

Unit: CPC 407 Ensure the engagement of individuals, families and communities in all commissioning activities (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 407 A Contribute to systems that require the active engagement of individuals, families and communities
CPC 407 B Communicate and share information with all individuals, families and communities
CPC 407 C Ensure that service providers engage with individuals, families and communities

About this unit

This unit is about making sure that individuals, families and communities are able to engage with your organisation and the commissioning activities, and it will be important to recognise and reduce any barriers they face.

As a commissioner you need to make sure that individuals, families and communities have all the information they need to be able to make effective decisions about outcomes. This is an essential part of making it possible for people to engage with the commissioning process. You also need to work alongside service providers to ensure that they also engage the individuals, families and communities who are using their services. It is important that those using services are engaged and involved with those providing services as well as those commissioning them.

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.

Contribute: directly; indirectly

Support: practical support; resources; advice; information; emotional support

Preferred communication methods: format; language; level; sensory aids; pace; location; channel

Communication channels: face to face; small groups; public meetings; regular feedback through representatives/community groups; telephone; e-mail; web based; information leaflets; informal channels ('school gate', etc.)

Restrictions: confidentiality restrictions; data protection restrictions; commercial sensitivity restrictions; embargoed information

Provide information: 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.

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.**

Barriers: factors that can prevent people taking opportunities or doing what they want to. Barriers can be physical, emotional, financial, learning, knowledge

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

Social networks: informal channels of communication between people based on family, friendship, neighbourhood or workplace

Feedback: Views and opinions from people who use your services or are affected by what you do

CPC 407 A Contribute to systems that require the active engagement of individuals, families and communities

Performance Criteria

You must show that you:

1. Encourage the active engagement of individuals, families and communities in commissioning activities and demonstrate to others how to do so
2. **Contribute**, and support colleagues to contribute, to developing, maintaining and evaluating systems that promote the strengths, abilities and achievements of individuals, families and communities
3. Recognise dilemmas when engaging individuals, families and communities and, where possible, develop appropriate solutions
4. Identify systems and processes that are hard for individuals, families and communities to engage in and identify any necessary changes
5. Contribute to developing and maintaining systems to support individuals, families and communities to:
 - a. Identify existing strengths and abilities
 - b. Identify **barriers** to achieving desired outcomes
 - c. Access information about available resources to overcome barriers
6. **Support** individuals who need assistance to exercise their engagement in the process

CPC 407 B Communicate and share information with all individuals, families and communities

Performance Criteria

You must show that you:

1. Find out about the **preferred communication methods** of the individuals, families and communities with whom your **organisation** works

2. Provide a range of options for **communication channels**
3. Identify and use **social networks** for communication and information sharing
4. Communicate in the appropriate languages or through the preferred communication methods of the individuals, families and communities you are working with
5. Listen to views and **feedback** about commissioning of services and provide individuals, families and communities with information about responses and changes which result from it
6. Give reasons for any commissioning decisions taken which are not in line with views expressed by individuals, families and communities
7. Identify any information you are unable to share and communicate publicly and explain the **restrictions**
8. Agree a plan of what everyone can expect from information sharing and communication about commissioning and make it available to individuals, families and communities

CPC 407 C Ensure that service providers engage with individuals, families and communities

Performance Criteria

You must show that you:

1. Promote the value and importance of engaging with those using services
2. **Provide advice and information** to service providers about how to engage with individuals, families and communities
3. Provide clear advice to service providers on how to review systems and procedures in order to include the opportunity for engagement with individuals, families and communities using services
4. Encourage service providers to create opportunities for ongoing feedback from those using services
5. Provide clear advice and information to service providers about making changes in response to feedback

6. Involve service providers in regular opportunities to promote engagement with individuals, families and communities
7. As part of your ongoing communication with individuals, families and communities, check how well they feel that they are engaged with the service provider
8. Include clear requirements in specifications and contracts for providers to engage with individuals, families and communities

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:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when engaging individuals, families and communities in commissioning
2. Methods and ways of working that:
 - a. are sustainable and support equality and diversity
 - b. support the rights of people to communicate in their preferred way, media and language
 - c. support the engagement of people in commissioning
 - d. are ethical and adhere to any codes of practice relevant to your work
 - e. respect other people's ideas, values and principles
3. How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals families and communities
4. How to manage ethical dilemmas and conflicts that may arise when you are engaging people with

- commissioning activities
- 5. The reasons why engaging individuals, families and communities results in best value for the services

Legislation and organisational policy and procedures

- 6. Codes of practice and conduct, standards and guidance and the roles, responsibilities, accountability and duties of others when engaging individuals, families and communities in commissioning
- 7. Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - a. data protection
 - b. health and safety
 - c. risk assessment and management
 - d. making and dealing with complaints and whistle blowing
 - e. Developing practices which encourage the engagement of individuals, families and communities in commissioning activities
- 8. Key government initiatives which affect the organisational practices to engage individuals, families and communities in commissioning activities
- 9. How different philosophies, principles, priorities and codes of practice can impact on the extent to which people are engaged in commissioning services
- 10. Policies, procedures, guidance and protocols with the other organisations and professions with which you work that are relevant to engaging people with commissioning activities

Theory and practice

- 11. Why it is important to engage those who use services in commissioning
- 12. Methods and techniques for engaging people in commissioning
- 13. The difference between 'consulting' and 'engaging'
- 14. How the 'social model' approach differs from the 'deficit model' approach and why the social model is part of outcome based commissioning
- 15. The theoretical base for the social model

16. Ways to commission for outcomes based on the social model
17. Why the deficit model has fallen short of achieving positive outcomes for individuals, families and communities
18. Why people must be able to make informed decisions about outcomes
19. How and where to access reports, case studies and research about the effective engagement of individuals, families and communities in commissioning
20. Methods of working with and influencing service providers to develop a supportive professional relationship
21. How systems affect the way people are able to engage with organisations and the purpose of designing systems, which support engagement.
22. How to maintain systems, which support the engagement of individuals, families and communities within the working environment