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| Overview | This standard is about one of the key roles of a strategic manager; to relate effectively to the key decision makers for your organisation. The standard covers the skills of working alongside decision makers, ensuring that they are aware of the role of commissioning and making sure that others within your organisation recognise the roles of decision makers and the way the process operates.  This NOS is relevant to an individual undertakingcommissioning, procurement and contracting in relation to care services. |

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| Performance criteria | Develop working relationships with the key decision makers |
| You must be able to: You must be able to:  You must be able to: | 1. analyse how different views and opinions of **decision makers** affect your area of responsibility and **organisation** 2. identify the roles and responsibilities of decision makers relevant to your area of responsibility 3. communicate with decision makers to fulfil your role in a way that utilises their preferred communication style and approach and acknowledges their role and contribution 4. promptly fulfil any commitments you have made to decision makers 5. ensure that decision makers are aware of the benefits, risks and implications of commissioning decisions   Support decision makers to understand the effects of commissioning decisions   1. identify relevant advice and information you need to provide to decision makers in order to keep them up to date with commissioning issues 2. provide the advice and information requested by decision makers in an **accessible** format and at a time when it will be most useful 3. use a range of approaches to develop decision makers’ understanding of commissioning, procurement and contracting 4. provide additional information and clarification in response to queries, concerns or objections raised by decision makers 5. provide support to enable decision makers to fulfil their roles   Encourage an organisation wide understanding of the decision making process   1. ensure that workforce induction and development programmes include an explanation of you organisation’s governance arrangements and the decision making process 2. ensure that the workforce in the organisation are kept informed of debates and decisions 3. encourage the workforce to take the opportunity to observe the decision making process 4. encourage a broad range of staff to prepare briefings for decision makers 5. provide feedback to staff about any information they have provided and its impact on decision making |

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| Knowledge and understanding | **Specific to this NOS** |
| You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | 1. how to evaluate the impact of the democratic and political process locally, regionally, nationally and in Europe on your organisation 2. how to evaluate the impact of charitable governance and decision making arrangements on your organisation 3. how to evaluate the impact of company law and decision making processes on your organisation 4. how to apply theories of political and personal influence 5. theories of how to provide information to busy people to ensure that it is read and understood 6. ways to encourage political and decision makers’ involvement and commitment to the work of your organisation 7. ways to enable the staff of your organisation to understand the significance and importance of the decision making process   **Rights**   1. legal and work setting requirements for equality, diversity, discrimination and rights 2. legal and work setting requirements for complaints and whistle blowing 3. your role and the roles of others in promoting **co-productive** and **community based commissioning** 4. the role of service providers and partner agencies in promoting the rights, choices, wellbeing and active participation of **individuals**, **key people** and communities 5. how to challenge, critically evaluate and take informed action against discrimination 6. your duty to report any acts or omissions, poor or discriminatory practice, resources or operational difficulties that could infringe the rights of individuals, key people and communities   **Safeguarding**   1. legislation, national policy, frameworks, local systems and multi-disciplinary procedures relating to the safeguarding and protection of children, young people and adults 2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 3. how and when to escalate any concerns about harm or abuse, including whistleblowing 4. how to support others who have expressed concern about harm or abuse 5. what to do if you have reported concerns but no action is taken to address them   **Sustainability**   1. how to critically analyse the **political, economic, sociological, technological, legal and environmental** responsibilities relevant to your area of responsibility 2. how to promote your **organisation**'s political, economic, sociological, technological, legal and environmental responsibilities 3. how to critically evaluate thesustainability of commissioned services 4. how to critically evaluate the development of sustainable new ideas in your area of responsibility   **Partnership working**   1. how **collaborative and integrated working** can maximise resources 2. how to lead co-productive and community based commissioning 3. how to ensure that social care and procurement professionals are engaged during commissioning, procurement and contracting activities 4. how to critically analyse the **priorities, interests** and contributions of **stakeholders** and their impact on partnership working 5. how to critically analyse the drivers and constraints that impact on businesses and third sector organisations 6. the **business processes** and **operational realities** of service providers 7. how to influence the work of the partnership to meet agreed **outcomes** 8. how to develop governance arrangements for partnerships that take account of the strategic aims and objectives of different partners 9. how to analyse the statutory and financial constraints for **agreeing budgets** to support partnership working 10. how to promote further partnerships amongst providers and other stakeholders though strategic commissioning 11. how to critically evaluate the effectiveness of partnership working   **Risk management**   1. how to critically analyse the risks involved in commissioning, procurement and contracting for your area of responsibility 2. how to assess the financial viability of commissioning plans and proposals 3. methods of managing and mitigating the risks involved in commissioning, procurement and contracting for your area of responsibility 4. how to promote practice that facilitates positive risk-taking   **Your practice**   1. European, UK and national legislation, statutory codes, standards, regulations, frameworks and guidance relevant to commissioning, procurement and contracting for your area of responsibility 2. European, UK and national legislation, statutory codes, standards, frameworks and guidance relevant to service providers and partner agencies 3. how to access accurate interpretations of legal and regulatory requirements 4. how to analyse lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions 5. how to work with key decision makers to ensure accountability for fiscal policy and the achievement of outcomes 6. how to make decisions and agree priorities 7. how to critically evaluate the impact of commissioning, procurement and contracting decisions on individuals, key people and communities 8. how to critically evaluate the importance of preventative and community based provision 9. how to lead the transformation of service provision 10. how to interpret financial information, including financial mapping, to inform commissioning, procurement and contracting 11. how to use and promote **evidence based practice** to justify your actions and decisions 12. principles of reflective practice and why it is important 13. how to identify and access opportunities for professional development   **Theory for practice**   1. how to critically evaluate the impacts of **social, medical and business models** on the achievement of outcomes 2. how to critically evaluate the impact of organisational structure and culture upon how flexibly and innovatively resources can be used 3. how to critically evaluate theories and approaches to leadership and management relevant to your area of responsibility   **Communication**   1. how to promote communication as a foundation for co-productive and community based commissioning 2. how to lead effective communication within and between organisations   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information, taking account of commercial sensitivity and procurement practice 2. legal and work setting requirements for recording information and producing reports within timescales 3. methods of making data, information and analysis accessible for individuals, key people and other stakeholders others including decision makers 4. how and where electronic communications can and should be used   **Health and Safety**   1. legal and work setting requirements for health, safety and security in the work environment   **Managing People**   1. legal and work setting requirements for employment practices 2. internal and external governance arrangements for your area of responsibility 3. how to create a culture that promotes openness, creativity and problem solving 4. how to create a culture that supports people to embrace change 5. factors that can lead to pressures on the service, individual and team performance 6. how to manage time workload and performance to meet targets and achieve outcomes 7. how to provide constructive feedback to others 8. how to develop the professional knowledge and practice of others through reflective supervision and appraisal |

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| 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.  **Key decision makers** are people who are involved in making strategic decisions in your own or other organisations. They might be individuals, key people and communities, elected members, board members, members of a management committee or senior managers.  An **organisation** is the agency, company or local authority for whom you work, volunteer, own or run; if you receive direct payments or fund your own services, it means you and the people who work for you.  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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| Scope / range related to knowledge and understanding:Values: | 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 statement required for achievement of the NOS.  **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.  **Community based commissioning** involves collaborating with local people, community groups and organisations in designing and delivering services, taking account of the roles that people want to take. It involves using and developing people’s skills and abilities throughout all commissioning, procurement and contracting activities.  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.  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.  **Collaborative and integrated working** describes a range of ways in which two or more organisations can work together, for example health and social services working together or regional collaboratives. They can be formal or informal, temporary or permanent and may include the agreement of budgets.  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.  **Business processes** describe the systems and tasks that organisations undertake to be able to provide the required service.  The **operational realities** of service providers are the factors that impact on how they are able to run their services, in particular where there is competition for funding and customers.  **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.  **Agreeing budgets** involves combining or pooling budgets within or between organisations, for example using local authority and continuing healthcare funding, for joint commissioning or regional/collaborative purchasing.  **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 including those 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.  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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| **Suite** | Commissioning, Procurement and Contracting for Care Services |
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