for individuals, key people and communities. They move the focus from the processes, transactions and performance management to the differences that provision can actually make to people's lives. It underpins citizen centred commissioning by placing individuals in a central role in evaluating the effectiveness of commissioning.

Alternative approaches could include different ways of delivering services, individuals, groups or organisations working together, finding different funding sources, using a different workforce or community support, using volunteers.

Risks can be influenced by a wide range of factors and include risks to people, property and organisations through reputation or ability to fulfil their roles and responsibilities.

For something to be **accessible**, it should be able to be used by all people whatever their levels and types of ability, for example something that people can understand regardless of the level or way in which they communicate.

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Relevant people include decision makers, individuals, key people, communities, service providers and others and will vary depending on the issues and circumstances.

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Scope / range related to knowledge and understanding:

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All knowledge statements must be applied in the context of this standard.

The process of **co-production** involves developing relationships with individuals, key people and communities, recognising the expertise that people have and the support that they offer to each other. It places individuals, key people and communities at the centre of decision making and control.

The **individual** is the adult, child or young person receiving a service.

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

The **political, economic, sociological, technological, legal and environmental** model (also known as the PESTLE model) is used to analyse the influences that an organisation has on its environment, both now and in the future. It is used to inform decisions and enable the organisation to respond to change.

The **priorities and interests** of stakeholders encompass the outcomes sought and are influenced by different philosophies, principles, priorities and codes of practice and are affected by their differences in size, structure, governance and capacity. They may change over time in response to national and local factors.

Stakeholders are individuals and other people who have an interest in or are in some way affected by your work. They include service providers from the statutory, third or business sectors; regulators; colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role; commissioning partners or those who commission services from the same provider, whether or not they are joint

arrangements.

The **operational realities** of service providers are the factors that impact on how they are able to run their other services, in particular where there is competition for funding and customers.

An **organisation** is used to mean the organisation for which you work or volunteer, or which you own or run. For people funding their own services or using other self directed support, it means you and the people who may work for you.

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Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and other stakeholders involved in the delivery of care services.

The **social model** describes disability as a series of barriers located in society and not an individual, for example attitudes towards people in need or physical barriers. The **medical model** described illness or disability as an inherent part of the individual, and as such would attempt to treat or cure the person. **Business models** refers to an organisation's need to function as a business within financial constraints and in some cases to make profit, for example social enterprises and private businesses.

Colleagues are people who you work with in your own or other organisations, including your team, managers, service providers, other teams, other departments and other organisations

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Values:

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

All aspects of commissioning, procurement and contracting should seek to build on these underpinning values and should:

Respect the inherent worth and dignity of all people

Respect the human rights of children, young people and adults

Respect people's right to take positive risks

Be transparent

Be accountable

Be proportional

Be consistent

Be targeted

Be impartial

Enable providers

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Developed by	Skills for Care and Development
Version number	2
Date approved	February 2014
Indicative review date	February 2019
Validity	Current
Status	Original
Originating organisation	Skills for Care and Development
Original URN	CPC315
Relevant occupations	Childcare and Related Personal Services; Health and Social Care; Planning Officer; Strategy Officer
Suite	Commissioning, Procurement and Contracting for Care Services
Key words	Policies; priorities; balancing; demands; resources; engaging; co-productive; individuals; stakeholders