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# Children's Trust Commissioning Self Analysis and Planning Exercise

## Analysis of Feedback



## INTRODUCTION

Trafford CYPS Joint Commissioning Unit completed this Self Assessment exercise in Feb 2010. Stakeholders were invited to complete a questionnaire and also attend a workshop where they could rate and comment on the following:

- Trafford Joint Strategic Needs assessment
- Trafford children and young People's Plan
- Trafford CYPS Joint Commissioning Cycle
- 13 commissioning standards covering governance and frameworks, capacity and competence and activity. The Commissioning Support Programme (CSP) has developed 12 standards, but to ensure we have an inclusive approach which reflected World class Commissioning (WCC) competencies (of which there are 11) on behalf of our PCT colleagues, we have mapped the CSP and WCC and created 13 standards which cover all 23 standards.

50 questionnaires were completed.

Trafford Joint Commissioning Unit and the CYPS Executive Team wish to express their gratitude to all those who participated in this activity. It has enabled the process to be very comprehensive and we will now capitalize on the support available from CSP so the benefits will be as relevant and sustainable as possible.

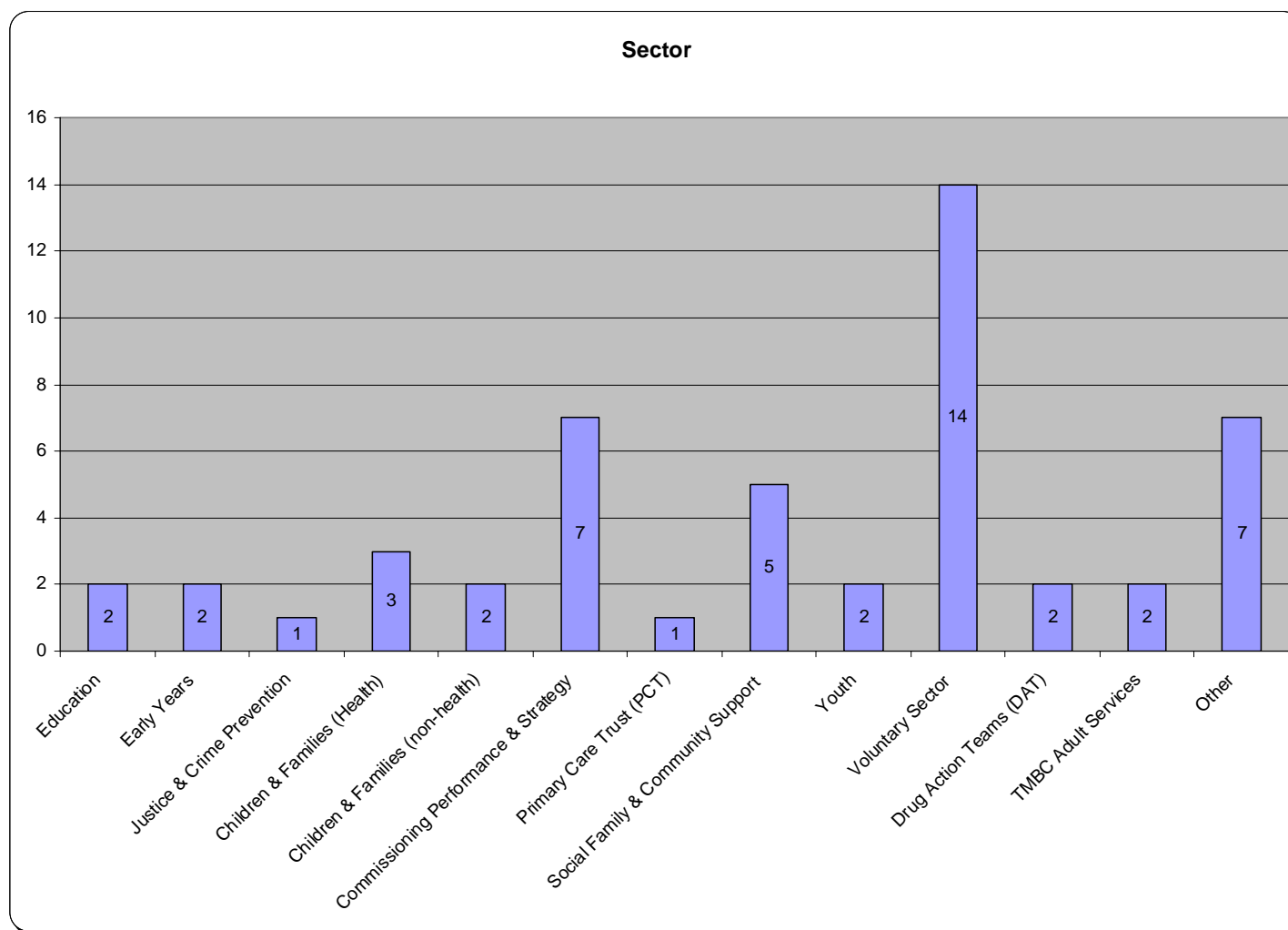


Figure 1

Figure 1 shows the range of sectors represented in the self assessment.

## JOINT STRATEGIC NEEDS ASSESSMENT (JSNA)

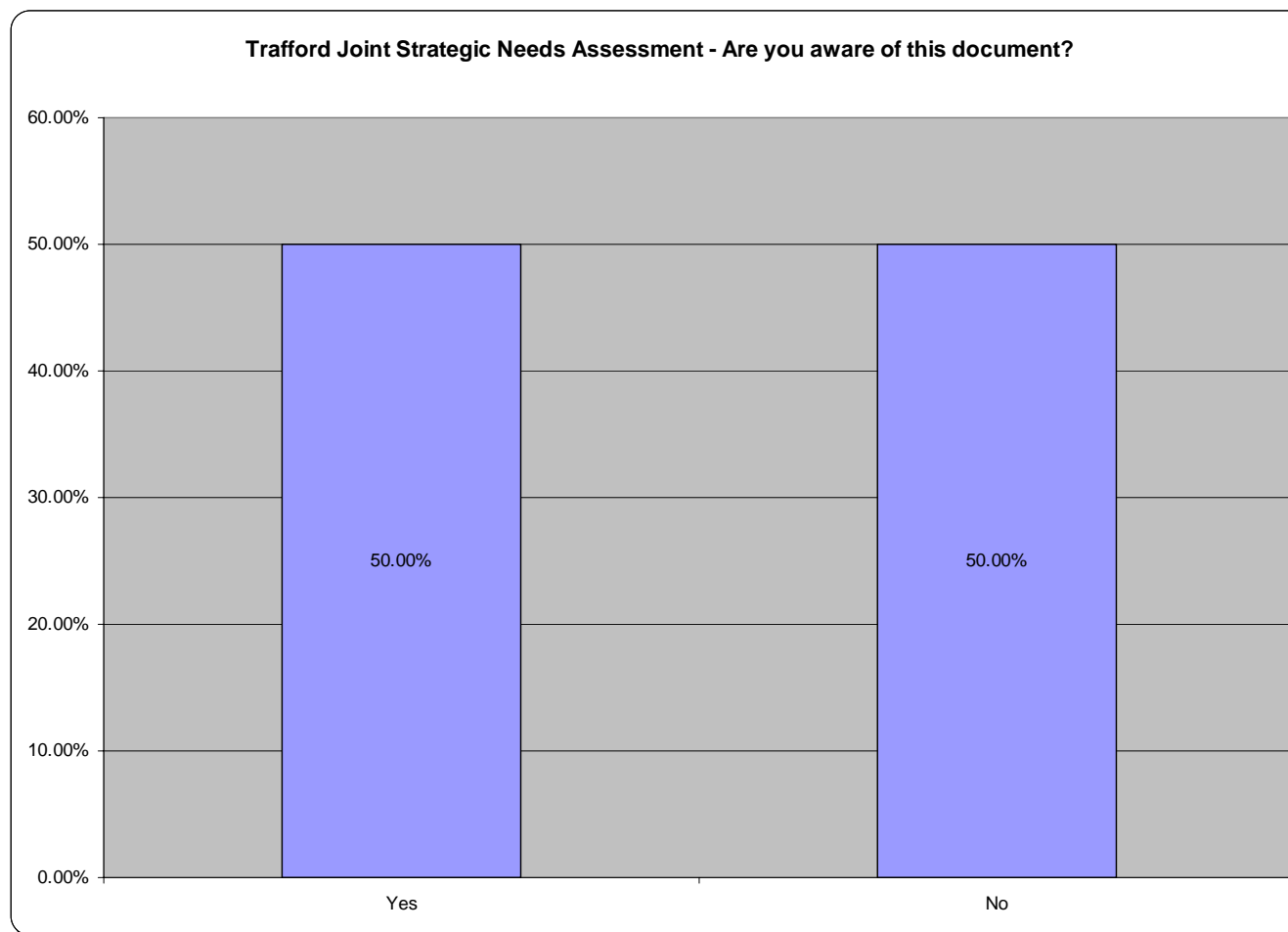


Figure 2

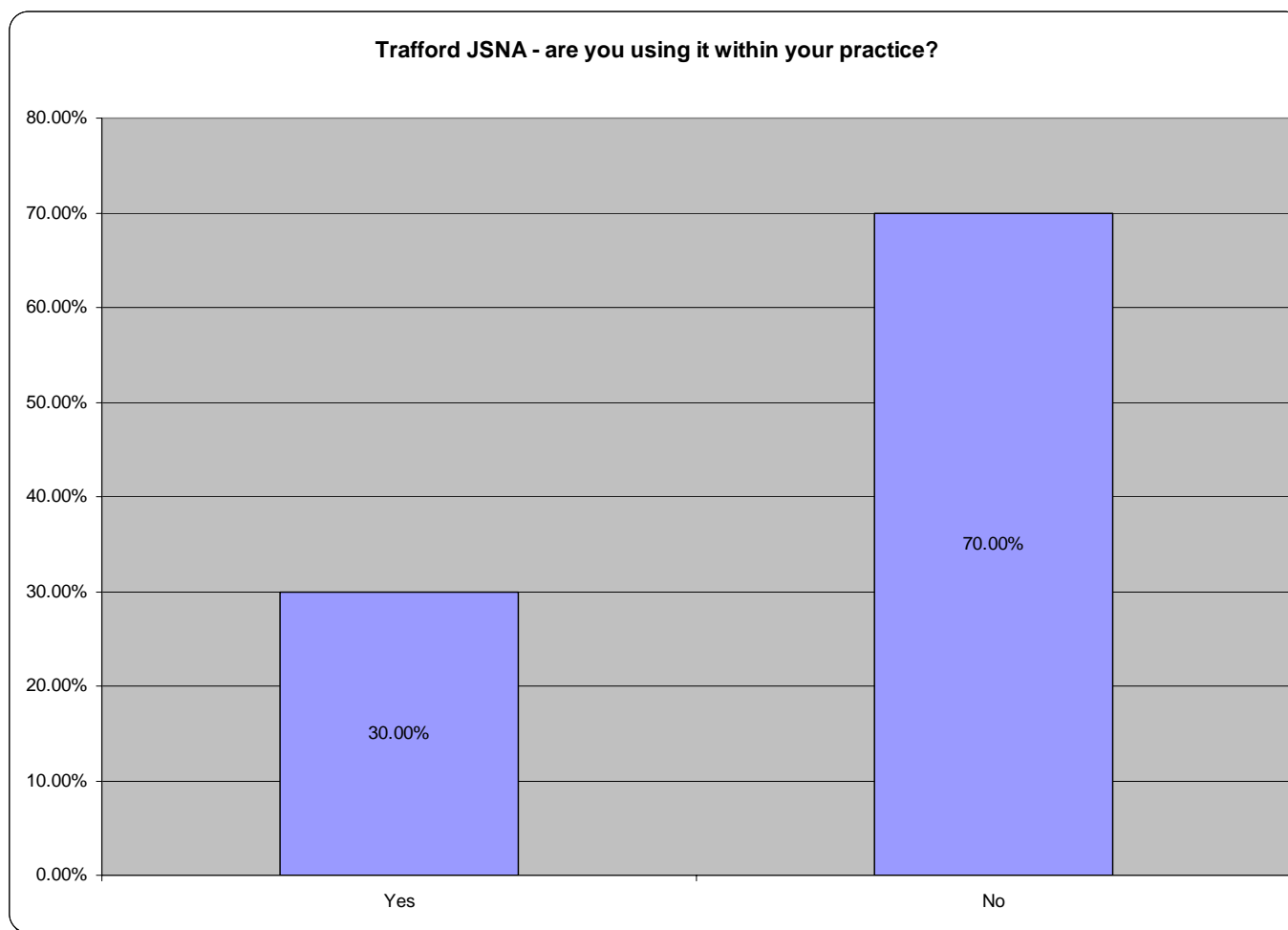


Figure 3

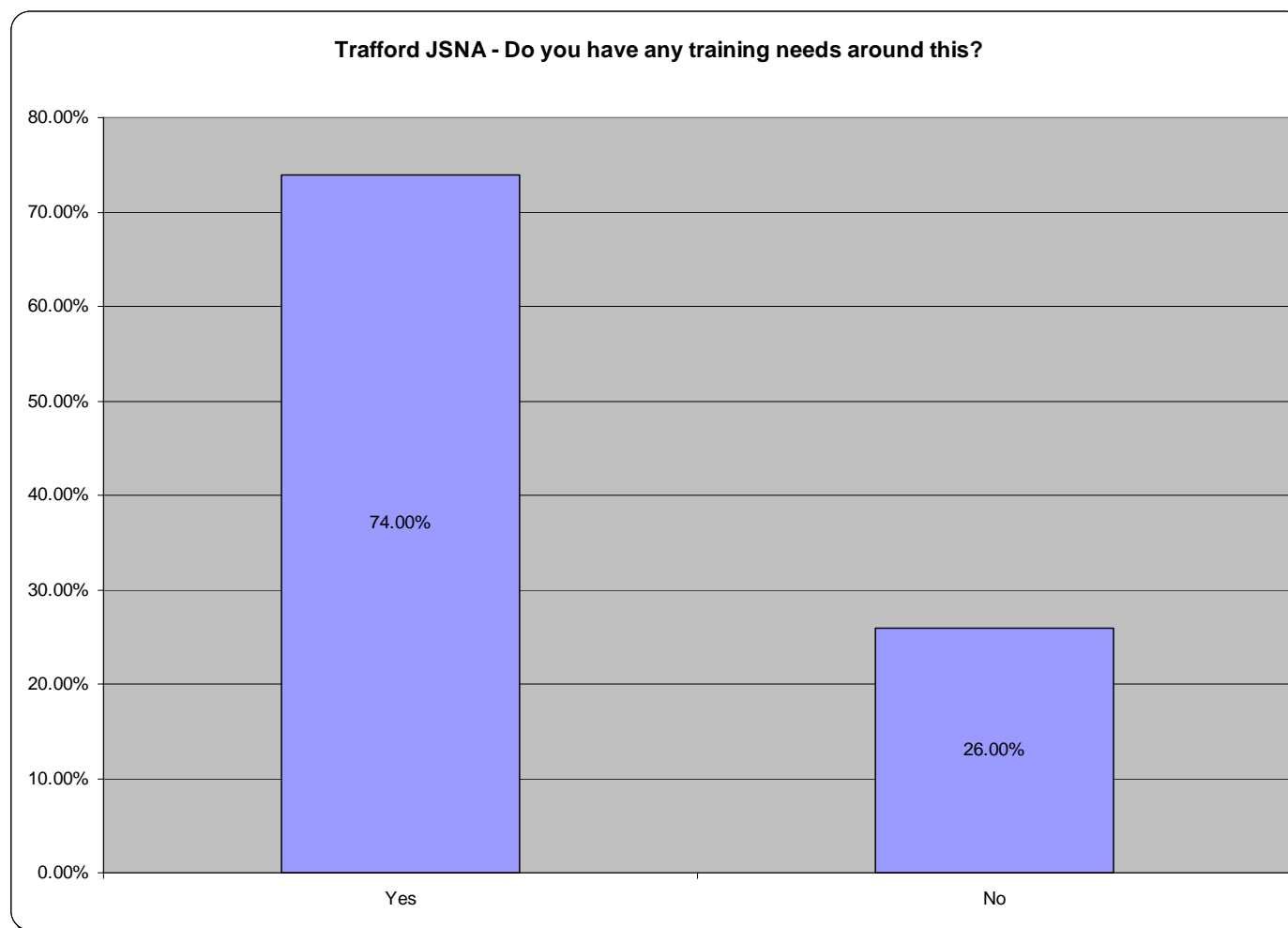


Figure 4

### Summary of key actions from feedback about the JSNA

- Awareness raising sessions to clarify purpose, source information, strategic links and review process so it becomes a meaningful and more widely used document.

## TRAFFORD CHILDREN & YOUNG PEOPLE PLAN (CYPP)

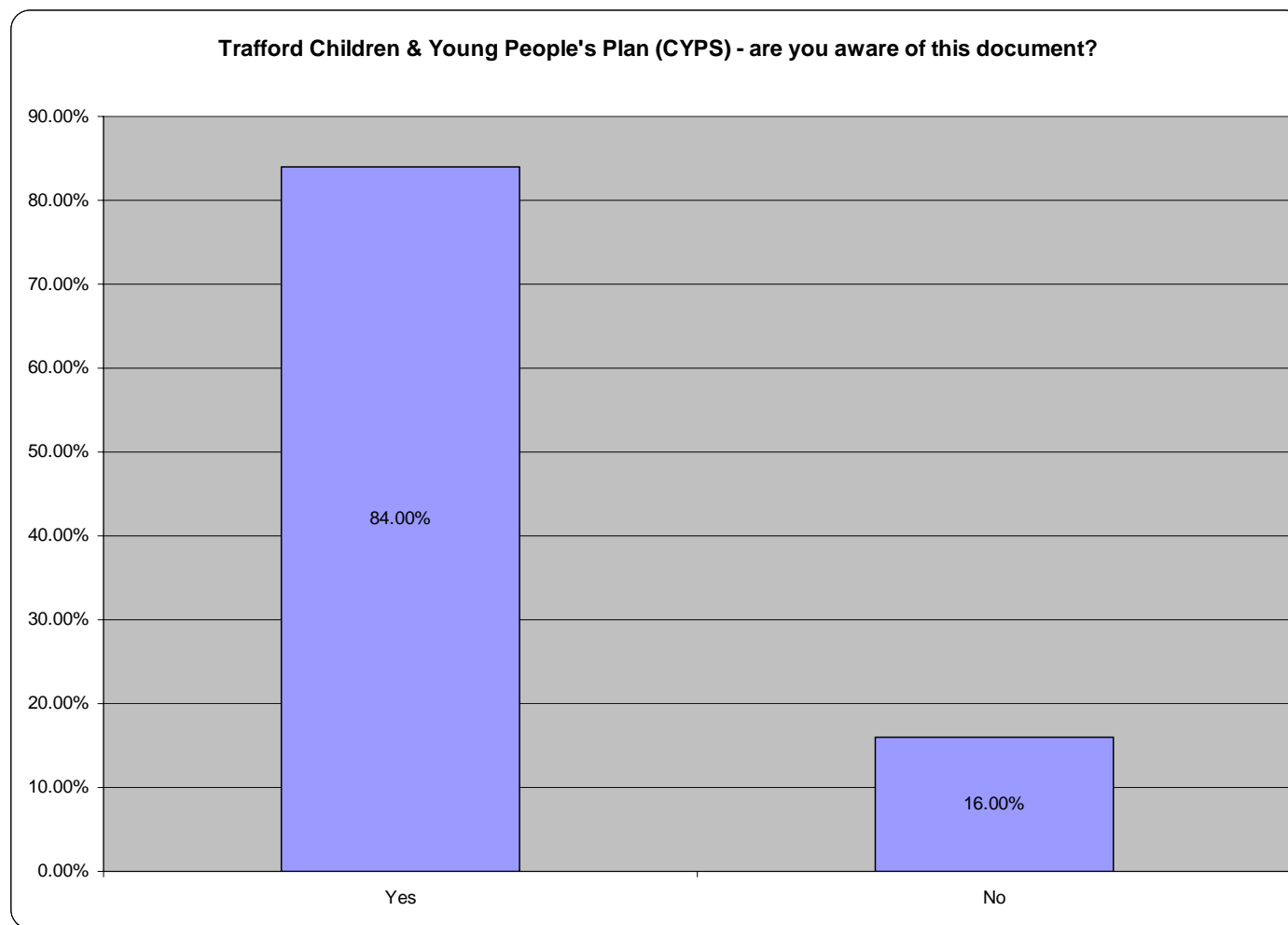


Figure 5

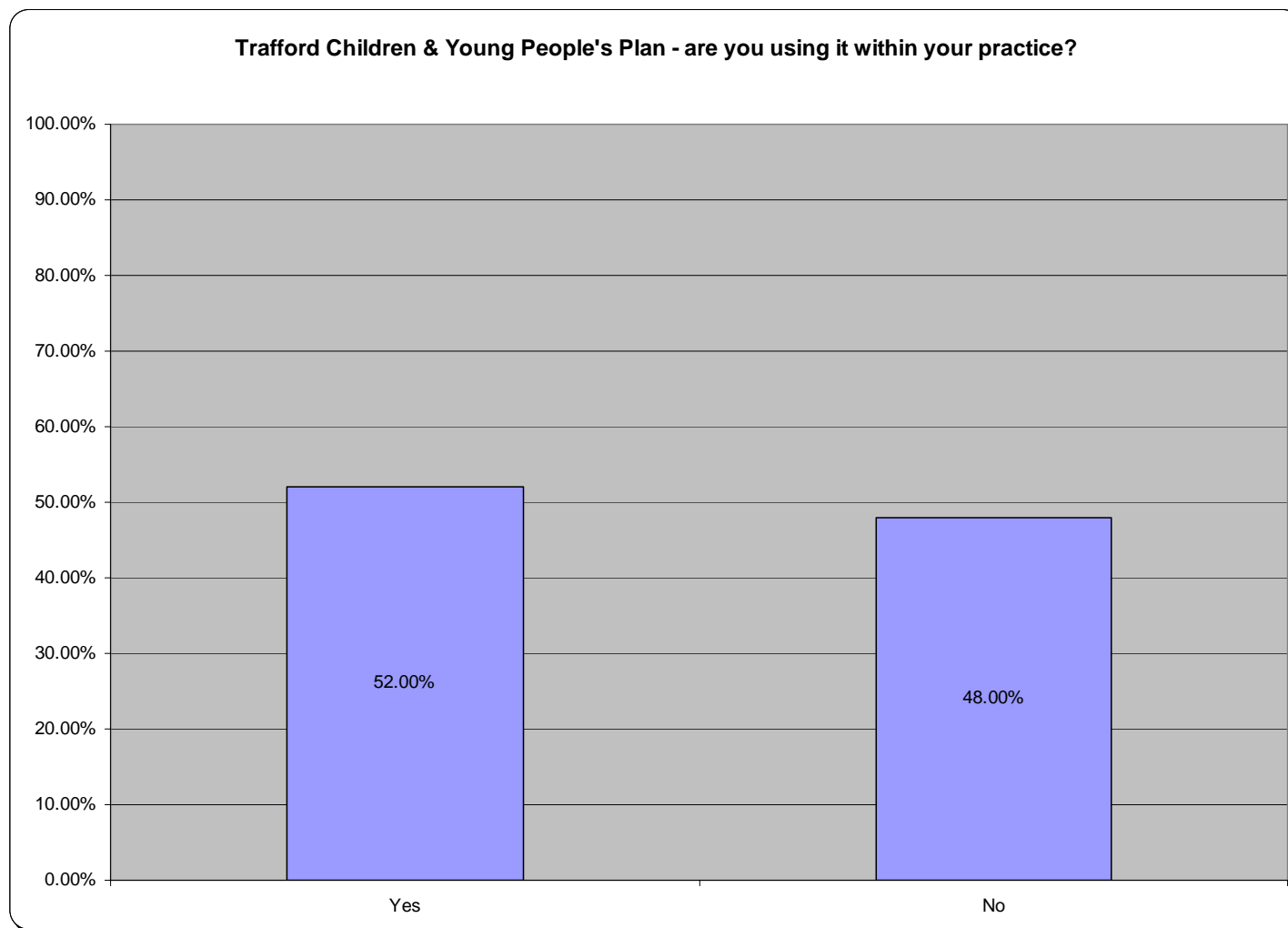


Figure 6

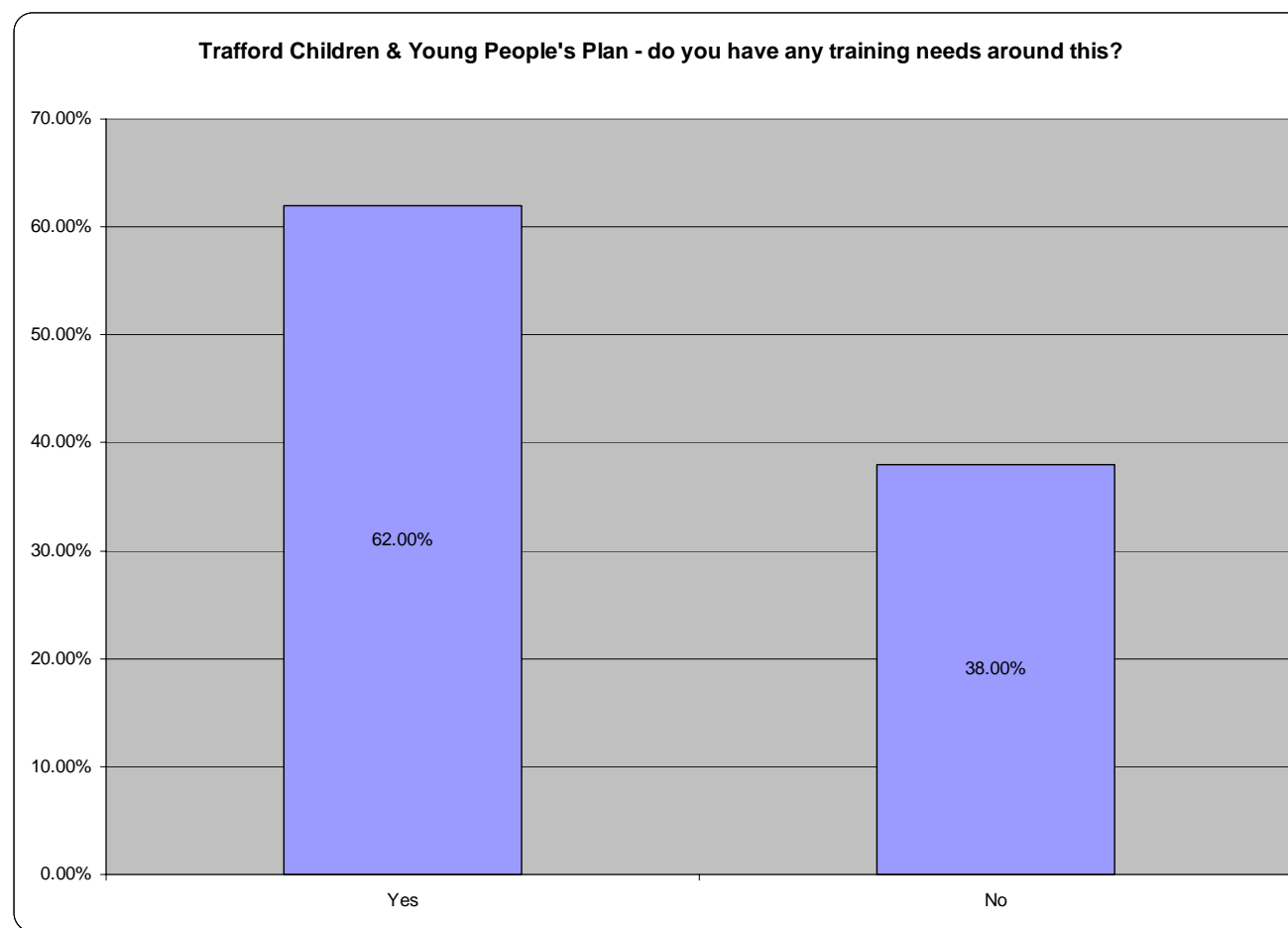


Figure 7

### Summary of key actions from feedback about the CYPP

- Wider involvement by stakeholders in the development of this document
- Awareness raising sessions to clarify purpose, source information, strategic links and review process so it becomes a meaningful and more widely used document.

## TRAFFORD CYPS JOINT COMMISSIONING FRAMEWORK

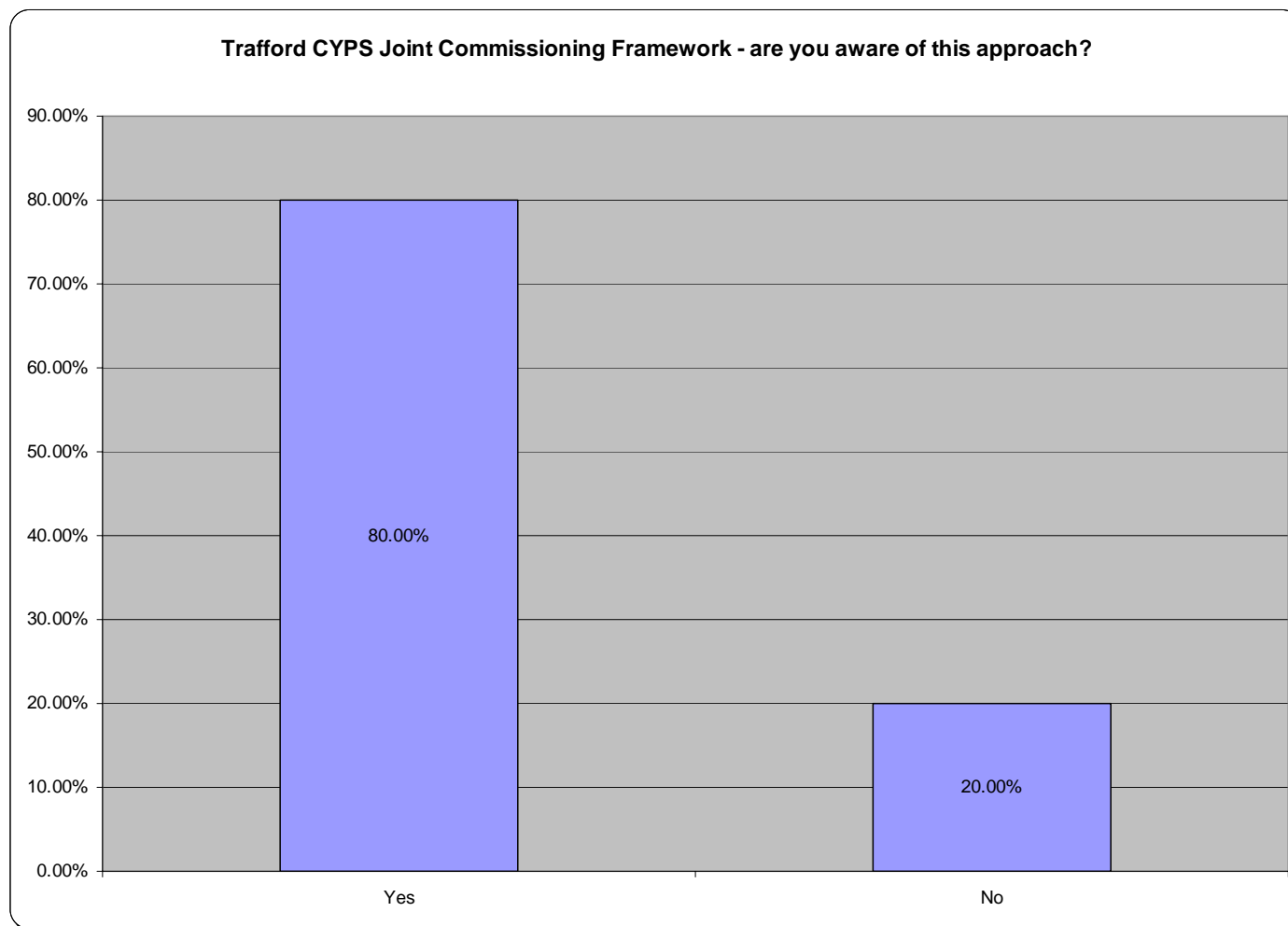


Figure 8

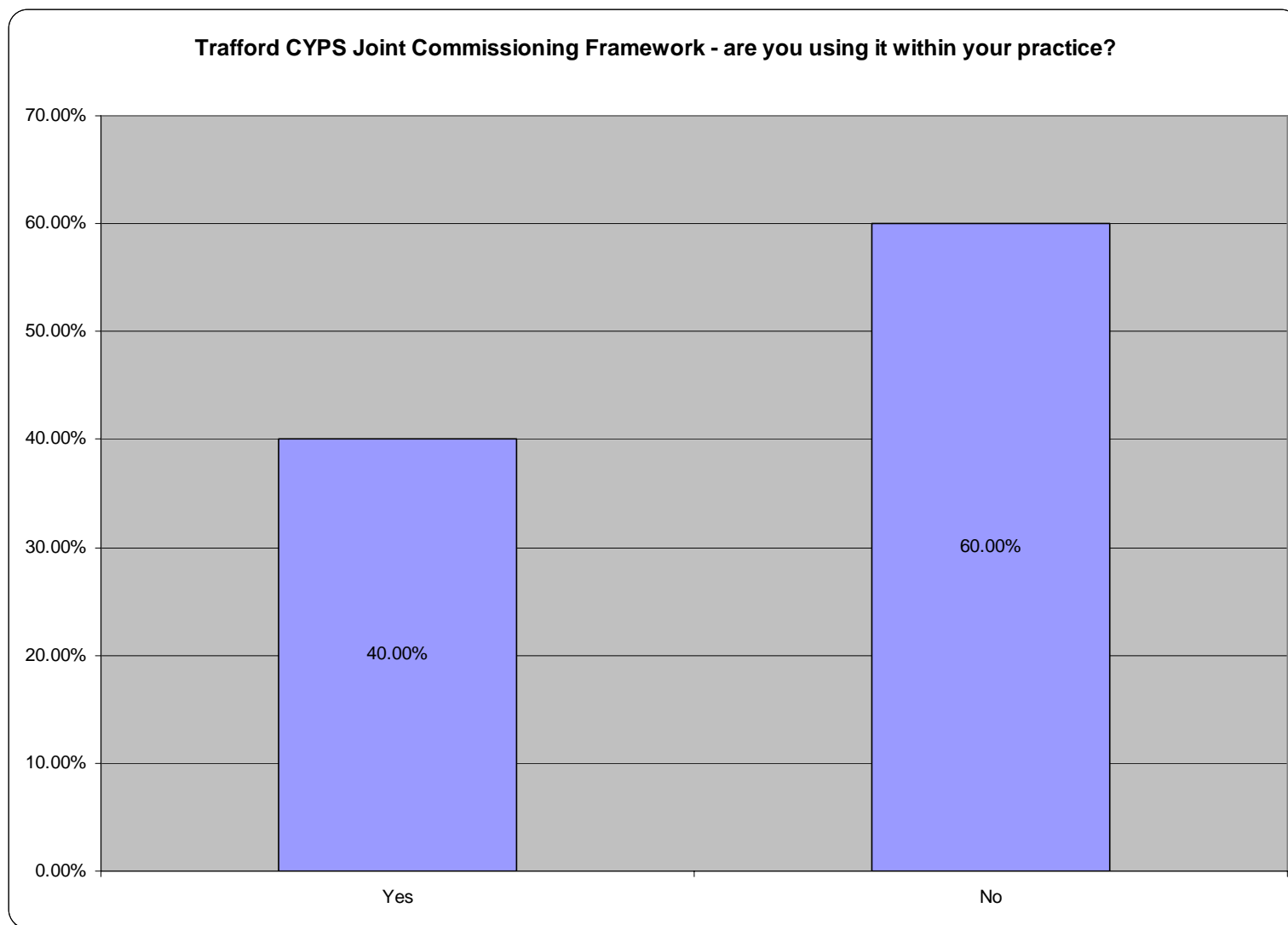


Figure 9

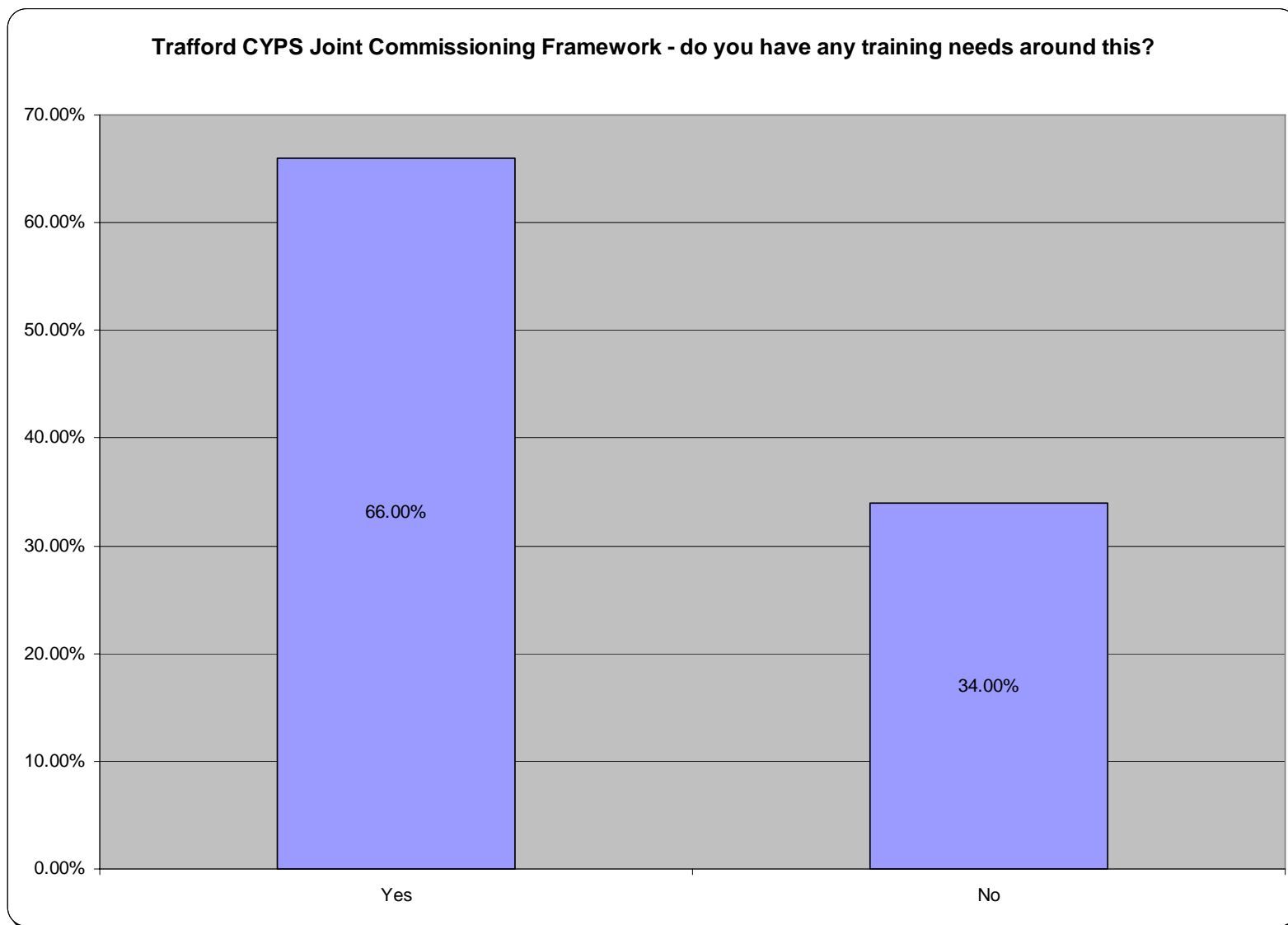


Figure 10

**Summary of key actions from Joint Commissioning Framework feedback:**

- awareness raising activities for providers and wider stakeholder groups
- differentiated training programme to be developed to support commissioners to implement the commissioning cycle and specific activities therein
- commissioning skills training audit
- wider involvement of others in the future development commissioning policy and procedures

## The Self Analysis Template - Scores and Findings

(Compiled in response to the 50 questionnaires completed)

### Section A. Commissioning governance and framework

| Standard   | Score 1–5               | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence   | Implications for your outline change plan   |
|--|-------------------------|---|---|
| 1. We are clear and agreed about the outcome improvements we need to achieve for children, young people and families in our area.    | 3<br>Don't knows: 22%   | Lack of common understanding regarding our shared outcomes and the potential contribution which partners can make;  | <ul style="list-style-type: none"> <li>• Project plan for the CYP Plan is inclusive and enables contribution by all Children's Trust members</li> <li>• project plan has a realistic timeframe to maximise representation</li> <li>• multi agency contribution is now more feasible due to CYPS being an integrated service</li> <li>• improve the approach to stakeholder engagement within CYPS and in partnership with others to manage consultation fatigue and maximise meaningful feedback</li> <li>• awareness raising of the commissioning process</li> <li>• Policy and procedures which support each part of the Commissioning cycle</li> <li>• a consistent, 'one' approach for</li> </ul> |
| 2. We have robust, up-to-date commissioning arrangements which allow us to improve outcomes for children, young people and families. | 2.7<br>Don't knows: 18% | <ul style="list-style-type: none"> <li>• We have a process but not good awareness</li> <li>• The feedback loop is not closing</li> <li>• Examples of practice are not shared</li> <li>• Clarity between the commissioning links - between CYPS and PCT relationship not understood</li> </ul> |   |
| 3. We have the right governance arrangements to improve outcomes through commissioning.  | 2.9<br>Don't knows: 32% | The governance structures have been changing and evolving across CYPS and this has caused confusion for staff and a limited understanding and/or knowledge of the structures in place   |   |

| Standard  | Score 1–5                       | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence   | Implications for your outline change plan  |
|---|---------------------------------|---|--|
| <p>4. Partners and stakeholders, including children, young people and families, understand and support the approach we take to commissioning.</p> | <p>2.1<br/>Don't Knows: 22%</p> | <ul style="list-style-type: none"> <li>• Service user engagement is patchy and not synchronised to strategic planning activities</li> <li>• There is a draft Cluster Area Engagement Plan and a draft Participation Strategy</li> <li>• information collected is not utilised to best effect to inform strategic commissioning decisions</li> <li>• consultation fatigue is a significant risk</li> <li>• there are good examples of innovative practice to learn from but these are not widely promoted</li> </ul> | <p>commissioning and engagement (toolkit)</p> <ul style="list-style-type: none"> <li>• better use of technology to increase awareness and participation in the process and for feedback</li> <li>• manage the consultation fatigue risk within the Youth cabinet</li> <li>• enable synchronicity and thread between planning/review activities and schedules, within CYPS, corporately and across partners</li> <li>• close the feedback loop</li> <li>• establish improved relationships and SLAs with key departments e.g. Overview and Scrutiny to afford better forward planning</li> <li>• better understand what information stakeholders want, how presented and when</li> <li>• empower children and families to contribute where appropriate</li> <li>• learn from good practice examples</li> <li>• ensure feedback strategies inform both needs assessment and performance reviews</li> <li>• Establish the JCU was the central point for information gathering so it becomes intelligence</li> <li>• review and ratify key plans to support consistency of practice</li> </ul> |

### Section B. Commissioning activity

| Standard   | Score 1–5                       | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence  | Implications for your outline change plan   |
|--|---------------------------------|--|---|
| <p>5. We really understand the needs of children, young people and families in our area.</p>                                       | <p>2.9<br/>Don't knows: 24%</p> | <ul style="list-style-type: none"> <li>• Based on the score in 4), this could be an assumption as the evidence from stakeholders is weak.</li> <li>• the information which evidences our targets is not readily available to all</li> </ul>  | <ul style="list-style-type: none"> <li>• CYP Plan development activity to be a transparent, inclusive activity</li> <li>• promote 'good news' more and provide examples of joint commissioning to demonstrate benefits</li> </ul>   |
| <p>6. We invest wisely and influence the market effectively to improve outcomes for children, young people and their families.</p> | <p>2.6<br/>Don't knows: 28%</p> | <ul style="list-style-type: none"> <li>• The understanding of our approach to commissioning, including performance management, decommissioning and contestability is not widely understood beyond the JCU</li> <li>• more explicit regard for the VCS is required</li> </ul>   | <ul style="list-style-type: none"> <li>• utilise and benefit from existing tools and good practice for engagement activity</li> <li>• develop a commissioning policy which clarifies the CYPS approach to commissioning, informed by CYP Plan and the governance arrangements</li> <li>• IIRAT and other key databases need to be utilised more by commissioners as sources of information to feed needs assessments and performance reviews</li> </ul> |
| <p>7. We monitor the impact and manage the performance of services in order to improve outcomes.</p>                               | <p>2.7<br/>Don't knows: 22%</p> | <ul style="list-style-type: none"> <li>• Provider performance management internal systems are strong and there is a high level of commitment to excellence.</li> <li>• Improved links need to be in place between the JCU, IPS and the CYPS provider arm and tools such as service specifications, IIRAT, performance management frameworks need to refined and better utilised</li> <li>• Target setting and risk management activity needs to involve Commissioners</li> </ul> | <ul style="list-style-type: none"> <li>• better use of quick assessments at weekly interventions to monitor progress</li> <li>• Gap analysis needs to be supported by risk analysis and management strategies</li> <li>• Performance management and review needs to account for outcome measurement and impact of prevention work and social return on investment</li> </ul>  |

| Standard   | Score 1–5               | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence  | Implications for your outline change plan  |
|--|-------------------------|--|--|
| 8. Our commissioners work effectively together to secure improved services and outcomes.   | 2.8<br>Don't knows: 42% | <ul style="list-style-type: none"> <li>• There are good examples (CAA notable practice) and more opportunities will be available to benefit from in the future e.g. Healthy Child Programme.</li> <li>• Concerns re short term funding streams and sustainability of projects</li> </ul> | <ul style="list-style-type: none"> <li>• establish clear and agreed baselines prior to change programme implementation to enable progress monitoring</li> <li>• Performance information needs to be organised to reflect new cluster family support arrangements for analysis of progress against outcomes within resources and arrangements</li> <li>• forum to be establish to facilitate routine dialogue between commissioner, providers and clinicians</li> <li>• review current strategy and resource allocation meetings to identify gaps and opportunities for more efficient working and information sharing</li> <li>• review process and resource capacity</li> </ul> |
| 9. We successfully secure major service reconfiguration and change to improve outcomes through commissioning.  | 2.9<br>Don't knows: 52% |  |  |
| 10. Commissioners lead continuous and meaningful engagement with clinicians and providers to inform strategy, and drive quality, service design and resource utilisation | 2.6<br>Don't knows: 26% | There are some examples of good practice but this is inconsistent  |  |

### Section C. Commissioning capacity and competence

| Standard  | Score 1–5                  | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence   | Implications for your outline change plan  |
|---|----------------------------|---|--|
| 11. Our leaders understand commissioning and work together to deliver change through best commissioning practice across the Children’s Trust. | 3.1<br>Don't knows:<br>42% | Lots of changes to staff and structures has lead to uncertainty and inconsistency regarding this standard   | <ul style="list-style-type: none"> <li>• awareness and profile raising of commissioning process and activities</li> <li>• clarification of commissioner role and responsibilities</li> <li>• establishment of virtual network of commissioners supported by protocols and shared learning opportunities</li> </ul> |
| 12. We have the right people with the right skills, knowledge and expertise to deliver change and improve outcomes through commissioning.     | 3<br>Don't knows:<br>44%   | <ul style="list-style-type: none"> <li>• Insecurities remain regarding capacity and resource requirements, especially for the future.</li> <li>• There is a level of mistrust regarding the 'qualification' of a commissioner to undertake their work in a specialist field,</li> </ul> | <ul style="list-style-type: none"> <li>• support understanding of the commissioning governance arrangements in which decisions are made</li> <li>• utilise training opportunities from CSP</li> <li>• increase provider/clinician involvement</li> </ul>   |

| Standard  | Score 1–5                 | Summary of progress, variations across the Children’s Trust. Reference to supporting evidence   | Implications for your outline change plan   |
|---|---------------------------|---|---|
| 13. We have a culture of continuous learning and improvement involving all commissioners, providers and stakeholders. | 2.8<br>Don't know:<br>32% | <p>particularly if they have not been a practitioner.</p> <ul style="list-style-type: none"> <li>• improvement required to coordinate and market learning opportunities and raise awareness and profile of commissioning and service development planning</li> <li>• systems need to be developed to manage expectations</li> </ul> | <ul style="list-style-type: none"> <li>• skills audit and training needs analysis for commissioners (JCU and wider group)</li> <li>• develop 'expert' resource pool to provide objectivity in commissioning/tendering process and reduce risk of conflict of interest</li> <li>• link to other Las for shared development of training opportunities</li> <li>• ensure commissioning workforce needs are reflected in the CYPS Workforce Development Strategy</li> <li>• develop a framework which operates in parallel to the commissioning cycle which facilitates the above activities</li> </ul> |