

Unit: CPC 501 Develop strategic partnerships and alliances for commissioning (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 501A Identify partners where mutual benefits can result or there are requirements for joint working
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CPC 501 B Negotiate, agree and implement the governance arrangements and the parameters for working together

CPC 501 C Review and evaluate the performance and outcomes of joint working
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About this unit

This unit is about the process of setting up key alliances and partnerships. It involves gaining agreement to the ways in which organisations will work together and the governance arrangements that will oversee the process. It also covers the ongoing evaluation of the extent to which partnerships and alliances continue to be effective.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with words highlighted in bold in the performance criteria. You need to provide evidence for any option related to your work area.

Key organisations: statutory; voluntary; community; private enterprise; social enterprise; government bodies; NGOs

Key partners: public sector; voluntary sector; individuals, families and communities; current and potential service providers

Key decision makers: individuals, families and communities; elected members; board members; management committee; senior managers/executives;

Contribution: financial; expertise; staff; time; physical resources

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Organisation: the organisation/company/local authority for whom you work or volunteer; the organisation/company you own or run; if you receive direct payments or fund your own services, it means you and the people who work for you

CPC 501A Identify partners where mutual benefits can result or there are requirements for joint working

Performance Criteria

You must show that you:

1. Have a strategic understanding of the impact and influence of all **key organisations** on the local community
2. Have a working knowledge of the key objectives and targets of key local organisations
3. Make links and personal network contacts with all key local organisations
4. Identify partners who can support the delivery of your organisation's commissioning strategy
5. Identify partners where your **organisation** can support the delivery of their key objectives and targets
6. Develop working relationships at a strategic level

with key staff in those organisations with whom you are working

CPC 501 B Negotiate, agree and implement the governance arrangements and parameters for working together

Performance Criteria

You must show that you:

1. Work with **partners** to establish the strategic framework for the governance of the partnership
2. Negotiate and agree with partnership members the strategic aims and strategic and operational plans for the partnership
3. Establish and agree the nature of the **contribution** that each partner will make to the work of the partnership
4. Identify and agree the financial and other resource contributions from each partner
5. Negotiate and agree the governance arrangements for the work of the partnership
6. Negotiate and agree the principles to underpin the development of protocols for the achievement of the partnership aims and objectives
7. Negotiate and agree the principles for disseminating information about the partnership's work within individual agencies and to the wider community
8. Negotiate and agree the principles for gathering and sharing knowledge and good practice about partnership working to enhance the achievement of its aims and objectives

CPC 501 C Review and evaluate the performance and outcomes of joint working

Performance Criteria

You must show that you:

1. Negotiate and agree the principles and the basis for monitoring, reviewing and evaluating the governance, membership and management of the partnership
2. Negotiate and agree measures and indicators to evaluate the performance of the partnership
3. Review, with partners, the results from the monitoring process

4. Evaluate the performance and efficiency of the operation of the partnership and identify any changes required
5. Evaluate the performance of the partnership in achieving the outcomes required by your organisation
6. Report the results of the evaluation to **key decision makers** in your organisation, with recommendations about the partnership working

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when working in partnership
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals
3. How to manage ethical dilemmas and conflicts that can arise when working in partnership
4. How to ensure that partnership working results in best value for the services
5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
6. Legal and organisational requirements about safeguarding children and vulnerable adults

7. Why it is important to reflect on your own practice and identify areas for further development and how to do so

The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for working relationships

Legislation and organisational policy and procedures

8. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when working in partnership
9. Current local, UK and European legislation and organisational requirements, procedures and practices for joint working
10. Key government initiatives which affect the organisational practices on joint working
11. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to joint working

Theory and practice

12. Different models of working together, e.g. collaborative, joint, integrated, and the appropriate use of each
13. Different frameworks of performance measures and their applications
14. How to develop governance protocols and why they are essential
15. The key issues that must be addressed in setting up governance arrangements for joint working
16. The strategic aims and objectives of different partners and how this can impact on the governance of the partnership
17. Why it is important to recognise the potential conflict between the aims of the partnership and the objectives of individual member organisations
18. The contributions that different partners can make to the work of the partnership including shared resources
19. The difference between aligned, joint, shared and pooled budgets and the appropriate use of each
20. The importance of partnership working and why it can improve service delivery and enhance public confidence

21. Changing factors and priorities nationally and locally than can impact on the partnership, its members and its strategic goals
22. The legislative framework that partnership working operates within
23. How to evidence and evaluate effective partnership working

Unit: CPC 502 Maintain governance of a person-centred commissioning culture that promotes inclusion, cohesion and regeneration (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 502 A Develop a coherent, strategic approach to all systems and processes

CPC 502 B Support community provision as an alternative to purchased services

CPC 502 C Monitor and evaluate the impact of commissioning on inclusion, cohesion, and regeneration

About this unit

This unit is about the importance of a whole-systems approach to commissioning and the impact that commissioning can have at a range of levels. Public spending and how it is undertaken will influence community developments in a local area and it is essential that a commissioning organisation understands this and positions itself to provide maximum benefit to the communities it serves.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with words highlighted in bold in the performance criteria. You need to provide evidence for any option related to your work area.

Wider strategic policies and aims: government initiatives; local initiatives; economic regeneration; social regeneration; inclusion; environmental; educational

Community based provision: support services; social opportunities; leisure and recreational provision; environmental provision; housing provision; development provision

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Person-centred services: service provision based around, and built on the strengths of, the individual rather than individuals having to fit into the service provision already commissioned

Inclusion: the opportunity for all individuals, families and communities to share in, gain benefit from, and make a contribution to, all aspects of society

Cohesion: a sharing of a common understanding and a sense of belonging to a community on a local, regional or national level

CPC 502 A Develop a coherent, strategic approach to all systems and processes

Performance Criteria

You must show that you:

1. Ensure that commissioning strategies support wider strategic policies and aims and person-centred planning
2. Consult widely on how systems and processes can support wider strategic policies and aims and **person-centred services**
3. Review of organisational systems and processes in the light of consultation results
4. Redesign systems and processes as necessary to support the achievement of wider strategic policies and aims and person-centred planning
5. Consider any redesign required for the systems and processes involved in joint or collaborative commissioning

6. Incorporate consideration of wider strategic policies and aims into all systems and processes
7. Ensure the awareness of redesigned systems and processes throughout the organisation

CPC 502 B Support community provision as an alternative to purchased services

Performance Criteria

You must show that you:

1. Consult widely and identify the capability and capacity of local **community based provision** to meet identified outcomes
2. Establish ways in which community based provision can be supported
3. Ensure that the opportunities of community based provision are considered when planning to achieve outcomes
4. Assess the environmental impact of supporting community based provision
5. Ensure that the use of community based provision is considered in service design and redesign

CPC 502 C Monitor and evaluate the impact of commissioning on inclusion, cohesion, and regeneration

Performance Criteria

You must show that you:

1. Monitor and collect data and information against agreed criteria
2. Ensure the data and information is recorded and stored in a way that will be accessible and useful to others
3. Collate and interpret the findings of the monitoring activity
4. Evaluate the extent to which your organisation's commissioning activity has affected the achievement of wider policies and aims
5. Share the evaluation with relevant people and organisations
6. Review and recommend changes to your organisation's commissioning strategy in the light of this evaluation

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information-developing strategies
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals, taking account of any limitations on the individuals' rights

Legislation and organisational policy and procedures

3. Codes of practice and conduct, and standards and guidance relevant to your setting and the roles, responsibilities, accountability and duties of others for commissioning
4. Current local, UK and European legislation and organisational requirements, procedures and practices for commissioning
5. Key government initiatives which affect the organisational practices on commissioning
6. How different philosophies, principles, priorities and codes of practice can impact on commissioning
7. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to commissioning

Theory and practice

8. Current reports, research, studies and theoretical approaches to commissioning
9. Current reports, research, studies and theoretical approaches to regeneration and inclusion
10. The theories and research to support person-centred planning
11. The different approaches to consultation and how and when to use them
12. The requirements of joint working and commissioning and how to influence them
13. The importance of community based provision and how it can be used effectively
14. The levels and types of outcomes that can be achieved through effective commissioning and the methods for doing so
15. The roles of the key bodies and organisations for commissioning, procurement and contracting
16. The different approaches to commissioning and procurement and the implications of each
17. Methods and techniques for successful negotiation and agreement

Unit: CPC 503 Manage the environment in which your organisation operates (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 503 A Evaluate internal and external trends and changes
CPC 503 B Position your organisation to respond rapidly to change
CPC 503C Prepare for the potential impact of future development

About this unit

This unit is for senior managers who have the responsibility for making sure that the organisation is aware and ready to respond to all the changes and emerging trends that have an impact on the operational environment. 'Horizon scanning' will be an important part of this work. You will need to be able to produce information that could be used for planning and operational purposes. The 'environment' includes the 'external' operating environment; for example, local populations and their needs, market trends, new technologies and methods, legislation, and the activities of providers and partners. It also includes the 'internal' operating environment; for example, resource allocations, workforce and the culture of the organisation. Depending on where you work, organisation can mean a team or section with responsibility for commissioning within a larger organisation.

Scope

The scope helps to make sure that you provide evidence related to the work you do. Terms in this section give you options related to the words highlighted in bold in the performance criteria. Your evidence for this unit should cover any option that is part of your work.

Valid and reliable sources: national statistics; local authority statistics; public body; academic institution; primary sources

Changes and adjustments: in practice; in policy; in procedures; in systems; in approach; services; providers, funding/payment arrangements, plans, proposals, consultation arrangements

Appropriate people: individuals, families and communities; colleagues; partners; providers; volunteers; elected members; board members; management committee members

Information and knowledge: data; processed data; analysed data; information; research; intelligence; expert opinion; feedback; confidential information; public information; personal information

Key partners: public sector; voluntary sector; individuals, families and communities; service providers

Key decision makers: individuals, families and communities; elected members; board members; management committee; senior managers/executives

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Analyse: to explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information

Horizon scanning: is a futures technique that considers ranges of possible, plausible futures so that planning can be put in place to adapt to and mitigate against various conditions

Futures scenarios: offers different future scenarios with information about government, global position, economic position, environment, etc. Organisations can explore and see how well they are able to respond in different circumstances

CPC 503 A Evaluate internal and external trends and changes

Performance Criteria

You must show that you:

1. Obtain accurate information about the individuals, families and communities that use services from a wide variety of **valid and reliable sources**
2. Obtain accurate information about the market supplying services from a wide variety of valid and reliable sources
3. Monitor and **analyse** trends and developments inside and outside your organisation and make **changes and adjustments** accordingly
4. Actively use the information to provide evidence-based planning and to support decision making
5. Actively scan and monitor key local, regional, national and European initiatives, developments and emerging thinking and recognise the impact for your organisation
6. Process new information into an accessible format for sharing as widely as possible inside and outside/outwith your organisation

CPC 503 B Position your organisation to respond rapidly to change

Performance Criteria

You must show that you:

1. Identify clearly and address the strengths and weaknesses of your organisation and the opportunities and threats in your organisation's external environment
2. Develop structures, systems and processes that enable the organisation to consult, and share information and analysis with all **appropriate people** on potential future market and organisational development
3. Assess **risks** and prepare plans to manage the risks involved

4. Organise and manage **information and knowledge** in a way that supports effective analysis and planning
5. Work alongside **key partners** to jointly prepare responses to change
6. Explain any assumptions you have made in your analysis and provide the evidence base
7. Keep **key decision makers** aware, informed and prepared to respond to changes

CPC 503C Prepare for the potential impact of future development

Performance Criteria

You must show that you:

1. Explore and assess a range of **future scenarios** within the environment in which your organisation operates
2. Make use of **horizon scanning** to determine the likelihood, impact, risk and timeframe of future developments
3. Analyse the implications for your organisation, the individuals, families and communities it serves and its markets
4. Use the analysis to undertake long-term strategic planning for the organisation
5. Integrate review and revision of long-term plans into action planning for current developments
6. Provide key decision makers and all appropriate people with regular information

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information and how they apply to future developments
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals, families and communities.
3. How to manage ethical dilemmas and conflicts that arise in commissioning organisations
4. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
5. Legal and organisational requirements about safeguarding children and vulnerable adults
6. Why it is important to reflect on your own practice and identify areas for further development and how to do so

Legislation and organisational policy and procedures

7. Codes of practice and conduct, and standards and guidance, the roles, responsibilities, accountability and duties of others when planning for the future
8. Current local, UK and European legislation and organisational requirements, procedures and practices for future and forward planning
9. Key government initiatives which affect the organisational forward planning
10. How different philosophies, principles, priorities and codes of practice can impact on forward planning
11. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to forward planning

Theory and practice

12. Different sources of information and how to use them effectively and establish validity and reliability
13. How to measure and review organisational performance
14. How to analyse organisational culture
15. How to undertake an analysis of the organisation

16. How to undertake an analysis of the political, economic, social, technological, legal and environmental factors in the external environment
17. How to analyse the interests of individuals, families, communities, markets and partners
18. How to build future scenarios and assess their implications
19. The process of horizon scanning and how to access and use scans

Unit: CPC 504 Negotiate the agreement and implementation of sustainable commissioning strategies for positive (Commissioning, Procurement and Contracting) outcomes

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 504 A Collate and present evidence for a sustainable strategy to achieve outcomes
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CPC 504 B Negotiate agreement for strategic proposals
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CPC 504 C Ensure that the agreed strategy can be delivered and the outcomes achieved

About this unit

This unit is about gaining agreement for key strategic plans. It involves the skills for gathering and presenting supporting evidence, negotiating the agreement and then ensuring that the organisation can deliver the outcomes.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with words highlighted in bold in the performance criteria. You need to provide evidence for any option related to your work area.

Valid and reliable sources: national statistics; local authority statistics; public body; academic institution; primary sources

Resources: financial; human; physical; time

Key decision makers: individuals, families and communities; elected members; board members; management committee; senior managers/executives

Information and knowledge: data; processed data; analysed data; information; research; intelligence; expert opinion; feedback; confidential information; public information; personal information

Present (verb): verbally; verbally with visual support; written; electronic; in person; indirectly

Systems and processes: internal; external

Joint and collaborative working: public sector; voluntary sector; community partner; provider

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Outcome: desired result of activities, interventions and / or services

Analyse: to explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information

Accessible: something that people can understand, regardless of the level or way in which they communicate; this may mean translating information, or providing it in large print or on audio tape, or just in plain language

Sustainable: an activity/intervention and/or service able to meet current needs without damaging the ability of future generations to meet their needs. This means thinking about what you do and making sure that you are not damaging the environment

CPC 504 A Collate and present evidence for a sustainable strategy to achieve outcomes

Performance Criteria

You must show that you:

1. Identify in a clear and logical way, the long-term aims, objectives and **outcomes** for a strategy proposal
2. Obtain, **analyse** and present evidence from **valid and reliable sources** about the nature and level of demand, the required outcomes and how this has been established
3. Obtain, analyse and present evidence from valid and reliable sources about the availability of supply to meet the level and nature of demand and how this has been established
4. Obtain, analyse and present evidence from valid and reliable sources about the market development necessary in order to achieve the identified outcomes
5. Obtain, analyse and present evidence from valid and reliable sources to demonstrate the social, environmental and economic impact of the strategy on the local community
6. Identify clearly how the strategy proposal reflects legislation, policy drivers and current thinking
7. Include a comprehensive risk assessment and risk management strategy
8. Identify and justify the level and type of **resources** necessary to deliver the proposed strategy
9. Include workable proposals for self-directed support, joint and collaborative working with partners and engagement with the voluntary and community sector

CPC 504 B Negotiate agreement for strategic proposals

Performance Criteria

You must show that you:

1. Make effective use of opportunities to inform and positively influence **key decision makers** in support of your proposal
2. Provide clear, concise **information** and supporting evidence to all decision makers in an **accessible** format and in good time for them to make use of it
3. **Present** the proposed strategy clearly and positively
4. Deal constructively with queries, concerns and objections
5. Provide clear and accurate information about the consequences of agreement and non-agreement of your proposals
6. Negotiate and make changes, if necessary, to achieve progress in the interests of individuals, families and communities

7. Record the agreement reached

CPC 504 C Ensure that the agreed strategy can be delivered and the outcomes achieved

Performance Criteria

You must show that you:

1. Develop useable implementation plans that are **sustainable**
2. Ensure that **systems and processes** enable the engagement of individuals, families and communities
3. Negotiate to ensure that the necessary resources are available to enable the delivery of the strategy
4. Ensure that a suitably qualified and experienced workforce is available to deliver the outcomes identified in the strategy
5. Make arrangements to recruit capable and effective staff to the key posts necessary to implement the strategy and achieve the identified outcomes
6. Put in place structures, systems and processes to enable the **joint and collaborative working** identified in the strategy
7. Put effective processes in place for full engagement of the voluntary and community sector
8. Put effective monitoring and evaluation plans in place

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and

- sharing of information when developing commissioning strategy
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals families and communities
 3. How to ensure that the commissioning strategy results in best possible value for the services
 4. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
 5. Legal and organisational requirements about safeguarding children and vulnerable adults
 6. Why it is important to reflect on your own practice and identify areas for further development and how to do so
 7. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for working relationships

Legislation and organisational policy and procedures

8. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others in relation to commissioning
9. Current local, UK and European legislation and organisational requirements, procedures and practices for planning commissioning
10. Key government initiatives which affect the organisational practices for commissioning strategies
11. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to commissioning strategies

Theory and practice

12. Current reports, research, studies and theoretical approaches to commissioning

13. The research and consultations necessary for the preparation of a commissioning strategy and how to undertake them
14. The requirements of joint working and commissioning and how to implement them
15. The importance of democratic oversight of public sector spending, its roles and how to judge its impact
16. The levels and types of outcomes that can be achieved through effective commissioning and the methods for doing so
17. The roles of the key bodies and organisations for commissioning, procurement and contracting
18. The different approaches to commissioning and procurement and the implications of each
19. Methods and techniques for successful negotiation and agreement
20. Ways to work effectively with key decision makers

Unit: CPC 505 Plan the workforce to achieve outcomes (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence:

CPC 505 A Embed workforce planning into commissioning strategies
CPC 505 B Position the organisation to respond to changes in workforce requirements
CPC 505 C Monitor and review workforce plans in the light of progress towards outcomes

About this unit

This unit is about taking a lead in identifying the workforce required to meet outcomes. It involves considering the strategic objectives, priorities and plans of the organisation to decide whether the workforce has the right skills, is in the right location and is the right size to meet the required outcomes.

'Workforce' covers any person who works for the organisation, whether through working for a service provider or directly. You also have to consider the increasing numbers of the workforce who work directly for individuals, families and communities through the use of direct payments, although you do not have any control over this workforce, you need to know about it as it will have an impact on the labour market. Self directed support through individual budgets also has significant implications for workforce planning.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Workforce: in-house service provider workforce; private sector provider workforce; voluntary sector provider workforce; volunteers; commissioning, contracting and procurement workforce; employed paid full time; employed

paid part time; contractors' staff; agency staff; foster carers; adult placement carers; unpaid workers

Partner organisations: Contractors; service providers; voluntary sector organisations; foster carers; adult placement carers;

Workforce development needs: training; qualifications; CPD; mentoring; job coaching; study skills

New types of worker/working: across traditional delivery boundaries; across organisational boundaries; led by service users; integrated working

Communication channels: face to face; small groups; public meetings; regular feedback through representatives/community groups; telephone; e-mail; web based; information leaflets; informal channels – 'water cooler' etc

Secure: negotiate budget; negotiate additional budget; vire funding; through partnership working; bid for project funding; develop funded pilot programme; bid for structural funds; bid for charitable funds

Resources: financial; human; physical; time

Specialist expertise: human resources; employment lawyer; trade union; sector skills council; training provider; recruitment consultant

Risks: risks to people, risks to property, health and safety risks, actions that may make adults or children vulnerable to harm from others, risks of legal action, risks to reputation, risks of poor performance, risk of financial loss

Range of sources: individuals, families and communities using services; service providers; workforce; training providers; labour market intelligence; sector skills council

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we**

would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Analyse: to explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information.

Organisation: The organisation/company/local authority for whom you work or volunteer, the organisation/company you own or run, if you receive direct payments or fund your own services it means you and the people who work for you

CPC 505 A Embed workforce planning into commissioning strategies

Performance Criteria

You must show that you:

- 1 **Analyse** the **organisation's** strategic commissioning plans and obtain information needed for workforce planning purposes
2. Identify other key **partner organisations** and individuals who are part of the workforce and ensure that they are included in workforce planning and development
2. Identify trends and movements and include them in future planning
- 3 Identify the mix of skills, knowledge and experience required to deliver current and planned outcomes.
- 4 Review and analyse the diversity, capacity and capability of the current workforce to meet identified requirements
5. Identify, and include evidence based plans in commissioning strategies to meet **workforce development needs**
6. Identify and plan for any **new types of worker/working** that will be needed for future commissioning plans
7. **Communicate** workforce development plans across the workforce in an accessible format and seek feedback

CPC 505 B Position your organisation to respond to changes in workforce requirements

Performance Criteria

You must show that you:

1. Develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation.
2. Include partner organisations in planning to meet any changes in workforce requirements
3. Ensure that the workforce has a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation.
4. Ensure that the organisation has a diverse workforce which provides a suitable mix of people to achieve the required outcomes and objectives for individuals, families and communities and the organisation.
5. **Secure the resources** needed to recruit, keep and re-deploy people.
6. Seek and make use of **specialist expertise** to assist in workforce planning activities, as necessary.
7. Identify and manage the **risks** resulting from your plans
8. Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain service continuity
9. Ensure that potential changes relevant to partners involved in strategic plans are included in forward thinking

CPC 505 C Monitor and review workforce plans in the light of progress towards outcomes

Performance Criteria

You must show that you:

1. Obtain information about progress and performance of the organisation in achieving planned outcomes
2. Review progress and performance and seek feedback from a **range of sources** on any changing workforce needs
3. Share the results of the review with key partner organisations
4. Analyse any necessary changes in workforce requirements
5. Arrange to implement any resulting changes in workforce plans

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when planning for the workforce
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individuals' rights.
3. How to manage ethical dilemmas and conflicts that arise when planning the workforce.
4. How to ensure that workforce planning result in best value for the services
5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
6. Legal and organisational requirements about safeguarding children and vulnerable adults
7. Why it is important to reflect on your own practice and identify areas for further development and how to do so
8. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for workforce planning

Legislation and organisation policy and procedures

9. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others for planning the workforce
10. Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - data protection
 - employment practices
 - Workforce development and training
11. Key government initiatives which affect the organisational practices for workforce planning and development
12. How different philosophies, principles, priorities and codes of practice can impact on workforce planning
13. Policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to workforce planning.

Theory and practice

14. What an effective workforce plan should cover.
15. The information required to undertake workforce planning.
16. Sources of specialist expertise in relation to workforce planning and how to make use of them.
17. Strategies and/or services which need to be in place for when people leave, including redundancy counselling.
18. The importance of putting contingency arrangements in place and how to do so effectively.
19. The different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits.
20. Types of employment agreements typically used within the sector.
21. Patterns for employing, recruiting, and keeping people in the sector.
22. Trends and developments in the sector which are relevant to workforce planning.
23. Working culture and practices of the sector.
24. The organisation's vision, strategic objectives and associated plans, structure, values and culture.
25. Employment agreements with people working in and for the organisation and contractors.
2. The capacity and capability of the current workforce.
4. The diversity of the organisation's and contractors' workforce.

27. Factors affecting workforce planning in the organisation and contractors.
26. Local employment market conditions.
27. Employment policies and practices within the organisation and contractors – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
28. Developing trends in employment practices such as home working, virtual offices etc and how they may impact on your workforce

Unit: CPC 506 Secure financial resources for your organisation's plans (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 506 A Review the generation and allocation of financial resources
CPC 506 B Evaluate proposals for expenditure
CPC 506 C Obtain financial resources for your organisation's activities.

About this unit

This unit is about managing your organisation's finance at a strategic level. It covers examining the way your organisation generates and allocates financial resources, evaluating proposals from others on expenditure, and obtaining the financial resources which your organisation needs. This unit is for directors, management committee members and senior level managers working in commissioning, procurement or contracting who are responsible for obtaining or reviewing the generation and allocation of the financial resources of the organisation.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Generation of financial resources: raising equity finance; obtaining loans; obtaining venture capital; negotiating with government for funds; obtaining sponsorship; creative and innovative approaches;

Allocation of financial resources: budgeted plans; internal bidding; departmental competition or collaboration; external bidding and inter-organisational competition or collaboration.

Evaluation: comparative; absolute

Proposals: for long-term programmes of work; for medium-term programmes of work; for short-term programmes of work.

Performance: performance against internal, or personal, criteria; performance against external criteria

Relevant people: team members; colleagues working at the same level; higher-level managers or sponsors; individuals, families and communities

Activities to obtain resources: formal proposals; consultation; lobbying; private discussion; media usage; publishing documents.

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Organisation: The organisation/company/local authority for whom you work or volunteer, the organisation/company you own or run, if you receive direct payments or fund your own services it means you and the people who work for you

Relevant people: people to whom a particular issue or incident is important or who are affected by it. Who the relevant people are can depend upon circumstances.

Outcome: desired result of activities, interventions and / or services.

Criteria: 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

Information: raw, recorded and interpreted data.

CPC 506 A Review the generation and allocation of financial

Resources

1. Use systems for reviewing the **generation** and **allocation** of financial resources which provide accurate, comprehensive and up-to date **information**
2. Use **criteria** for assessing the organisation's **performance** in the generation and allocation of financial resources which take account of the type of **organisation**, its context and culture
3. Use **criteria** which include commonly accepted performance measures for the generation and allocation of financial resources
4. Do a review which shows how well the organisation is performing compared with other organisations
5. Do a review which shows how effective the organisation's methods are compared to alternative methods of generation and allocation of financial resources
6. Gather, store and use **information** on the generation and allocation of financial resources in accordance with **organisational policies and legal requirements**.

Performance Criteria

You must show that you:

CPC 506 B Evaluate proposals for expenditure

1. Select **evaluation** criteria which are relevant, fair and clear
2. Provide those submitting **proposals** with sufficient help to make their proposals effective
3. Evaluate proposals against your stated criteria within the agreed timescale
4. Evaluate proposals for their expected benefits and costs, and according to how realistic and achievable these benefits and costs appear to be
5. Accept proposals that clearly show how they support the organisation's objectives, strategies, values and policies
6. Highlight weaknesses or inconsistencies in proposals and form a justifiable case for rejection or amendment
7. Clearly explain the reasons for the rejection or amendment of proposals to those submitting the proposals

8. Conduct negotiations over proposals in a manner likely to ensure co-operation, confidence and goodwill

CPC 506 C Obtain financial resources for your organisation's activities.

Performance Criteria

You must show that you:

1. Give opportunities to **relevant people** to help to obtain financial resources for your organisation's activities
2. Make a clear, consistent case for obtaining resources which is supported by sound argument
3. Present your case in such a way as to reflect the commitment of those who will be using the resources
4. Obtain resources in a way that is consistent with the good name and image of your organisation and with legal requirements
5. Agree realistic alternative courses of action with relevant people when the resources you need are not obtained in full
6. Act consistently with the mission, values and policies of the organisation in all your agreements, communications and other activities to obtain resources.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and

- sharing of information when obtaining financial resources
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals
 3. How to manage ethical dilemmas and conflicts that can arise when obtaining financial resources.
 4. How to ensure that partnership working results in best value for the services
 5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
 6. Legal and organisational requirements about safeguarding children and vulnerable adults
 7. Why it is important to reflect on your own practice and identify areas for further development and how to do so
 8. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for securing financial resources

Legislation and organisation policy and procedures

9. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when securing financial resources
10. Current local, UK and European legislation and organisational requirements, procedures and practices for securing financial resources
11. Key government initiatives which affect the organisational practices on raising financial resources

Theory and practice

12. Ways to develop and present a case for the acceptance or rejection of proposals
13. How to develop and present an effective case for obtaining financial resources

14. The relative advantages and disadvantages systems which may be used to review the generation and allocation of financial resources
15. how to identify selection criteria that are appropriate to your organisation, its context and culture
16. the commonly accepted performance measures for the generation and allocation of financial resources
17. how to compare your organisation's performance with that of others
18. alternative methods of generating and allocating financial resources which may be appropriate and how to evaluate these
19. how to evaluate proposals against selected criteria and carry out cost-benefit analyses of these
20. the context and culture of the organisation and the implications of these for resource generation and allocation how to ensure compliance with the organisation's mission, values and strategic objectives during the process of securing and allocating resources
21. the types of help those making proposals may need and how to provide support effectively
22. the importance of continuously reviewing the generation and allocation of financial resources and your role and responsibilities in this regard
23. strategies to use when carrying out negotiations on expenditure proposals so that the co-operation, confidence and goodwill of those involved is maintained.

Unit: CPC 507 Establish and maintain an organisational culture of risk awareness (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 507 A Embed the concept of risk into all systems and procedures
CPC 507 B Develop a learning organisation that takes a positive view of risk identification and management
CPC 507 C Incorporate the outcomes of managing risk into planning and development

About this unit

This unit is concerned with the competence required by management in order to establish and develop an environment in which a team can work together at assessing and balancing risk factors. This may be as an ongoing task or as part of the life cycle of a procurement project.

The project manager needs to also ensure that those with operational responsibilities implement appropriate measures. The unit encompasses the strategic role in the promotion of a culture of risk awareness, which impacts on the evaluation and overall management of commercial risk and the risks to outcomes, including the direct and consequential risks of damage to people, property and the environment.

This unit is based on Project Management NOS unit 5 but has been changed to meet the needs of commissioning. As a result, the layout may look slightly different from other units.

Scope:

the scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of

options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Areas of perceived risk:

- | Commercial or contractual
- | Technical issues
- | Local and environmental conditions
- | Resources or procurement
- | Regulatory or political influences
- | Lack of information and data

2 Communicate:

- | Verbally in meetings
- | In writing

3 Personnel:

- | Team members
- | Support or supply chain staff

4 Appropriate circumstances:

- | Start-up or briefing meetings
- | Progress meetings

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 507 A Embed the concept of risk into all systems and procedures

Performance Criteria

You must show that you:

1. Communicate to all appropriate people that all reports, proposals, business cases, recommendations and reviews contain **risk** identification and management
2. Ensure appropriate people are aware of their roles and responsibilities for identifying risks and are aware of the associated management systems and procedures
3. Encourage staff to contribute to the development and review of risk management systems and procedures
4. Communicate the advantages of risk management in a way which promotes and gains commitment
5. Make sure individuals, families and communities who are directing their own support are aware of any risk management requirements that apply to their responsibilities
6. Establish key partners' attitude to risk and include risk management in any jointly planned operations
7. Raise the issue of risk awareness in meetings, discussions and information sharing as appropriate

CPC 507 B: Develop a learning organisation that takes a positive view of risk identification and management

Performance Criteria

You must show that you:

1. Actively promote an organisational 'no blame' culture that recognises mistakes as learning opportunities
2. Encourage staff to raise incidents for review and learning
3. Demonstrate clearly how identified risks and 'near misses' can be used as learning for the organisation
4. Ensure that risk identification and incident review processes are developed and implemented
5. Obtain feedback from staff using the review processes and make changes if necessary

CPC 507 C Incorporate the outcomes of managing risk into planning and development

Performance Criteria

You must show that you:

1. Obtain information from valid and reliable sources about systems, processes and procedures which present risks to the organisation and those people it serves

2. Obtain and collate information about risks to inform planning, forecasting and development
3. Analyse data about key areas of risk accurately
4. Draw up strategic plans for future development in the light of the learning emerging from identified internal and external risks and 'near misses'
5. Include risk management and review prominently in strategic plans

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when managing risk
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals, families and communities
3. How to manage ethical dilemmas and conflicts that can arise through risk management
4. How to ensure that managing risk results in best value for the services
5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
6. Legal and organisational requirements about safeguarding children and vulnerable adults and the implications for risk management
7. Why it is important to reflect on your own practice and identify areas for further development and how to do so

8. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for managing risks

Legislation and organisational policy and procedures

9. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when managing risk
10. Current local, UK and European legislation and organisational requirements, procedures and practices for managing risk
11. Key government initiatives which affect risk management
12. How different philosophies, principles, priorities and codes of practice can impact on risk management
13. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to risk management

Theory and practice

14. Risk management techniques and the execution of procedures
15. Analysis and evaluation techniques
16. Communication and presentation techniques
17. Ways of identifying the probability of a risk situation occurring
18. Ways of clarifying risk issues and of assessing the likely impact and consequences
19. How to prioritise and manage risk issues
20. Identification of secondary or additional risks due to changes as the project progresses
21. Ways of influencing, monitoring and controlling the risk environment
22. Reporting systems that provide timely and accurate information
23. Constraints that introduce risk and could influence the outcomes
24. Techniques for assessment of factors
25. Sources and types of specialist advice
26. Techniques for defining and controlling measurable outcomes
27. Information sources: internal; external
28. Organisational procedures and systems

29. Opportunities, procedures and formats for communicating and promoting risk awareness

Unit: CPC 508 Engage with the decision making process of your organisation (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence:

CPC 508 A Develop productive working relationships with the key decision makers relevant to your organisation
--

CPC 508 B Provide advice and information to ensure that key decision makers understand the effects of commissioning decisions
--

CPC 508 C Encourage and enable an organisation wide understanding of the decision making process

About this unit

This unit is about one of the key roles of a strategic manager; to relate effectively to the key decision makers for your organisation. The unit covers the skills of working alongside politicians, directors, board and committee members, ensuring that they are aware of the role of commissioning and also making sure that others within your organisation recognise the role of the decision makers and the way the process operates

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key decision makers: individuals, families and communities; elected members; board members; management committee; senior managers/executives;

Communicate: face to face; small groups; telephone; e-mail; web based

Provide information/explanations: written (electronic or paper), verbal (face to face or telephone), directly to decision makers, or indirectly via a line manager or other person.

Directly to those concerned or indirectly through website, forum, newsletter etc

Range of approaches: observation visits; participation in tendering and awarding; information updates

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 508 A Develop productive working relationships with the key decision makers relevant to your organisation

Performance Criteria

You must show that you:

1. Identify the roles and responsibilities of the **decision makers** relevant to your organisation
2. Are aware of different views and opinions of decision makers and how they could affect your organisation
3. Establish the preferred communication style and approach of relevant decision makers
4. Recognise, acknowledge and value the decision makers' role and contribution
5. Maintain regular contact and **communicate** effectively with decision makers as appropriate to your role
6. Promptly fulfil any commitments you have made to decision makers
7. Ensure that decision makers are aware of any commissioning decisions that are likely to result in significant opposition or media interest

CPC 508 B Provide advice and information to ensure that decision makers understand the effects of commissioning decisions

Performance Criteria

You must show that you:

1. **Provide the advice and information** requested by decision makers
2. Identify clearly the relevant advice and information you need to provide to decision makers in order to keep them up to date with commissioning issues
3. Offer the advice in an accessible format and at a time when it will be most useful
4. Use a **range of approaches** to develop decision makers' understanding of commissioning
5. Provide additional information and clarification in response to queries, concerns or objections raised by decision makers
6. Provide support and advice to enable decision makers to manage opposition to commissioning decisions and respond to media queries

CPC 508 C Encourage and enable an organisation wide understanding of the decision making process

Performance Criteria

You must show that you:

1. Include an explanation of the decision making process in workforce induction and continuing development
2. Ensure that the workforce in the organisation are kept informed of debates and decisions
3. Encourage staff to take the opportunity to observe the decision making process
4. Encourage as many staff as possible to prepare advice and information briefings for decision makers
5. Provide feedback to staff about any information they have provided and its impact on decision making

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details

the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when working with decision makers
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals
3. How to manage ethical dilemmas and conflicts that can arise when you engage with the decision making process
4. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
5. Legal and organisational requirements about safeguarding children and vulnerable adults
6. Why it is important to reflect on your own practice and identify areas for further development and how to do so
7. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for decision making

Legislation and organisation policy and procedures

8. Codes of practice and conduct, and standards and guidance, and responsibilities, accountability and duties of others when working with decision makers

9. Current local, UK and European legislation and organisational requirements, procedures and practices for working with politicians and decision makers
10. How different philosophies, principles, priorities and codes of practice can impact on working with decision makers
11. Policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to working with decision makers

Theory and practice

12. The democratic and political process locally, regionally, nationally and in Europe and how it impacts on your organisation
13. Charitable governance and decision making arrangements and how they impact on your organisation
14. Company law and decision making processes and how they impact on your organisation
15. Theories of and ways to use, political and powerful people's influence
16. Theories of how to provide information to busy people to ensure that it is read and understood
17. Ways to encourage political and decision makers' involvement and commitment to the work of your organisation
18. Ways to enable the staff of your organisation to understand the significance and importance of the decision making process

Unit: CPC 509 Enable your organisation to align or pool budgets with a partner (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence:

CPC 509 A Agree and establish governance arrangements for aligned or pooled budgets
CPC 509 B Prepare an aligned or pooled budget for negotiation and agreement
CPC 509 C Enable monitoring and evaluation of the impact of expenditure from aligned or pooled budgets

About this unit

This unit covers the one of the key developments of joint working, when decisions are taken to use the budgets of two or more organisations, or to merge the budgets of two or more organisations for a particular area of activity to achieve agreed outcomes. Either of the processes requires skilled and careful planning and well thought out governance arrangements if difficulties are to be avoided

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Statutory and financial constraints: legislation; regulation; powers of delegation; Charity Commission
Conditions for changing: inflation; reduced availability of resources; change in role; dissolution
Accountability: board; joint commissioning unit; individual budget holder; budget holding lead professional
Key decision makers: individuals, families and communities; elected members; board members; management committee; senior managers/executives;

Changes and adjustments: in practice; in policy; in procedures; in systems; in approach; services; providers, funding/payment arrangements, plans, proposals, consultation arrangements

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Aligned budgets: Budgets of two or more organisations are used to contribute to the achievement of agreed outcomes. The budgets remain under the control of the organisations concerned and each will make an agreed contribution

Pooled budgets: Organisations each make an agreed contribution into a new, shared budget 'pot' in order to achieve agreed outcomes. Organisations do not retain individual control over the budgets and new governance arrangements are agreed

CPC 509 A Agree and establish governance arrangements for aligned or pooled budgets

Performance Criteria

You must show that you:

1. Identify accurately the **statutory and financial constraints** and legislation and guidance applicable to each partner and ensure that all agreed arrangements comply
2. Identify accurately any outcomes, performance indicators and/or targets for any partner and agree how

- they will continue to be met with an aligned or pooled budget
3. Identify and agree how to address any anomalies or conflicts
 4. Negotiate and agree the contributions to be made by each partner and the **conditions for changing** in future years
 5. Negotiate and agree how aligned or pooled budgets will be managed, **accountability channels** and how responsibility will be apportioned
 6. Negotiate and agree contracting arrangements
 7. Negotiate and agree accounting and reporting arrangements and responsibilities
 8. Negotiate and agree audit arrangements
 9. Negotiate and agree arrangements and authority for expenditure
 10. Negotiate and agree review arrangements for aligned or pooled budgets

CPC 509 B Prepare an aligned or pooled budget for negotiation and agreement

Performance Criteria

You must show that you:

1. Aggregate required outcomes from each partner
2. Aggregate budget forecasts from each partner
3. Ensure that relevant, valid information from each partner is included in the joint commissioning strategy
4. Identify any economies of scale or efficiencies resulting from joint working
5. Develop budget proposals based on the agreed joint commissioning strategy
6. Ensure that each partner's contribution is clearly identifiable in the overall budget
7. Ensure that each partner can identify the ways in which the aligned or pooled budget meets their organisations' outcomes
8. Ensure that the budget demonstrates the benefits of aligning or pooling financial resources
9. Negotiate and gain agreement to the proposed budget

CPC 509 C Enable monitoring and evaluation of the impact of expenditure from aligned or pooled budgets

Performance Criteria

You must show that you:

1. Discuss and agree with partners the areas in which aligned or pooled expenditure is expected to have most effect
2. Identify and agree with partners the measures and indicators to be used for monitoring the impact of expenditure
3. Ensure that monitoring and collection of data takes place for the agreed areas
4. Obtain the monitoring data and share it with partners
5. Analyse the data and evaluate the impact of aligning or pooling budgets on the achievement of outcomes for each partner
6. Agree recommendations with partners for any **adjustments or changes** needed to contributions or operations
7. Share the results of the evaluation with individuals, families and communities and **key decision makers**

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when aligning or pooling budgets
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individuals' rights.
3. How to ensure aligning or pooling budgets result in best value for the services
4. Methods and ways of working that:

- a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
5. Legal and organisational requirements about safeguarding children and vulnerable adults
 6. Why it is important to reflect on your own practice and identify areas for further development and how to do so
 7. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for aligning or pooling budgets

Legislation and organisation policy and procedures

8. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when aligning or pooling budgets
9. Current local, UK and European legislation and organisational requirements, procedures and practices for aligning or pooling budgets
10. Key government initiatives which affect the organisational practices on pooling budgets and joint working
11. How to access, evaluate and influence organisational and workplace policies, procedures and systems for the aligning or pooling of budgets
12. Policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to aligning or pooling budgets .

Theory and practice

13. The principles of public sector accounting and financial practices
14. The economies that can result from aligned or pooled budgets and how to take advantage of them
15. The limits and restrictions of financial activity that apply to public bodies
16. The limits and restrictions of financial activity that apply to charitable bodies
17. The different financial systems and climates that may apply to different partners and how to take account of differences

18. Different contracting arrangements and the implications of each
19. How to prepare a budget
20. Methods and techniques of negotiation and gaining agreement
21. Different governance models and arrangements and how to identify the most appropriate one
22. Ways to monitor and evaluate the impact of expenditure and when and how to use them

Unit: CPC 510 Develop a joint strategic needs assessment and delivery strategy (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence:

CPC 510 A Aggregate information on outcomes required by each partner
CPC 510 B Aggregate information on supply available to deliver outcomes
CPC 510 C Prepare and implement a joint delivery strategy to meet the needs of the local population

About this unit

This unit is about undertaking a joint assessment of needs across two or more partners as a first step in joint commissioning. Following a needs assessment, there is an assessment of the capacity of the market to respond and finally a joint strategy for delivering the identified outcomes

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Relevant data: demographic; environmental; economic; wellness; social

Resources: financial; human; physical; time

Risks: risks to people, risks to property, health and safety risks, actions that may make adults or children vulnerable to harm from others, risks of legal action, risks to reputation, risks of poor performance, risk of financial loss

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Analyse: to explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information.

Sustainable: an activity/intervention and/or service able to meet current needs without damaging the ability of future generations to meet their needs. This means thinking about what you do and making sure that you are not damaging the environment

CPC 510 A Aggregate information on outcomes required by each partner

Performance Criteria

You must show that you:

1. Obtain and aggregate **relevant data** from each partner
2. Obtain and aggregate data on current met and unmet needs
3. Obtain and aggregate information on the outcomes required by individuals, families and communities
4. Collate and **analyse** information on priorities and **outcomes** for each partner
5. Project outcomes for 3-5 years ahead
6. Project demand for 3-5 years
7. Undertake an equality and **sustainability** impact assessment and use the analysed result to inform the joint delivery strategy
8. Prepare and gain agreement to a joint assessment of needs, priorities and outcomes

CPC 510 B Aggregate information on supply available to deliver outcomes

Performance Criteria

You must show that you:

1. Obtain accurate and current market information from each partner to establish the current capacity to deliver outcomes
2. Identify where further market development is needed in order to deliver outcomes
3. Identify new and innovative approaches to service design to improve delivery of outcomes
4. Identify where joint approaches to meeting outcomes can result in effective and efficient use of **resources**
5. Negotiate and agree joint approaches to market development in order to deliver outcomes

CPC 510 C Prepare and implement a joint delivery strategy to meet the needs of the local population

Performance Criteria

You must show that you:

1. Plan, with your partner, how services will be jointly designed and delivered
2. Develop a delivery strategy to deliver the identified priorities and outcomes from each partner
3. Undertake a **risk assessment** and produce a risk management plan for the joint delivery strategy
4. Include the workforce development needs in the joint delivery strategy
5. Propose, negotiate and gain agreement for governance arrangements for the joint delivery strategy
6. Plan appropriate contracting arrangements to meet identified outcomes and priorities
7. Develop and gain agreement to performance measures and indicators for the joint delivery strategy
8. Include clear plans for regular benchmarking of performance in order to establish the effectiveness of the delivery
9. Identify a monitoring and evaluation plan for the joint delivery strategy

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing joint working
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals
3. How to manage ethical dilemmas and conflicts that arise in joint working.
4. How to ensure that joint working results in best value for the services
5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
6. Legal and organisational requirements about safeguarding children and vulnerable adults and how they can be carried out whilst working jointly
7. Why it is important to reflect on your own practice and identify areas for further development and how to do so
8. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for joint strategies

Legislation and organisation policy and procedures

9. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when working jointly
10. Current local, UK and European legislation and organisational requirements, procedures and practices for working jointly
11. Key government initiatives which affect the organisational practices about joint working
12. Policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to joint working.
13. Legal contracting requirements and any impact or additional considerations for joint working

Theory and practice

14. How to develop governance protocols
15. The strategic aims and objectives of different partners and how this can impact on the governance of the partnership
16. Why it is important to recognise the potential conflict between the aims of the partnership and the objectives of individual member organisations
17. The contributions that different partners can make to the work of the partnership including shared resources
18. The importance of partnership working and why it can improve service delivery and enhance public confidence
19. Changing factors and priorities nationally and locally that can impact on the partnership, its members and its strategic goals
20. Different types of contracts and how they can be used to meet different outcomes and priorities
21. The importance of benchmarking and how to undertake it for joint working
22. How to develop and use performance measures and indicators that are appropriate for joint working

Unit: CPC 511 Implement self-directed support in your organisation (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 511 A Forecast the impact of self-directed support on commissioning priorities and outcomes
--

CPC 511 B Ensure that commissioning strategies enable individuals, families and communities to control support services
--

CPC 511 C Review and evaluate the impact of self-directed support on commissioning priorities and outcomes

About this unit

This unit is about making sure that individuals who want to receive direct payments, or to control the outcomes they achieve through individual budgets, are able to do so. This involves flexible planning and close working with both individuals and the market.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with words highlighted in bold in the performance criteria. You need to provide evidence for any option related to your work area.

Relevant data: demographic; quantitative; qualitative; national; local

Advice and assistance: information; guidance; broker; care navigator; web-based advice and brokering tool

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in

the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Engage: getting people actively involved and committed
Sustainable: an activity/intervention and/or service able to meet current needs without damaging the ability of future generations to meet their needs. This means thinking about what you do and making sure that you are not damaging the environment

Organisation: the organisation/company/local authority for whom you work or volunteer; the organisation/company you own or run; if you receive direct payments or fund your own services, it means you and the people who work for you

Self-directed support: individuals, families and communities who are in receipt of direct payments or individual budgets and who want to, and can, make all the decisions in relation their own care-service provision

CPC 511 A Forecast the impact of self-directed support on commissioning priorities and outcomes

Performance criteria

You need to show that you:

1. Ensure that individuals, families and communities are **engaged** in determining how **self-directed support** should work
2. Ensure that service providers are engaged in considering implications of increased take-up of self-directed support
3. Gather all **relevant data** which could impact on levels of self-directed support from valid and reliable sources

4. Obtain information and analysis for forecasting and forward planning from staff responsible for promoting the take-up of self-directed support
5. Share information with any relevant people who have an interest in the growth of self-directed support
6. Consult and engage the workforce and representative organisations in order to share views on the future demands on the workforce as a result of self-directed support
7. Develop comprehensive, short- and long-term implementation strategies for self-directed support

CPC 511 B Ensure that commissioning strategies enable individuals, families and communities to control support services

Performance Criteria

You need to show that you:

1. Ensure that individuals, families, communities and service providers are **engaged** in developing innovative approaches to providing access to self-directed support
2. Take into account the consultation feedback from individuals, families and communities about the sort of **advice and assistance** which they may need
3. Plan for long-term strategic commissioning which includes the needs of all the local population, including those who will direct their own support
4. Develop strategic plans to build capacity in the workforce to support the effect of direct payments and user controlled support
5. Develop flexible and responsive approaches to resource allocation and contracting without destabilising the market
6. Plan to take into account the development of the new types of workers and new ways of working which will emerge when redesigning and re-configuring services
7. Provide the market with sufficient information so that service providers are able to plan for the increase in self-directed support
8. Ensure that the long-term strategy is **sustainable** in the face of significant movements away from traditional service provision
9. Develop a long-term commissioning strategy which includes advice and guidance and assistance for those wishing to direct their own support services

CPC 511 C Review and evaluate the impact of self-directed support on commissioning priorities and outcomes

Performance Criteria

You must show that you:

- 1.** Agree the status of the review and evaluation within your **organisation** and where the information is shared
- 2.** Ensure, through effective communication, that individuals, families, communities and service providers engage with your organisation to agree a review and evaluation procedure
- 3.** Work closely with partner agencies to share information that could contribute to a review and evaluation
- 4.** Agree the measures and indicators that will be used to evaluate any impact
- 5.** Agree the intervals for reviews
- 6.** Ensure reviews are undertaken at agreed intervals
- 7.** Put processes in place that feed the evaluations into the strategic commissioning and planning process

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1.** Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when considering the impact of user-controlled support
- 2.** How to manage ethical dilemmas and conflicts which can arise from decisions around the ways in which

- users can control their own support services
- 3. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the development of sustainable new ideas
 - c. are ethical and adhere to any codes of practice relevant to your work
 - d. respect other people's ideas, values and principles
- 4. Legal and organisational requirements about safeguarding children and vulnerable adults
- 5. Why it is important to reflect on your own practice and identify areas for further development and how to do so
- 5. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro- providers, and the implications for self-directed support
- 6. How differing values and perspectives of service providers can have an impact on their ability to respond to self-directed support and how to address this
- 7. The impact of organisational structure and culture upon how flexibly and innovatively resources can be used

Legislation and organisational policy and procedures

- 8. Regulation, codes of practice and conduct relevant to yourself and others' codes of practice and conduct, and standards and guidance relevant to your setting and the roles, responsibilities, accountability and duties of others relating to self-directed support
- 9. Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - a. direct payments and individual budgets
 - b. commissioning and procurement of services
 - c. data protection
 - d. risk assessment and management
 - e. long-term strategic planning
 - f. developing new types of working agreements and practices.
- 10. Key government initiatives which affect the organisation's practices in relation to direct payments and individual budgets

Theory and practice

- 11. An up-to-date knowledge of government reports, inquiries and research relevant to self directed support
- 12. Theories of:

- a. public sector procurement
 - b. capacity building
 - c. public sector commissioning
 - d. risk management
 - e. change management
 - f. cost benefit analysis
 - g. market management
 - h. collaborative working
 - i. conflicts and dilemmas
- and how they can be applied to implanting user directed support
13. The use of evidence-based practice to:
- a. justify your actions and decisions
 - b. record and report processes and outcomes of your work

Unit: CPC 512 Assess the impact of commissioning policy and strategy on improving outcomes for individuals, families and communities (Commissioning, Procurement and Contracting)

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 512 A Make a preliminary impact assessment of commissioning policy and strategy on improving outcomes for individuals, families and communities
--

CPC 512 B Make a full impact assessment of commissioning policy and strategy on improving outcomes for individuals, families and communities

(Unit PHP33 & PHP34 Public Health NOS)

About this unit

This unit is about making an impact assessment of your commissioning strategy at a macro level. This will provide evidence as an indicator of the overall effectiveness of the strategic direction of commissioning in your organisation, and if the impact has been sufficient to continue with moving in that direction or if changes are needed. You will need to make a preliminary assessment in order to scope the full assessment. During the preliminary assessment you will identify your sources of data and information and identify the questions to be asked in the full assessment. The preliminary phase also gives you the chance to identify the tools and templates you will use in the full assessment

This unit has been imported from the Public Health NOS with some amendments. As a result it may look slightly different to the other units

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Assessment might be qualitative and/or quantitative.

Impact assessments might be: prospective; retrospective; concurrent.

Policies to improve outcomes might be: within the workers' own employing agency; outside/outwith the workers' employing agency.

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 512 A Make a preliminary impact assessment of commissioning policy and strategy on improving outcomes for individuals, families and communities

Performance Criteria

You must show that you:

1. Work in partnership with others to identify and collate existing relevant policies and strategies
2. Work in partnership with others to determine the criteria to be used in the assessment
3. Work in partnership with others to make a preliminary assessment of the policy/strategy against the agreed criteria and identify clearly:
 - potential positive impacts on outcomes
 - potential negative impacts on outcomes
 - justification for each of the preliminary findings
4. Work in partnership with others to identify the range of questions to be addressed in the full assessment process
5. Research and identify assessment tools that are valid and reliable for the task in hand

6. Work in partnership with others to produce a full and clear draft report on
 - conclusions and recommendations from the preliminary assessment
 - changes to the criteria established in the preliminary assessment
 - valid and reliable methods/tools for the full assessment
 - the resources needed for the full assessment
 - timescales
7. Gain feedback on the draft proposals from others not involved in the drafting of the proposals and incorporate their views into the final proposals.

CPC 512 B Make a full assessment of impact commissioning policy and strategy on improving outcomes for individuals, families and communities

Performance Criteria

You must show that you:

1. Work in partnership with others to develop a comprehensive action plan for undertaking the assessment which includes
 - the nature of the assessment
 - the magnitude of the assessment
 - who is to be involved in the assessment
 - effective methods for involving these people
 - full and detailed criteria against which the impact will be assessed
 - the tools to be used in the assessment
 - roles and responsibilities of different people and agencies in the assessment
 - what needs to happen and by when
 - how the different aspects inter-relate
2. Work in partnership with others to assess the policy/strategy against the agreed criteria and characterise clearly
 - the factors in the policy/strategy that will impact on outcomes
 - the relative importance of the factors
 - positive and negative impacts of the policy/strategy
 - justification for each of the findings
3. Work in partnership with others to develop an action plan that details how the positive impacts can be

- maximised and the negative impacts can be minimised or negated
4. Present conclusions and recommendations to everyone involved at a time and in a way they are likely to understand and be able to use and that
 - acknowledges the complexity of inter-relationships between the different factors and the difficulty of identifying simple causal relationships
 - highlights the benefits to be gained and the risks of inaction
 5. Work in partnership with others to re-assess the impact of policies/strategies on improving outcomes after implementation to confirm or deny the accuracy of the assessment.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when making an impact assessment
2. How to manage ethical dilemmas and conflicts which can arise when making an impact assessment
3. The impact of organisational structure and culture upon how flexibly and innovatively resources can be used
4. How to effectively challenge information, documents, systems, structures, procedures and practices that are discriminatory when making impact assessments
5. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas

- d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
6. Legal and organisational requirements about safeguarding children and vulnerable adults
 8. Why it is important to reflect on your own practice and identify areas for further development and how to do so
 9. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for assessing impact of policies

Legislation and organisational policy and procedures

10. Regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and the roles, responsibilities, accountability and duties of others when making an impact assessment
11. Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - Commissioning to achieve outcomes
 - data protection
 - risk assessment and management
12. Key government initiatives which affect the organisation's practices when making impact assessments
13. How to access, evaluate and influence organisational and workplace policies, procedures and systems for impact assessments

Theory and practice

14. An up-to-date knowledge of:
 - best practice in impact assessment
 - government reports, inquiries and research relevant to impact assessment
 - the history and development of impact assessments, their current state of development and their relationship to other forms of impact assessments (such as environmental)
 - the different aspects that have to be considered when undertaking preliminary assessments and screening of policies (eg population analysis,

context, quantitative and qualitative prognoses)
and apply these in practice

- the assessment tools that are used in impact assessments
- positive and negative impacts on outcomes
- the concepts of certainty and uncertainty and the effect of these on predictions about achievement of outcomes, and why baseline assessments usually need to be used
- policy and strategy appraisal and the need to maintain a dispassionate view of risks in the face of what may be highly emotive and political debates

15. Theories of:

- Public sector commissioning
- Risk management
- Change management
- Cost benefit analysis
- conflicts and dilemmas

16. The use of evidence based practice to:

- justify your actions and decisions
- record and report processes and outcomes of your work.

Unit: CPC 513 Use information to take critical decisions (Commissioning, Procurement and Contracting)

Key Purpose of commissioning, procurement and contracting

Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation

Elements of competence

CPC 513 A Obtain the information needed to take critical decisions
CPC 513 B Analyse information for decision making
CPC 513 C Take critical decisions and advise and inform others

About this unit

This unit is about using information so that you can take critical decisions effectively. It covers obtaining relevant information, analysing this information, and taking decisions which are critical to your organisation's performance. It also covers advising and informing other people. This unit is for commissioning directors and senior managers who:

- are responsible for obtaining and analysing information, taking decisions based on that information and advising others
- have operational responsibility for substantial programmes and resources or strategic responsibility for the development of the organisation or both, and
- have the appropriate knowledge and experience to be able to do so competently.

Scope

The scope helps to make sure that you provide evidence related to the work you do. Terms in this section give you options related to the words in bold in the performance criteria. Your evidence for this unit should cover any option that is part of your work.

Your work may include the following

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 513 A Obtain the information needed to take critical decisions

To perform to the standard you must ensure that

1. you identify the information you need to make the required decisions
2. the sources from which you gather information are reliable and sufficiently wide-ranging to meet your information needs
3. your methods of obtaining information are reliable, effective and make efficient use of resources
4. your methods of obtaining information are consistent with organisational values, policies and legal requirements
5. the information you obtain is accurate, relevant and sufficient to allow you to take decisions
6. where information is inadequate, contradictory or ambiguous, you take prompt and effective action to deal with this.

Scope Information

- a. quantitative
 - b. qualitative
- sources
- a. people within your organisation
 - b. people outside your organisation
 - c. internal information systems
 - d. published media
 - e. specially commissioned research

methods of obtaining information

- a. listening and watching
- b. reading
- c. spoken questioning
- d. written questioning
- e. formal research conducted personally
- f. formal research conducted by third parties

CPC 513 B Analyse information for decision making

Performance Criteria

To perform to the standard you must ensure that

1. you identify objectives for your analysis which are clear and consistent with the decisions you need to make
2. you select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions
3. you use methods of analysis which are suitable to achieve the objectives
4. your analysis of the information correctly identifies patterns and trends significant to the decisions you need to take
5. you develop clear conclusions which you support with reasoned arguments and appropriate evidence
6. in presenting the results of your analysis, you differentiate clearly between fact and opinion
7. your records of your analysis are sufficient to show the assumptions and decisions made at each stage.

Scope Decisions

- a. affecting operational performance
- b. affecting organisational policy.

Analysis

- a. formal and planned
- b. informal and ad hoc

Decisions

- a. affecting operational performance
- b. affecting organisational policy

Information

- a. qualitative
- b. quantitative

Relevant people

- a. colleagues working at the same level as yourself
- b. higher-level managers or sponsors

c. specialists

CPC 513 C Take critical decisions and advise and inform others

Performance Criteria

To perform to the standard you must ensure that

1. your decisions are based on sufficient, valid and reliable information and analysis
2. your decisions are consistent with organisational values, policies, guidelines and procedures
3. you obtain advice from relevant people if there is insufficient information or your decisions conflict with organisational values, policies, guidelines and procedures
4. you take decisions in time for appropriate action to be taken
5. you communicate your decisions to those who need to know
6. you research the advice and information needs of your recipients in ways which are appropriate and sufficient and take account of your organisational constraints
7. you provide advice and information at a time and place and in a form and manner appropriate to the needs of your recipients
8. the information you provide is accurate, current, relevant and sufficient
9. your advice is consistent with organisational policy, procedures and constraints
10. your advice is supported by reasoned arguments and appropriate evidence
11. you confirm your recipients' understanding of the advice and information you have given
12. you maintain confidentiality according to organisational and legal requirements
13. you use feedback from recipients to improve the way you provide advice and information

Scope Decisions

- a. affecting operational performance
- b. affecting organisational policy

information

- a. qualitative
- b. quantitative

Advice and information

- a. in response to a request
- b. on your own initiative

Recipients

- a. team members
- b. colleagues working at the same level
- c. high-level managers and sponsors
- d. people outside your organisation

Organisational constraints

- a. organisational objectives
- b. organisational policies
- c. resources

Form

- a. spoken
- b. written.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by principles and values. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Analytical techniques

- i. how to identify the information you need to take critical decisions effectively
- ii. how to judge the accuracy, relevance and sufficiency of information you need to take decisions in different contexts
- iii. how to identify information which may be contradictory, ambiguous or inadequate and how to deal with these problems

- iv. different approaches to, and methods of, analysing information and how to select methods appropriate to decisions which you have to make
- v. how to analyse information to identify patterns and trends
- vi. how to draw conclusions on the basis of analysing information
- vii. the difference between fact and opinion-how to identify these and present them accordingly
- viii. how to decide when you have sufficient, valid and reliable information to be able to take a decision
- ix. how to test the validity and reliability of information
- x. how to check that your decisions are consistent with the information available and your analysis
- xi. how to justify your decisions

Communication

- i. how to develop and present a reasoned logical case based on the outcomes of an analysis
- ii. the people who need to be informed about your decisions and how to ensure this happens
- iii. how to communicate advice and information effectively both through speaking and in writing
- iv. how to develop and present a reasoned case when providing advice to others
- v. the importance of confirming the recipient's understanding of information and advice provided and how to do this
- vi. the importance of providing advice and information and your role and responsibilities in relation to this
- vii. the types of advice and information which people may require
- viii. how to identify information needs
- ix. the situations in which it is appropriate to act on one's own initiative in giving information and advice
- x. the importance of seeking feedback on the quality and

relevance of the advice and information you provide and how to encourage such feedback

Information handling

- i. the importance of information management to the team and to organisational effectiveness and your role and responsibilities in relation to this
- ii. the types of qualitative and quantitative information which are essential to your role and responsibilities, and how to identify these
- iii. the range of sources of information which are available to you and how to ensure that these are capable of meeting current and likely future information requirements
- iv. how to identify new sources of information which may be required
- v. the range of methods of gathering and checking the validity of such information and their advantages and disadvantages
- vi. the importance of the effective analysis of information and your role and responsibility in relation to this
- vii. types of information, both qualitative and quantitative, which you need to analyse
- viii. how to select information relevant to the decisions you need to make and ensure such information is accurate and relevant
- ix. the importance of record keeping to the analysis of information and how such records should be kept and used
- x. the importance of checking the validity of advice and information provided to others
- xi. how to ensure accuracy, currency, sufficiency and relevance of advice and information
- xii. the principles of confidentiality when handling information and advice - what types of information and advice may be provided to what people

Organisational context

- i. the organisational values and policies and the legal requirements which have a bearing on the collection of information and how to interpret these
- ii. relevant organisational values, policies, guidelines and procedures
- iii. people from whom to seek advice if you have insufficient information or if there is a conflict

- iv. the actions which need to be taken as a result of the decision and when these actions need to be taken
- v. organisational policies, procedures and resource constraints which may affect advice given to others.

Unit: CPC 514 Develop a supply chain strategy for your organisation

Key Purpose of commissioning, procurement and contracting

Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation

About this unit

This unit is designed for supply chain practitioners who are senior managers or senior specialists, providing strategic leadership roles within the supply chain.

The unit has been imported from the Supply Chain Management NOS, so it looks different from other units

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Colleagues any people who are directly employed or under contract by the same organisation.

Contracts (noun) usually comprise formal legally binding agreements, but can be informal agreements: both can be enforced through civil law.

Organisation any type of private or public body, eg a private limited company or a local government body, regardless of size. Because of the complexity of ownership and control systems, each person will have to decide what their organisation is.

Resources the facilities, equipment, materials, and finances that are required to sustain the supply chain.

Stakeholders all organisations or individuals who have a vested interest in the organisation.

Supplies any combination of goods or services that are procured, delivered, or stored in the supply chain.

Supply chain management covers the application of procurement, purchasing and supply, logistics, transport, and operations management, within and between international boundaries

Performance requirements
Outcomes
1. Identify the organisation's objectives and its strategies for achieving them
Achievement Criteria
a) colleagues are consulted on the organisation's objectives and strategies
Outcomes
2. Review the current supply chain strategy and how it helps to deliver other organisational strategies
Achievement Criteria
b) relevant evaluations are undertaken
c) results of the evaluations are considered
d) views of all relevant colleagues and stakeholders are obtained
Outcomes
3. Review all factors that are relevant to the development of the supply chain strategy
Achievement Criteria
e) market, economic, social, and political environments are taken into account
f) realistic forecasts of conditions and trends are produced
Outcomes
4. Explore opportunities that will add value to the organisation
Achievement Criteria
g) opportunities are identified and fully investigated
h) benefits and risks are fully evaluated
Outcomes
5. Establish a supply chain strategy that will make the organisation more effective in achieving its objectives
Achievement Criteria
i) improvements to the supply chain are clearly identified
j) supply chain strategy is feasible and capable of being implemented by the organisation
k) organisational strategic objectives can be achieved more effectively
Outcomes

6. Identify obstacles to the development of the supply chain strategy and explore methods for overcoming them
Achievement Criteria
l) obstacles are clearly identified as soon as possible
m) methods for overcoming obstacles are explored with all relevant people
Outcomes
7. Provide a rationale for the supply chain strategy
Achievement Criteria
n) stakeholders are provided with sufficient information to understand the reasoning behind the supply chain strategy
o) supply chain strategy can be promoted and defended by others
Outcomes
8. Gain the commitment of stakeholders and colleagues to implement the supply chain strategy
Achievement Criteria
p) stakeholders and colleagues are consulted on their views
q) presentations are made to all relevant stakeholders and colleagues
Outcomes
9. Implement appropriate communication methods to provide the organisation with information on the supply chain strategy
Achievement Criteria
r) communication methods within the organisation are used effectively
s) all relevant people are kept informed of developments in the supply chain strategy
Application of knowledge:
K2) Change management theories, models, and practices
K3) Communication methods and procedures
K6) Cost and benefit analysis methods and procedures
K11) Financial analysis methods and procedures
K16) Legal and regulatory requirements
K23) Organisational strategic aims and objectives
K24) Performance measurement and benchmarking theories, models, and practices
K26) Presentation theories, models, and practices
K29) Quality management theories, models, and practices
K30) Risk analysis methods and procedures
K31) Stakeholder management methods and procedures
K33) Supply chain management theories, models, and practices

Unit: CPC 515 Manage change in organisational activities

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

Elements of competence

CPC 515 A Identify opportunities for improvements in activities
CPC 515 B Evaluate proposed changes for benefits and disadvantages
CPC 515 C Plan the implementation of change in activities
CPC 515 D Agree the introduction of change
CPC 515 E Implement changes in activities

About this unit

This unit is about improving operational activities that are within your control. This unit is for those who have operational responsibility for programmes and resources, or strategic responsibility for the development of commissioning within the organisation, or both; have a broad span of control; productively identify and implement change and quality improvements; negotiate budgets and contracts, and lead high-level meetings.

Scope

The scope helps to make sure that you provide evidence related to the work you do. Terms in this section give you options related to the words highlighted in bold in the performance criteria. Your evidence for this unit should cover any option that is part of your work.

The people with whom you might be working

include: team members; colleagues working at the same level as the worker; higher-level managers or sponsors; people outside the agency; specialists.

Monitoring activities might be through: direct observation; considering oral information from others; examining written information from others.

Evaluation might be: quantitative and/or qualitative

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 515 A Identify opportunities for improvements in activities

Performance criteria You need to

- 1 monitor and evaluate activities at intervals most likely to reveal potential improvements
- 2 gather information on trends and developments which is relevant, valid, reliable and sufficient to identify potential improvements
- 3 give opportunities to relevant people to make recommendations for improvements in activities
- 4 identify improvements that are realistic and consistent with your agency's values and objectives
- 5 provide clear and accurate information regarding identified improvements to relevant people at an appropriate time.

CPC 515 B Evaluate proposed changes for benefits and disadvantages

Performance criteria You need to

- 1 get complete and accurate information to evaluate current and proposed products and services and the processes involved

- 2 evaluate current and proposed products, services and processes accurately, and identify their relative benefits and disadvantages
- 3 produce an accurate and comprehensive analysis (qualitative and/or quantitative) of the implications of proposed changes
- 4 provide opportunities for relevant people to help evaluate proposed changes
- 5 evaluate proposed changes by taking into account previous experience and likely future circumstances
- 6 integrate contributions from relevant people in your final recommendations, where appropriate.

CPC 515 C Plan the implementation of change in activities

Performance criteria

You need to

- 1 provide clear and accurate information on the proposed change to relevant people at appropriate times
- 2 give opportunities for relevant people to comment on the proposed change and contribute to planning its implementation
- 3 identify and evaluate (*internal and/or external*) obstacles to change in a way that enables them to overcome them effectively
- 4 produce plans for the implementation of change that are detailed, comprehensive, accurate and consistent with agency objectives
- 5 make a clear case for the proposed change and support your case with sound evidence
- 6 integrate contributions from relevant people in your implementation plans, where appropriate
- 7 identify clearly in your plans the implications for, and the roles of, all those involved in the proposed change.

CPC 515 C Agree the introduction of change

Performance criteria

You need to

- 1 present plans for the introduction of change clearly
- 2 identify the nature and benefits of the change and the implications for all relevant people

- 3 check and confirm relevant people's understanding of the implications of the change and their commitment to their role in the process
- 4 make compromises during (*spoken and/or written*) negotiations on the implementation of change which result in modifications to plans which are consistent with the objectives of the change
- 5 conduct negotiations in a manner that maintains good working relationships with those involved
- 6 present any reasons for not reaching agreement on the introduction of change to relevant people in a manner which maintains morale and motivation.

CPC 515 D Implement changes in activities

Performance criteria

You need to

- 1 present your plans for implementing changes at a time, level and pace appropriate for those involved
- 2 provide resources and support sufficient for the changes to take place within agreed time scales
- 3 monitor and evaluate the changes at appropriate times against agreed implementation plans
- 4 make sufficient modifications to implementation activities to resolve any problems arising
- 5 implement changes in a way, which enables the relevant people to contribute to the process effectively
- 6 achieve the anticipated results from the changes within agreed time scales
- 7 maintain the quality of work to an agreed standard throughout the period of change
- 8 keep monitoring and evaluation records that are clear, accurate and available only to authorised people.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by principles and values. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

1. Principles underpinning the management of change; how to make and argue an effective case for change; how to identify and evaluate the implications of proposed changes for people in the agency; the importance of negotiation and consultation in the management of change and methods to do so; how to respond when agreement on change cannot be reached; how to identify the implications of change for the quality of the agency's work and strategies to minimise adverse effects
2. Continuous improvement: the importance of the continuous improvement in activities to the effectiveness of the agency and your role and responsibilities in relation to this
3. Involvement and motivation: the importance of empowering other staff to make recommendations to improve work activities and how to encourage them to do so; the importance of encouraging others to contribute to the evaluation of proposed changes and how to do so; the importance of integrating all appropriate views and opinions into the final recommendations; the importance of enabling those affected by change to contribute to the style of implementation and how to achieve this; how to gain the commitment of people to the change process
4. Planning: the previous experience of change relevant to the current proposals and its implication for what they are proposing; the importance of planning for the management of change and how such plans should be made; how to develop an effective action plan for change
5. Analytical techniques: how to assess recommendations to check whether they are realistic; how to evaluate proposed changes for benefits and disadvantages; how to analyse the required information both qualitatively and quantitatively; how to identify and evaluate potential obstacles to change and produce solutions which minimise their impact on what is proposed
6. Information handling: the types of information on internal and external trends needed to identify potential improvements and how to validate such information; the types of information needed to evaluate proposed changes and how to validate such information
7. Monitoring and evaluation: how to monitor and assess the effectiveness and efficiency of activities and identify potential improvements; the importance of monitoring and evaluating change and how to do so
8. Agency context: the structure of the agency and the responsibilities of people within it; the agency values

and objectives which have a bearing on the recommendations they are making and how to interpret their implications

9. How to communicate effectively with team members, colleagues, line managers and specialists; the principles and processes of effective communication and how to apply them

10. The principles of consultation and negotiation in the management of change and how to apply them; the importance of clear communication in the management of change and the types of information which need to be communicated to different groups of people

Unit: CPC 516 Manage a programme of complementary projects

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

About this unit

This unit is about managing a specific programme of different projects, which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim. The unit is recommended for middle managers and senior managers.

This unit has been imported from the management and leadership NOS (Unit F2) with style changes only, but it will still look different from the other units as it does not have separate elements.

Skills

Listed below are the main generic skills, which need to be applied in managing a programme of complementary projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

Analysing
Acting assertively
Communicating
Managing conflict
Delegating
Decision-making
Influencing
Leadership
Motivating
Negotiating
Planning
Problem solving
Questioning
Stress management

Time management
Team building

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Outcomes of effective performance:

You must be able to do the following:

1. Make sure everyone involved is clear about how the programme links to strategic targets.
2. Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
3. Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
4. Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
5. Provide support to allow programme team members to perform efficiently and effectively.
6. Make recommendations, which identify good practice and areas for improvement.
7. Tell everyone involved about important issues and the results of putting the programme into practice.

Behaviours, which underpin effective performance:

1. You address multiple demands without losing focus or energy.

2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You find practical ways to overcome barriers.
4. You keep people informed of plans and developments.
5. You present information clearly, concisely, and accurately and in ways that promote understanding.
6. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
7. You create a sense of common purpose.
8. You identify a range of elements in a situation and how they relate to each other.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by principles and values. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to know and understand the following:

General knowledge and understanding

1. The difference between project and programme management.
2. The roles and key responsibilities of a programme manager.
3. Principles, processes, tools and techniques for managing programmes.
4. The basic principles, methods and techniques of total quality management.
5. How to manage, motivate, plan, monitor, and assess people.
6. How to assess and manage risk.
7. How to manage change within projects and programmes.

Industry/sector specific knowledge and understanding

1. Programme and project management tools and techniques commonly used in the industry or sector.
2. Risks and contingencies common to the industry/sector.

3. Industry/sector specific legislation, regulations, guidelines and codes of practice.

Context specific knowledge and understanding

1. The programme sponsor(s) – the individual or group for whom the programme is being undertaken.
2. Key stakeholders – the individuals or groups who have a vested interest in the success of the programme and the organisation.
3. General organisational policies, practices and activities that may affect the programme plan.
4. The agreed key objectives and scope of the programme and the available resources.
5. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken.
6. Procedures in your organisation for managing finance.
7. Procedures in your organisation for buying products and services.
8. General legal requirements that are relevant to your organisation.
9. General quality standards and processes within your organisation.
10. General personnel policies and procedures within your organisation.

Unit: CPC 517 Assure your organisation delivers quality services

Key Purpose of commissioning, procurement and contracting

Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation

Elements of competence

CPC 517 A Develop quality systems and standards for your organisation
CPC 517 B Monitor the quality of services
CPC 517 C Improve quality throughout your organisation.

About this unit

This unit is about developing and using systems and standards to ensure that the services your organisation delivers meet the expectations of users and the specifications in formal contracts. Systems and standards may include generic quality systems and standards such as ISO 9001 (2000), Investors in People and PQASSO. This unit is for managers and specialists in commissioning, procurement and contracting who:

- have a specific responsibility for assuring the quality of the services the organisation delivers
- develop and monitor quality systems standards
- seek continuously to improve quality within the organisation and its networks, and
- have the appropriate knowledge and experience to be able to do so competently.

This units has been imported from the Drug and Alcohol NOS (Unit BC4) with only style changes, but it will look a little different from other units

Scope

The scope helps to make sure that you provide evidence related to the work you do. Terms in this section give you options related to the words in bold in the performance criteria. Your evidence for this unit should cover any option that is part of your work.

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

CPC 517 A Develop quality systems and standards for your organisation

To perform to the standard you must ensure that

1. you clarify with key stakeholders the purpose and expected benefits of your organisation's quality systems and standards
2. you clarify with commissioners specifications for the services to be delivered including how they will be monitored and evaluated
3. you clarify with service users and other stakeholders their expectations of the quality of services to be provided
4. you analyse the processes involved in delivering services in order to decide what systems, procedures and checks are necessary to ensure services of consistent quality
5. you select and develop quality systems and standards that are capable of assuring specifications and expectations are consistently met
6. you make best use of existing resources, systems and information when designing and implementing quality systems and standards
7. you ensure those involved have sufficient details about developments in your organisation's quality systems and standards at appropriate times for them to be able to fulfil their roles effectively.

Scope:

Your work may include the following

Stakeholders

- a. funders
- b. commissioners
- c. partners
- d. people and agencies that refer users to your agency
- e. users, their families and friends
- f. people who work for your agency

Quality systems and standards

- a. generic systems, such as ISO 9001 (2000), Investors in People or PQASSO
- b. systems specific to substance misuse services, such as QuADS or National Occupational Standards.

CPC 317 B Monitor the quality of services

To perform to the standard you must ensure that

1. you identify the processes in your organisation where non-compliance with quality systems and standards is most likely
2. you identify the relative risks to your organisation of non-compliance with quality systems and standards for each of your organisation's processes
3. you develop a programme of quality audits which prioritises areas of greatest risk and likely non-compliance
4. you involve service users and other stakeholders in monitoring the quality of service, where appropriate
5. you carry out quality audits in line with your quality systems and standards
6. your quality audits are sufficiently detailed to identify any areas of non-compliance with quality systems and standards
7. you agree with those concerned corrective action in respect of non-compliance with quality systems and standards and check to ensure that corrective action has been carried out
8. you check that quality systems and standards continue to be effective in delivering services that meet commissioners' specifications and users' requirements
9. you report on compliance with quality systems and standards and their effectiveness in delivering services of consistent quality.

Scope

Your work may include the following

Quality systems and standards

- a. generic systems, such as ISO 9001 (2000), Investors in People or PQASSO
- b. systems specific to substance misuse services, such as QuADS or National Occupational Standards

Quality audits

- a. in your own organisation
- b. in partner or supplier organisations

Stakeholders

- a. funders
- b. commissioners
- c. partners
- d. people and agencies that refer users to your agency
- e. users, their families and friends
- f. people who work for your agency

CPC 317 C Improve quality throughout your organisation.

To perform to the standard you must ensure that

1. you assess the outcomes of quality monitoring for their implications for your organisation
2. you correctly identify trends and developments in perceived or actual quality of services and processes
3. you make recommendations for improving the quality of services and processes in a form which supports decision making
4. your recommendations clearly show the benefits that improvements could bring against the resources which would need to be expended
5. you obtain and provide sufficient resources and support to allow improvements to be implemented successfully
6. where sufficient resources are not available, you clearly identify the potential impact on quality
7. you monitor improvements for their effectiveness against agreed criteria
8. you encourage all those involved to contribute to continuously improving the quality of services and processes.

Scope

Your work may include the following

Trends and developments

- a. internal
- b. external

Improvements

- a. in human performance
- b. in systems performance

- c. in organisational policies and strategies.

Knowledge and Understanding

To perform competently in this unit, you need to know and Understand

Analytical techniques

- i. how to analyse the processes involved in delivering services
- ii. how to identify areas of likely non-compliance
- iii. how to assess risks
- iv. how to assess the implications of the results of quality auditing for your organisation
- v. how to carry out cost-benefit analyses

Communication and interpersonal skills

- i. how to communicate effectively with a variety of audiences
 - ii. how to clarify people's requirements and expectations
 - iii. how report on results, trends and developments clearly and concisely
 - iv. how to make recommendations for improvements
- Involvement and motivation
- i. the importance of involving workers, service users and other stakeholders in quality, and how to do so

Monitoring and evaluation

- i. the importance of continuous monitoring and how to carry this out

Organisational context

- i. the range of stakeholders in your organisation and their interests
- ii. commissioners of your organisation's services and their requirements
- iii. users of your organisation's services and their expectations
- iv. your organisations resources, systems and information
- v. those involved in the delivery of quality services
- vi. the resources and support required, and how to obtain and provide them

Quality

- i. the range of relevant quality systems and standards, their features and benefits
- ii. the systems, procedures and checks necessary to deliver services of consistent quality
- iii. your organisation's quality systems and standards
- iv. the principle, purpose and process of quality auditing and how to apply them
- v. the range of corrective actions that can be taken in the event of non-compliance with quality systems and standards.

Unit: CPC 518 Develop teams to manage the commissioning of services for adults, children and young people

Key Purpose

Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation

Elements of competence

CPC 518 A Assess the effectiveness of teams to manage the commissioning of services for adults, children and young people
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CPC 518 B Develop the effectiveness of teams to manage the commissioning of services for adults children and young people
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About this unit

This unit is about improving the performance of your management team for commissioning social care, children and young people's services. This involves analysing the strengths and weaknesses of your team and its members, and then taking steps to improve your team's effectiveness.

To *assess the effectiveness of management teams*, you need to help team members to assess their own strengths and weaknesses and those of the team as a whole. You need to ensure that the audits and assessments you carry out are clear and objective and take place in good time to make decisions on developing the team. You also need to present the results of your assessments in a balanced way, and observe rules and guidelines on confidentiality.

To *improve the effectiveness of management teams*, you need to recruit and remove team members according to the needs of your organisation. You need to use a variety of different methods to develop the team, taking account of team members' experience, their expertise and their current and future roles in your organisation. You also need to evaluate how effective your development activities have been.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Assessments: undertaken by you; undertaken by specialists from within the organisation; undertaken by specialists from outside the organisation.

Audits: undertaken by you; undertaken by specialists from within the organisation; undertaken by specialists from outside the organisation

Managers: existing; potential

Methods: changing team composition; changing team structure; changing work methods; developing the competence of team members

Development activities: naturally occurring work based learning opportunities; specifically designed work based learning opportunities; formal training; informal training; team working; self-directed learning

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

CPC 518 A Assess the effectiveness of teams to manage the commissioning of services for adults, children and young people

Performance Criteria

To meet the standard, you

- 1 enable your managers to contribute to **assessments** of their own competence in commissioning and to **audits** of the strengths and weaknesses of the management team as a whole
- 2 take account of current and likely future circumstances and changes in commissioning in the **assessments** and **audits** you use
- 3 ensure that the **assessments** you use are objective and are based on sufficient, reliable information

- 4 ensure that the **assessments** you use are capable of identifying the potential of managers with diverse backgrounds and experience
- 5 ensure that the results of **assessments** and **audits** are available in time to support decisions about the structure and development of the management team
- 6 report the results of **audits** and **assessments** and present identified strengths, potential and areas for improvement in a balanced way
- 7 make the results of the **assessments** and **audits** available to authorised people only.

CPC 518 B Develop the effectiveness of teams to manage the commissioning of services for adults, children and young people

Performance Criteria

To meet the standard, you

- 1 recruit and remove **managers** from the team in a way which is fair, legal and consistent with the organisational values and policies
- 2 share your decisions on the development of the team with the **managers** involved, whilst respecting personal feelings and issues of confidentiality
- 3 choose appropriate **methods** to develop the team from a variety of suitable approaches
- 4 ensure that the **methods** you choose take account of the different backgrounds, experiences and learning preferences of the **managers** involved
- 5 ensure that the **development activities** you choose build on existing achievement, and provide feedback and recognition of achievement
- 6 ensure that the **development activities** you choose ensure **managers** are able to carry out present and likely future work roles
- 7 accurately evaluate the contribution of your chosen **development activities** and **methods** to the effectiveness of your team
- 8 ensure that your evaluation clearly shows the improvements required to the **development activities** and methods used

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role**

You need to show that you know, understand and can apply in practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing commissioning teams
2. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals families and communities
3. How to ensure that the commissioning strategy results in best possible value for the services
4. Methods and ways of working that:
 - a. support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the development of sustainable new ideas
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
5. Legal and organisational requirements about safeguarding children and vulnerable adults
6. Why it is important to reflect on your own practice and identify areas for further development and how to do so
7. The differences in types, structures, governance and capacity of organisations, particularly voluntary sector and micro-providers, and the implications for developing management teams

Legislation and organisation policy and procedures

8. Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others in relation to managing commissioning teams

9. Current local, UK and European legislation and organisational requirements, procedures and practices for developing commissioning teams
10. Key government initiatives which affect the organisational practices for commissioning management
11. Policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to commissioning management.

Theory and practice

12. How to report the results of assessments and audits in a fair and balanced manner
13. The importance of equality of opportunity in making assessments of competence and potential, and how to ensure this is provided.
14. How to collect and validate required information
15. The importance of confidentiality in handling assessments and audits
16. The importance of providing opportunities for managers to contribute to their own assessments and to those of the team as a whole
17. How to enable managers to contribute to their own assessments
18. The circumstances against which managers' strengths and weaknesses need to be measured
19. The current and likely future demands of your team's work roles
20. The organisational values and policies which affect recruitment and removal
21. The importance of evaluating the strengths and weaknesses of your management team
22. Different methods to carry out assessments and audits and their relative advantages and disadvantages to your work
23. Types of specialists you may use
24. How to select assessment and audit methods appropriate to your situation
25. The principles of fair and objective assessment
26. The information needed to assess management competence
27. Methods to develop the effectiveness of management teams and their relative advantages and disadvantages to your work
28. Why development activities should build on existing achievements and offer accurate and objective feedback and positive recognition
29. **How to evaluate the effectiveness of development activities**

30. How to use evaluation results to identify possible improvements in development activities and methods

Unit: CPC 519 Provide leadership for your organisation

Key Purpose

The key purpose identified for those working in commissioning, procurement and contracting is to: "Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation"

About this unit

This unit is about providing direction to people in the organisation and enabling, inspiring, motivating and supporting them to achieve what the organisation has set out to do. It is expected that you will be aware of, and be able to apply, different styles of leadership appropriate to different people and situations. For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity, or a local authority, **or** a significant operating unit, with a relative degree of autonomy, within a larger organisation.

This unit has been imported from the management and Leadership NOS (Unit B7) with only style changes, but it still looks a little different from other units

Scope

The scope helps to make sure that you provide evidence related to the work you do. Terms in this section give you options related to the words highlighted in bold in the performance criteria. Your evidence for this unit should cover any option that is part of your work.

Values

The values underpinning this unit have been derived from the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries. The values and principles statement is at the start of these units:

Key words and concepts

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. **Therefore we**

would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Skills

Listed below are the main generic skills, which need to be applied in providing leadership for your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Empowering
- Communicating
- Influencing and persuading
- Leading by example
- Planning
- Inspiring
- Motivating
- Problem solving
- Valuing and supporting others
- Monitoring
- Consulting
- Obtaining feedback
- Following
- Managing conflict

Outcomes of effective performance

You must be able to do the following:

1. Develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organisation and, where appropriate, to external stakeholders.
2. Ensure that organisational plans support the organisation's purpose, values and vision.
3. Steer the organisation successfully through difficulties and challenges, including conflict within the organisation.
4. Create and maintain a culture within the organisation which encourages and rewards creativity and innovation.
5. Develop, select and apply leadership styles which are appropriate to the different people and situations you face.

6. Motivate people across the organisation to achieve their objectives and reward them when they are successful.
7. Give people across the organisation support and advice when they need it especially during periods of setback and change.
8. Motivate people across the organisation to present their own ideas and listen to what they say.
9. Empower people across the organisation to develop their own ways of working within agreed boundaries.
10. Encourage people across the organisation to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
11. Win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance.
12. Monitor activities and progress in different areas of the organisation without interfering.

Behaviours that underpin successful performance

1. You articulate a vision that generates excitement, enthusiasm and commitment.
2. You create a sense of common purpose.
3. You take personal responsibility for making things happen.
4. You present information clearly, concisely, accurately and in ways that promote understanding.
5. You encourage and support others to take decisions autonomously.
6. You act within the limits of your authority.
7. You make time available to support others.
8. You show integrity, fairness and consistency in decision-making.
9. You seek to understand people's needs and motivations.
10. You model behaviour that shows respect, helpfulness and co-operation.
11. You make complex things simple for the benefit of others.

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by principles and values. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.**

You need to know and understand the following:

General knowledge and understanding

1. The differences between management and leadership.
2. How to develop a compelling vision for an organisation.
3. The importance of and what is meant by organisational values.
4. Ways of ensuring that organisational plans support the organisation's purpose, values and vision.
5. How to select and successfully apply different methods and techniques for communicating with people across an organisation.
6. Types of challenges and difficulties that may arise, including conflict within the organisation, and ways of identifying and overcoming them.
7. Different theories, models and styles of leadership and how to select and successfully apply these to different people and situations.
8. The effect that different leadership styles can have on organisations.
9. How to select and successfully apply different methods and techniques for motivating, rewarding, influencing and persuading people.
10. How to empower people effectively.
11. How to get and make use of feedback on your leadership performance.
12. The organisational benefits of and how to create a culture which encourages and recognises creativity and innovation.
13. How to recognise and develop the leadership capability of other people and follow their lead.

Industry/sector specific knowledge and understanding

1. Leadership styles common in the industry/sector and their strengths and limitations.
2. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect these have on your own actions and on other people.
2. Your own strengths and limitations in the leadership role.
3. The strengths, limitations and potential of people that you lead.
4. Your own role, responsibilities and level of power.
5. The purpose and values of and vision for your organisation.
6. The leadership culture and capability of your organisation.
7. The plans of your organisation.
8. The types of support and advice that people are likely to need and how to respond to these.
9. External stakeholders whom you may need to communicate and work with.