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| Overview | This standard is about researching, managing and using information to support colleagues and decision making about commissioning. It involves researching and collating information from primary and secondary sources, then analysing that information to enable you to advise others.  This NOS is relevant to an individual undertakingcommissioning, procurement and contracting in relation to care services. |

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| Performance criteriaYou must be able to:You must be able to: | Research and collate information   1. establish the aims, objectives and deadlines for the research 2. identify **primary** and **secondary** sources of information 3. ensure that you obtain **information** in ways that are consistent with legal and work setting requirements 4. assess the **resource** implications of providing information for **individuals, key people** and communities 5. assess the **risks** involved in obtaining the information 6. record how the risks involved in obtaining the information will be reduced 7. obtain information from primary and secondary sources 8. explain the rights individuals and key people have in respect to any information they provide 9. explain how information will be recorded and stored to individuals and key people 10. record your sources of information in line with any commitments you made to those providing information 11. record information received in accordance with legal and work setting requirements 12. manage the risks associated with obtaining information in accordance with legal and work setting requirements 13. assess the reliability of the information you have gathered 14. raise concerns where you feel that your information is not reliable 15. organise data and information in a sustainable way 16. store the information in accordance with legal and work setting requirements   **Analyse information and provide advice**   1. analyse the information you have gathered using a range of methods to enable you to advise others 2. share the results of your analysis with individuals and key people in accordance with legal and work setting requirements 3. provide information in an **accessible** format in accordance with legal and work setting requirements 4. respond to questions, queries and requests for additional information clearly and promptly 5. assess the risks associated with providing advice 6. provide advice based on the information that you have given clearly and promptly 7. manage the risks associated with providing advice in accordance with legal and work setting requirements 8. reflect objectively on the strengths and areas for development of your performance in planning and undertaking research 9. seek opportunities to develop your practice |
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| Knowledge and understanding | **Specific to this NOS** |
| You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | 1. how to take account of ethics in your work  approaches and methods of collecting data and informationhow to work out the most cost effective methods of collecting data and information  1. why it is important to be clear about what information you need to find before you begin any research 2. the main sources of information you can use when carrying out research 3. how to differentiate between **primary** and **secondary sources**  ofinformation 4. why it is important to keep a record of your sources 5. how to support others to use the data and information that you collect and store 6. how to manage risks associated with collecting and storing data and information 7. how to analyse information 8. how to identify information that will be helpful to others 9. why information sharing is important 10. why it is important to store information securely 11. how to store information in a way that will help you and others find it in the future     **Rights**   1. legal and work setting requirements for equality, diversity, discrimination and rights 2. legal and work setting requirements for complaints and whistle blowing 3. your role and the roles of others in promoting **co-productive** commissioning 4. the role of service providers and partner agencies in promoting the rights, choices, wellbeing and active participation **of individuals, key people** and communities 5. how to deal with and challenge discrimination 6. your duty to report any acts or omissions, poor or discriminatory practice, resources or operational difficulties that could infringe the rights of individuals and key people   **Safeguarding**   1. legislation, national policy, frameworks, local systems and multi-disciplinary procedures relating to the safeguarding and protection of children, young people and adults 2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 3. factors that increase the risk of potential harm or abuse 4. the different types of harm or abuse, poor or discriminatory practice 5. indicators of potential harm or abuse 6. how and when to report any concerns about harm or abuse, including whistleblowing 7. what to do if you have reported concerns but no action is taken to address them   **Sustainability**   1. why it is important to work in a **political, economic, sociological, technological, legal and environmentally sustainable** way 2. how you can develop sustainable new ideas in your work role   Partnership working   1. the factors that can affect partnership working 2. techniques for working with individuals, key people and communities through co-productive commissioning, procurement and contracting 3. how to support the best interests of individuals, key people and communities 4. how to engage with social care and procurement professionals during commissioning, procurement and contracting activities 5. the **priorities, interests** and contributions of **stakeholders** 6. the **operational realities** of service providers 7. policies, procedures, guidance and protocols with others involved in partnerships 8. how to assess the effectiveness of partnership working   **Risk management**   1. the types of risk involved in commissioning, procurement and contracting 2. methods of identifying, assessing and managing risk 3. your role in identifying, managing and reporting risk 4. principles of positive risk-taking   **Your practice**   1. European, UK and country specific legislation, statutory codes, standards, regulations, frameworks and guidance relevant to your commissioning, procurement and contracting role 2. European, UK and country specific legislation, statutory codes, standards, frameworks and guidance relevant to service providers and partner agencies 3. how to access and work to procedures and agreed ways of working 4. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions 5. how your role fits within your organisation and where you can go to for support 6. how to assess the impact of commissioning, procurement and contracting activities on individuals, key people and other stakeholders 7. how to measure the achievement of **outcomes** 8. the nature and importance of preventative and community based provision 9. factors that can cause conflicting demands 10. techniques for problem solving and innovative thinking 11. how to fulfil your role in managing resources, including your own time 12. how to cost and work with budgets 13. how and when to seek support with ethical conflicts and dilemmas in your work 14. your own background, experiences and beliefs that may have an impact on your practice 15. how to use **evidence-based practice** to justify your actions and decisions 16. how to contribute to the development of systems, practices, policies and procedures 17. how to challenge poor practice in your own and other organisations   **Theory for practice**   1. how the **social, medical and business** models impact on the achievement of outcomes 2. how commissioning, procurement and contracting can contribute to improved outcomes for individuals, key people and communities   **Personal and professional development**   1. principles of reflective, person centred, evidence based practice 2. your role in sharing and developing knowledge and practice with others, including , key people and communities 3. how to provide constructive feedback to others 4. how to identify and access opportunities for professional development 5. how to develop professional knowledge and practice through reflective supervision and appraisal   **Communication**   1. how to use communication as a foundation for co-productive commissioning 2. methods to promote effective communication with **colleagues**, individuals and other stakeholders   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information, taking account of commercial sensitivity and procurement practice 2. legal and work setting requirements for recording information and producing reports within timescales 3. how to identify, collect, measure and assess data and present it as information 4. how information software products can help you collect information 5. how to record written information with accuracy, clarity, relevance and an appropriate level of detail 6. methods of making data and information accessible for individuals, key people and other stakeholders 7. how and where electronic communications can and should be used   **Health and Safety**   1. legal and work setting requirements for health, safety and security in the work environment |

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| Additional information | | |
| Scope / range related to performance criteria: | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  **Primary sources** of information are those which involve communicating directly with the source of the information, which includesasking questions directly of people with information.    **Secondary sources** of information are those which someone else has already gathered for another purpose. They include books or articles, the internet or existing databases.  **Information** may be any form of communication from and about individuals, key people and other people and organisations. Information might be about legislation or working practices which should be passed on and for which your organisation may have procedures set in place. It includes performance information, previous contractual information, confidential and public information.  **Resources** include financial, human and physical resources as well as time.  The **individual** is the adult, child or young person receiving a service.  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Risks** can be influenced by a wide range of factors and include a wide range of risks to people, property and organisations.  For data and information to be **sustainable**, they must be useful to yourself and others both now and in the future. This means taking account of any factors that might limit the use of data and information in the future, in particular financial, social or environmental factors.  For something to be **accessible**, it should be able to be used by all people whatever their levels and types of ability, for example something that people can understand regardless of the level or way in which they communicate. | |
| Scope / range related to knowledge and understanding:Values: | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Primary sources** of information are those which involve communicating directly with the source of the information, which includesasking questions directly of people with information.    **Secondary sources** of information are those which someone else has already gathered for another purpose. They include books or articles, the internet or existing databases.  The process of **co-production** involves developing relationships with individuals, key people and communities, recognising the expertise that people have and the support that they offer to each other. It places individuals, key people and communities at the centre of decision making and control.  The **individual** is the adult, child or young person receiving a service.  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  The **political, economic, sociological, technological, legal and environmental** model (also known as the PESTLE model) is used to analyse the influences that an organisation has on its environment, both now and in the future. It is used to inform decisions and enable the organisation to respond to change.  The **priorities and interests** of stakeholders encompass the outcomes sought and are influenced by different philosophies, principles, priorities and codes of practice and are affected by their differences in size, structure, governance and capacity. They may change over time in response to national and local factors.  **Stakeholders** are individuals and other people who have an interest in or are in some way affected by your work. They include service providers from the statutory, third or business sectors; regulators; colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role; commissioning partners or those who commission services from the same provider, whether or not they are joint arrangements.  The **operational realities** of service providers are the factors that impact on how they are able to run their other services, in particular where there is competition for funding and customers.  An **organisation** is used to mean the organisation for which you work or volunteer, or which you own or run. For people funding their own services or using other self directed support, it means you and the people who may work for you.  **Outcomes** are the desired result of the activity for individuals, key people and communities. They move the focus from the processes, transactions and performance management to the differences that provision can actually make to people’s lives. It underpins citizen centred commissioning by placing individuals in a central role in evaluating the effectiveness of commissioning.  **Evidence based** **practice** uses systems, processes and ‘practice wisdom’ that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and other stakeholders involved in the delivery of care services.  The **social model** describes disability as a series of barriers located in society and not an individual, for example attitudes towards people in need or physical barriers.The **medical model** described illness or disability as an inherent part of the individual, and as such would attempt to treat or cure the person. **Business models** refers to an organisation’s need to function as a business within financial constraints and in some cases to make profit, for example social enterprises and private businesses.  **Colleagues** are people who you work with in your own or other organisations, including your team, managers, service providers, other teams, other departments and other organisations  Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves  All aspects of commissioning, procurement and contracting should seek to build on these underpinning values and should:  Respect the inherent worth and dignity of all people  Respect the human rights of children, young people and adults  Respect people’s right to take positive risks  Be transparent  Be accountable  Be proportional  Be consistent  Be targeted  Be impartial  Enable providers |

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| Originating organisation | Skills for Care and Development |
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| **Suite** | Commissioning, Procurement and Contracting for Care Services |
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