Unit: CPC 315 Contribute to establishing commissioning priorities and balancing demands on resources (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 315A. Find out about the priorities wanted by individuals, families and communities
CPC 315 B Participate in work with individuals, families and communities to balance the demands on resources
CPC 315 C Provide feedback and advice to inform resource allocation

About this unit

This unit is about setting the boundaries for what is possible within the resources available. This unit is primarily about involving and engaging people in commissioning services rather than self-directed support. In this unit you will show that you are able to work alongside people to work out which areas have to take priority when resources are limited. This unit applies whether you are contributing to prioritising the commissioning of a range of services across a large population, or to setting priorities within an allocated budget for a single service.

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.

> **Consultation processes:** written questionnaires; electronic feedback; by telephone; through forums; through public meetings; through consultation events; through individual contact
> **Resources:** financial; human; physical; time
> **Record (noun):** written; electronic

Alternative approaches: delivery style; working across boundaries; different funding source; different workforce; community support; voluntary support

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.**

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

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

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

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

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

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

Feedback: views and opinions from people who use or are affected by what you do

CPC 315 A Find out about the priorities wanted by individuals, families and communities

Performance criteria

You need to show that you:

1. Take part in effective **consultation processes** in order to engage individuals, families and communities in setting commissioning priorities
2. Provide information about setting priorities within the overall policies and strategies of your organisation
3. Ensure that priority setting is not dominated by vocal or well-organised lobbying in favour of specific services
4. Address any unrealistic expectations through the provision of information and explanations about demands and available **resources**
5. Intervene to resolve disagreements or misunderstandings about setting priorities if necessary
6. Agree, with participants in the consultations, the **criteria** which should be used to decide priorities taking into account **organisational** policies on **sustainability**, equality and **diversity**
7. Identify and assess any risks resulting from the proposed priorities
8. Maintain clear and accurate **records** of the decision-making process

CPC 315 B Participate in work with individuals, families and communities to balance demands on resources

Performance Criteria

You need to show that you:

1. Provide clear information about the criteria which will apply to the allocation of resources
2. Provide accurate information about the availability of resources
3. Explain the implications of agreed priorities in relation to other demands on resources
4. Provide opportunities for individuals, families and communities to identify demands for resources to improve **outcomes**
5. Explain clearly about how demands on resources in one area will impact on other areas of provision

6. Suggest possible **alternative approaches** and options where demand cannot be met
7. Consider clearly any risks from resource allocation and how they should be managed
8. Reflect on your own skills in encouraging participation and providing information and identify any areas for development

CPC 315 C Provide feedback and advice to inform resource allocation and priority setting

1. Collect views and opinions from consultation and other opportunities and analyse the results
2. Feedback to **relevant people** on innovative suggestions from consultations about effective ways to use available resources
3. Provide decision makers with accurate and up-to-date **feedback** from individuals, families and communities
4. Contribute objective advice and opinions about priority setting and resource allocation if asked to do so
5. Provide prompt feedback on the progress of the decision making process to those who have participated in consultations

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 organisation requirements on equality, diversity, discrimination, rights, confidentiality
2. Why the involvement of individuals families and communities in priority setting is important
3. Methods of working in partnership with individuals families and communities

4.   Why it is important to base priority setting decisions on sustainable outcomes that reflect diversity

5.   Ways of working with individuals, families and communities to agree outcomes, priorities and to balance demand

Legislation and organisational policy and procedures

6.   Codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when setting priorities and balancing demands

7.   Relevant current local, UK and European legislation and organisational requirements, procedures and practices for:
   a.   Data protection
   b.   Risk assessment and management
   c.   Setting priorities to improve outcomes

10.   Key government initiatives, which affect commissioning practices, policies and priorities

11.   How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when setting priorities to improve outcomes

12.   Policies, procedures, guidance and protocols with the other organisations and professions with which you work related to setting priorities and resource allocation

Theory and practice

13.   Approaches, methods and techniques of engaging with individuals, families and communities

14.   Methods for managing the dynamics of groups and for resolving conflict between individuals and groups

15.   The use of evidence based practice to:
   a.   Justify your actions and decisions
   b.   Record and report processes and outcomes of your work.

16.   The strategies, which are available for identifying and improving outcomes and how to apply them to a range of priorities

17.   How systems affect the way people are able to engage with organisations and the purpose of designing systems, which support engagement

18.   Different methods of balancing demands and how to apply them

19. Methods of presenting proposals and sharing information clearly and in a way, which captures people's imagination
20. How to identify or develop criteria, which can be used to decide priorities
21. Ways to access opportunities for professional development