

Project Brief

HABC LEVEL 5 CERTIFICATE IN PRINCIPLES OF COMMISSIONING FOR WELLBEING (FQP)

Release Date: 09/05/2017

1. Purpose of Brief

To provide a firm foundation for the initiation of the project, giving a direction and scope that effectively forms the 'contract' between the project team and programme team. Any significant change to the material contained in this Project Brief will need to be referred to programme management.

2. Background

The role of those who commission provision for the wellbeing of adults in England is a dynamic and influential one.

Commissioners have a real and far-reaching impact on people's lives. By stimulating a rich, diverse and sustainable market of provision, they ensure that personalised support and care is available how, when and where it is most needed. They must find creative solutions to complex problems and inspire others to take up the challenge of raising standards of care and support, assisted by a skilled and committed workforce. Commissioners must understand the meaning of quality and value for money, focusing on the outcomes that people expect in their daily lives. They must marry business acumen, strategic awareness and professional resourcefulness with a passion for the rights and wellbeing of those who use services, both now and in the future. In order to make integrated and person-centred support and care a reality, it is essential to commit to true coproduction with those who use services and partnership with those who provide them.

The role of commissioners is enshrined in legislation, including the Care Act 2014. In order to rise to the challenge presented by new requirements and ensure that people experience better outcomes from the support and care they receive, commissioners need to understand fully the nature of their role as it is defined.

Skills for Care are working with ADASS, local authorities and leading service providers to develop two major new resources to address the learning and development needs of commissioners. These resources include:

- A comprehensive career development framework which sets out progression routes for commissioners and highlights the knowledge and skills required at each stage;
- A suite of qualifications enabling commissioners to develop and achieve recognition for the knowledge and skills they have gained.

Both resources are intended to support the recruitment, progression planning and career development for this significant part of the workforce.

The first of these qualifications was released recently by Highfield Qualifications. The LondonADASS Commissioning Leads network (March 2016) have agreed to collaborate on the commissioning of a provider to deliver the training to local authority commissioners across London. This approach was supported by the LondonADASS Branch and this project brief sets out the requirements expected of the provider.

2. Project Definition

2.1 Objectives

The overall objective of this project is to develop, deliver (through a blended learning approach) and evaluate the roll out of the HABC Level 5 Certificate in Principles of Commissioning for Wellbeing (FQF) to meet the needs of commissioners within London's local authorities.

2.2 Scope

This introductory module provides attendees with an understanding of the key political and strategic issues involved with a view to undertaking high-quality evidence-based commissioning for wellbeing. It provides both theoretical grounding and practical knowledge of core commissioning concepts, theories and techniques, enabling attendees to:

- Develop an understanding of the role of the commissioner for wellbeing and the broader commissioning process and policy context;
- Analyse and respond to the needs of a community;
- Understand and strategically inform the markets that support wellbeing for the whole population;
- Specify, procure and evaluate services that will deliver and improve person-centred outcomes;
- Develop a range of skills to effectively commission using the commissioning cycle;
- Prepare and equip those in commissioning roles to effectively commission in rapidly changing organisations; and
- Develop a CPD portfolio and ongoing update process.

2.3 Indicative content

Content includes:

- An introduction to and comparison of international commissioning for wellbeing policy, models and practice
- The development of commissioning policy and practice for wellbeing in the UK;
- Embedding an evidence based approach to commissioning, drawing on relevant published findings
- How to connect the public health agenda and local health care needs assessments with strategic commissioning
- The importance of engagement and coproduction, with effective ways of achieving this;
- Methodologies for undertaking consultations appropriately
- Effective ways of undertaking Equality Impact Assessments (EIAs)
- Commercial acumen
- Procurement cycles
- Contract management
- Business, leadership and negotiation skills
- Understanding financial data and managing and manipulating data
- Understanding cost modelling tools and how to populate them
- Market and workforce shaping
- Accountability, regulation, quality assurance and risk management.

2.4 Learning outcomes

To complete the HABC Level 5 Certificate in Principles of Commissioning for Wellbeing (RQF), attendees must complete four mandatory units:

Unit reference	Unit title	Level	GLH	Credit
R/615/4418	The Role of the Commissioner for Wellbeing	5	8	4
Y/615/4419	Commissioning Together for Outcomes	5	16	5
L/615/4420	The Commissioning Cycle	5	24	6
R/615/4421	Professional Development for Effective Commissioning	5	8	2

See appendix 1 for greater detail on each of the units.

2.5 Approach to delivery

It is recommended that the qualification is delivered by blended learning to include some face-to-face contact time. Total distance learning is not recommended as peer discussion between learners is important to provide learners with the opportunity to discuss and debate ideas in order to broaden their understanding of commissioning for wellbeing.

The total qualification time (TQT) is 168 hours, with 56 hours recommended as guided learning hours (GLH), approximately equivalent to a three to six-month programme. Total qualification time is based on the total number of hours that it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification. This comprises two elements:

- Guided learning hours – recommended time spent under the immediate guidance or supervision of a tutor or assessor (including invigilated assessment)
- All other learning and assessment hours.

This delivery programme may be adjusted in accordance with learners' needs and/or local circumstances.

Teaching sessions will take place over 14 days (am or pm).

2.6 Cohort

- Approximately 12 per cohort

2.7 Cost

- £300 - £400 per attendee

2.8 Assessment

The qualification is assessed through an internally set and assessed portfolio of evidence, which is marked as a pass or fail. It is expected that learner evidence will take the form of work such as:

- Assignments
- Reports
- Research projects

- Presentations
- Case studies
- Any other suitable evidence.

Providers should devise their own assessment tasks as this allows learners the flexibility to apply their knowledge to scenarios relevant to them, and to better demonstrate and apply their understanding and ability in commissioning for wellbeing across the breadth of the qualification syllabus.

Learners will be required to provide evidence to show they have suitable knowledge and understanding for each assessment criteria outlined within the four qualification units.

The awarding body has provided centres with a Learner Pack containing appropriate forms and tracking documentation which may be used to provide a clear audit trail of where and how learners have met all requirements. This will enable efficient assessment and quality assurance processes to be maintained.

The awarding body has provided centres with further assessment support within a Tutor, Assessor and IQA Support Pack, which is available to download from the Members Area of the HABC website. This pack provides more guidance on ways to design appropriate internally set tasks and how to assess learners' work consistently. The pack also provides sources and references that assessors may direct learners to when completing their work.

2.9 Tutor and assessor requirements

Nominated assessors must meet the following requirements:

- Strong knowledge and experience of commissioning for wellbeing;
- Evidence of engagement with the subject field and continuing professional development in order to keep up to date with emerging policy and practice on commissioning for wellbeing and to reflect this in delivery of the qualification;
- Evidence of continuous professional development within the sector, for example by holding or working towards a recognised assessor qualification such as:
 - HABC Level 3 Award in Assessing Competence in the Work Environment
 - HABC Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence.

2.10 Role of the assessor

The role of the assessor on the commissioners' qualification programme is extremely important and provides an exciting development opportunity for members of the LondonADASS Commissioning Leads network.

The aim is to train as many members of the network as possible to become assessors so that there is a sustainable pool of assessors for this and future qualification programmes. The awarding body (Highfield) oversees assessment and the commissioned training provider will have to demonstrate that the programme contents meet the set assessment requirements. Owing to this being a new qualification the training provider is unlikely to have suitably qualified assessors, so the aim is to work with them to train up members of the network to become qualified assessors. Skills for Care will support this process.

The role of assessors includes:

- Providing input on the design of the assessed elements of the programme
- Assessment of the qualification assignments and assessed activities
- Providing input on the programme's learning and development activities
- Quality assurance of the overall programme.

Some network members may already be qualified assessors, but those who are not will gain a recognised assessor qualification.

This will involve a commitment of time:

- To work with the training provider to design assessment activities
- To take part in assessor training workshops
- To undertake assessment of learners on the programme
- To attend standardisation meetings to ensure assessment is consistent across the London programmes.

However, this level of involvement will ensure that:

- The assessment activities meet local need and can be useful for the organisation
- Learners are applying the knowledge and skills they have gained into their work practice
- The quality of the programme meets expectations
- Assessors gain knowledge, skills and a recognised assessor qualification.

2.11 Change management considerations

How the project will involve, affect and prepare people:

Summarise the changes to be achieved (WHAT)

- Development of a suite of training materials using a blended learning approach
- Training of 70 local authority staff working in London
- Development of the assessment approach.

Briefly describe WHO (teams, areas etc.) the project will affect and in what way

- This project will be supported by LondonADASS
- External consultancy resource to be secured to deliver the project
- A Steering Group will be formed to oversee the work and chaired by a member of the LondonADASS Commissioning Leads network
- The Steering Group will feed back to the LondonADASS Branch.

2.12 Constraints

The tendering process will start in May 2017 with the view of commencing work in June 2017.

2.13 Dependencies

This project is not dependent on the delivery of any other project, and other projects are not dependent on the successful delivery of this project.

2.14 Key Stakeholders

- Directors of Adult Social Services (London)
- LondonADASS Commissioning Leads network

3. Project Approach

3.1 Delivery mechanism

The following details how the project will be delivered:

- It is proposed that an external consultancy resource is secured to deliver the project
- The delivery of the project will be overseen by a Steering Group.

3.2 Timetable

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|-------------------------------|----------------------------|
| • Expression of Interest | May 2017 |
| • Appoint successful provider | June 2017 |
| • Develop training materials | June to July 2017 |
| • Develop assessment approach | June to July 2017 |
| • Implement the training | July 2017 to February 2018 |
| • Evaluate the training | February to March 2018 |

APPENDIX 1: Units in greater detail

Unit 1: The Role of the Commissioner for Wellbeing

Unit number: R/615/4418

Credit: 4

GLH: 8

Level: 5

This unit aims to develop the learner's knowledge and understanding of the purpose, roles, responsibilities and accountabilities of those involved in commissioning for wellbeing, from all agencies. Learners will develop their understanding of the values that inform commissioning and the complex contextual factors that influence the commissioning environment, including policy and legislation that affects commissioning for wellbeing.

Learning Outcomes	Assessment Criteria
1. Understand the values that inform commissioning	1.1 Explain how the values of commissioning start with the wellbeing of people and communities 1.2 Explain how a person-centred approach helps commissioners maintain a focus on people, community inclusion and equality
2. Understand the purpose and objectives of commissioning	2.1 Explain the objectives of commissioning 2.2 Critically compare the differences in the roles, responsibilities and accountabilities of commissioners and partners in different organisations 2.3 Analyse wider trends and factors that influence commissioners for wellbeing
3. Understand the importance of critical analysis and reflection for the commissioning environment	3.1 Analyse current policy and legislation affecting the commissioning environment 3.2 Critically evaluate evidence and knowledge-based theories that influence commissioning

Unit 2: Commissioning Together for Outcomes

Unit number: Y/615/4419

Credit: 5

GLH: 16

Level: 5

This unit aims to develop the learner's understanding and knowledge of commissioning for wellbeing as an outcome-focused process. Learners will also develop understanding and knowledge of commissioning for wellbeing as a process that has relationships and partnerships at its heart, with people and with other commissioners

Learning Outcomes	Assessment Criteria
1. Understand the concept of outcomes-based commissioning	<ul style="list-style-type: none"> 1.1 Illustrate how aspects of wellbeing can be expressed in terms of outcomes 1.2 Explain key features of outcomes-based commissioning and the links with outcomes-based care planning 1.3 Critically compare outcomes-based commissioning with other models of commissioning 1.4 Evaluate how outcomes-based commissioning informs processes for monitoring, evaluation and quality improvement
2. Understand the concept of person-centred commissioning	<ul style="list-style-type: none"> 2.1 Evaluate the principles of person-centred commissioning and personalisation 2.2 Analyse potential tensions and conflicts in person-centred commissioning and ways to address these 2.3 Identify sources of information and support for person-centred commissioning
3. Understand integrated commissioning for better outcomes	<ul style="list-style-type: none"> 3.1 Analyse effective models and approaches for integrated commissioning 3.2 Explain how and why integrated services that cross traditional boundaries can achieve better outcomes for individuals, carers, families and communities 3.3 Analyse how organisational and cultural barriers to integrated commissioning and integrated provision can be identified and overcome 3.4 Explain how different funding arrangements for social care, health and housing can impact on person-centred and outcomes-based commissioning
4. Understand partnership working and co-production for outcomes-based commissioning	<ul style="list-style-type: none"> 4.1 Explain the concept and practice of co-production as a core value, approach and set of skills 4.2 Analyse how working with partners in the design and delivery of commissioning helps to achieve desired outcomes 4.3 Analyse how coproduction supports outcomes based commissioning for wellbeing 4.4 Explain attitudes, systems and approaches for partnership working 4.5 Evaluate how to overcome potential tensions and conflicts with key partners

Unit 3: The Commissioning Cycle

Unit number: L/615/4420

Credit: 6

GLH: 24

Level: 5

This unit aims to develop understanding and knowledge of the steps and processes involved in the commissioning cycle (analyse, plan, do, and review). Learners will also develop their understanding of the need to establish a balanced, diverse, sustainable market, as well as the range of actions that can help to achieve this

Learning Outcomes	Assessment Criteria
1. Understand key elements of practice at each stage of the commissioning cycle	1.1 Explain the key elements of practice at each stage of the commissioning cycle 1.2 Justify the importance of consultation and co-production at every stage of the commissioning cycle
2. Understand the local market for services that support wellbeing for the locality	2.1 Explain the value of a diverse market of service provision 2.2 Explain how family, carer and community assets and resources provide services and support for wellbeing 2.3 Analyse the issues affecting viability of continued services delivered in the local system 2.4 Explain the impact of new technologies and innovative and creative solutions in service provision 2.5 Evaluate integrated service provision that crosses traditional boundaries 2.6 Illustrate self-directed support and micro-commissioning 2.7 Analyse key elements of de-commissioning of service provision 2.8 Explain the role of the commissioner in addressing market and provider failure
3. Understand the concepts of market and workforce commissioning and workforce market shaping	3.1 Evaluate market shaping in relation to commissioning of services for wellbeing 3.2 Analyse how market shaping contrasts with traditional care service procurement 3.3 Explain the systems and processes needed to support market shaping 3.4 Explain the skills and knowledge needed for effective market shaping 3.5 Outline the nature of the workforce involved in support for wellbeing and sources of information about it 3.6 Evaluate how workforce commissioning and workforce market shaping links with market shaping 3.7 Analyse the relationship between workforce commissioning and workforce market shaping, skills gaps and labour market development 3.8 Evaluate how legislation, regulation, standards and strategic initiatives relate to the workforce and workforce development

<p>4. Understand how strategies, standards agreements, procurement and contracting are used in commissioning</p>	<p>4.1 Critically evaluate specific forms of contracting arrangements used in commissioning</p> <p>4.2 Evaluate the key roles played by statements, standards, strategies and agreements in commissioning</p> <p>4.3 Evaluate how procurement and contracting fit within the commissioning cycle</p> <p>4.4 Evaluate how procurement and contracting impact the local and organisational systems and how they support outcomes-based commissioning</p>
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Unit 4: Professional Development for Effective Commissioning

Unit number: R/615/4421

Credit: 2

GLH: 8

Level: 5

This unit aims to develop analytical self-assessment and reflection to determine professional development requirements and own professional development plans to improve and maintain knowledge and skills required as a commissioner for wellbeing

Learning Outcomes	Assessment Criteria
<p>1. Understand the skills and knowledge needed to be a commissioner for wellbeing</p>	<p>1.1 Analyse the knowledge and skills required as an effective commissioner for wellbeing</p> <p>1.2 Evaluate the use of sources of support in developing and maintaining up to date knowledge and skills for commissioning</p>
<p>2. Understand how to plan, develop and maintain own knowledge and skills as a commissioner for wellbeing</p>	<p>2.1 Analyse own learning needs as a commissioner for wellbeing</p> <p>2.2 Develop and agree own professional development plan to address learning and development needs</p> <p>2.3 Explain features of reflective practice and its role in identifying learning and development needs</p> <p>2.4 Analyse the importance of ongoing self-assessment and reflection throughout career</p> <p>2.5 Illustrate the importance of requesting and acting on feedback from partners involved in the commissioning process</p>