



## **Group Award Specification for:**

**Professional Development Award (PDA):**

**Commissioning, Procurement and Contracting for  
Care Services**

**Group Award Code: GK2A 48**

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# 1 Introduction

## 1.1 Glossary

Common terms or acronyms used throughout this Group Award Specification are described in Section 11 (Glossary).

## 1.2 General

This validation proposal is for the new Group Award:

### **PDA for Commissioning, Procurement and Contracting for Care Services at SCQF level 8**

This new award has been designed to provide a certificated qualification to improve professional practice and provide continuous development for staff responsible for the strategic procurement of care services in the Scottish public sector.

For the avoidance of doubt, 'care services' in the context of this PDA relates to the commissioning/procurement of social and health care and associated support services, for children and young people, and for adults and older adults.

The award will equip candidates with the skills and knowledge required to effectively deliver a tendering exercise for the award and on-going management of contracts for care services, where an award with competition has been agreed in a procurement plan.

The proposed title meets the requirements of the award. The main focus is on the procurement and subsequent contract management of care services but also provides learning on the legal and policy context for commissioning and on the wider strategic commissioning/planning process.

Following approval by SQA of the product development business case for this PDA, a QDT was assembled to design an award that will meet the needs of commissioning and procurement professionals working in the delivery of contracts for care services.

The QDT contained members with experience of commissioning, procurement, contracting and further education provision. The QDT also included membership that could advise on relevant national occupational standards, and project management to ensure completion of the award design to agreed timescales.

QDT team members were available throughout the design process to provide advice on the structure and content of the PDA and ensure consistency and alignment to the good practice set out in the Guidance Document.

## **1.3 Rational for the development of the award**

### **(i) Guidance Document**

In September 2010 the Scottish Government issued its Guidance Document. The guidance was jointly published by the Scottish Government and COSLA having been co-produced by a reference group involving all key stakeholder interests, including care providers and service user representation.

The guidance was developed in recognition that the procurement of social care and support services was a specialist and complex area and its goal was to assist public bodies make decisions that comply with all applicable policies, European Union legislation, domestic law, human rights and data protection obligations.

The guidance described a four stage strategic procurement process offering a good practice reference point for planning, tendering and contract management activities essential for the delivery of well constructed care and support services contracts. The guidance related procurement to wider planning tasks associated with the strategic commissioning process.

One of the key recommendations of the Guidance Document was that *'public bodies should ensure that staff involved in the procurement of care and support services receives the training required to develop and maintain their knowledge and skills'*.

### **(ii) Development Group**

A Development Group was established with responsibility for supporting implementation of the Guidance Document. This group agreed to identify areas where public bodies' required further support to promote the development and dissemination of the good practice set out in the guidance.

The Development Group agreed that it was critical that implementation of good practice was supported by appropriate training for all staff involved in the procurement of care and support services.

### **(iii) L&D Strategy Group**

To identify possible initiatives to support training a new sub-group — the L&D Strategy Group was formed reporting to the Development Group.

The purpose of this group was to identify a range of learning and development projects that could support implementation of the Guidance Document and oversee development of training programmes for staff that have responsibility for the procurement of care and support services.

The L&D Strategy Group looked at the range of training currently available to commissioning, procurement and contracting staff, including what was provided in-house and what was delivered externally. External training included academic courses run by Universities and also skills training, much of which is offered by providers from England.

The group concluded that none of the existing training courses, at that time, met the learning and development needs of commissioning, procurement and contracting staff in Scotland based on the framework set out in the Scottish Government's Guidance Document.

#### **(iv) L&D Survey**

As part of its work, the L&D Strategy Group surveyed local authorities through Chief Social Work Officers about staff involved in commissioning, procurement and contracting as well as current levels of qualifications, and options for future training.

This survey found that:

- ◆ There was c360 staff within local authorities, whose primary role is the commissioning of care and support services, including tasks associated with procurement and contract management.
- ◆ The majority of those surveyed had degrees in subject areas that were from a wide variety of backgrounds, without any common knowledge or skills base, and very few had any formal qualifications relating to commissioning, procurement and contracting for care and support services.
- ◆ The preferred option of the majority of councils with regard to future training and development would involve a mixture of formal academic and vocational training. No council currently had in place, at the time of the survey, a programme that would meet this option.

#### **(v) Options for Learning and Development**

The L&D Strategy Group looked at possible options for the training of commissioning, procurement and contacting staff in Scotland and identified four main options:

- ◆ Development of training under CIPS which is the professional body for corporate procurement staff
- ◆ A new SVQ
- ◆ A new PDA developed in partnership with SQA
- ◆ A new academic course delivered by a Scottish based University

The conclusion of the L&D Strategy Group, having reviewed the various options, was that a PDA was likely to provide the best option because it offered the opportunity to combine academic and vocational training and could be tailored to the current needs of staff involved in commissioning, procurement and contacting in Scotland.

#### **(vi) SQA Business Case**

The L&D Strategy Group decided to scope a PDA in more detail, including the resources that would be necessary to develop the PDA, and the timescales. A product development business case for the Commissioning, Procurement and Contracting PDA was produced in conjunction with SQA and was approved in November 2011.

The business case was further validated by a stakeholder consultation initiated by the QDT and issued as a survey to key stakeholder groups (including representatives from care providers, local authorities, educational institutions and the Scottish Government).

This led to the assembly of a QDT to design the PDA in accordance with a project plan agreed with SQA. Work on the new PDA commenced in March 2012.

### **(vii) National Occupational Standards**

NOS describe the skills, knowledge and understanding required to undertake a particular job role to a nationally recognised level of competence. NOS have been created by the Sector Skills Council (Skills for Care and Development) for commissioning, procurement and contracting of care services at SVQ equivalent Levels 3, 4 and 5.

The NOS were developed in partnership with sector representatives such as COSLA, ADSW and service providers. They were credit rated and levelled against the SCQF in early 2010 (between levels 7 to 10 of the SCQF).

The NOS were now ready to be developed into qualifications/awards for the Scottish public sector and this PDA is a proposal to meet that requirement. The PDA is being developed at SCQF level 8 and has been matched to the various competences associated with NOS for commissioning, procurement and contracting staff as described in Section 5.1.

### **(viii) Vision and Goals**

This PDA is made up of five new HN Units and seven existing SVQ Units to offer a qualification that provides candidates with the knowledge and skills required to carry out duties that deliver the good practice set out in Guidance Document. The PDA has also being matched to NOS for commissioning, procurement and contracting staff.

The PDA has been developed at SCQF level 8 to take into account the analytical, research, planning, evaluative and communication abilities required for a candidate working in the complex and specialist field of commissioning, procurement and contracting for care services. This award offers a blend of strategic procurement theory and practice whilst providing underpinning knowledge of the public sector procurement environment in Scotland, an overview of relevant legal and policy regulations and strategic commissioning.

It is the goal of the QDT that this qualification will allow commissioning, procurement and contracting staff to develop professionally in line with the Guidance Document and NOS. It is also the vision of the QDT that this PDA sets the foundation for the product development of an advanced PDA or equivalent in strategic commissioning.

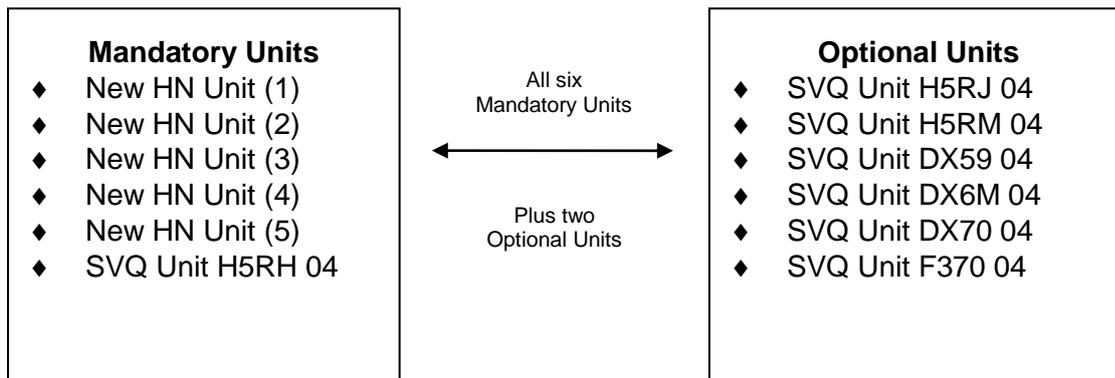
## 2 Qualification Structure

### 2.1 Conditions of the award

The qualification is achieved on the successful attainment of all of the mandatory Units within the Group Award and two optional Units, ie eight Units in total to be achieved (six mandatory and two optional).

### 2.2 Framework

The Group Award is diagrammatically represented as follows:



The Group Award will comprise 52 SCQF Mandatory Unit credit points available as follows:

- ◆ 40 SCQF credit points at SCQF level 8 for the five mandatory HN Units
- ◆ 12 SCQF credit points at SCQF level 9 for the single mandatory SVQ Unit

The Group Award includes the Units set out below.

### Mandatory Units

Unit Ref No	Unit Code	Unit Title	SCQF Credit Points	SCQF level	SQA Credit Value
1	H38Y 35	The Policy, Legal and Commissioning Context for Care Services	4	8	0.5
2	H390 35	Analyse Service Needs and Provision for Procurement Decision Making	8	8	1
3	H391 35	Procurement Planning	8	8	1
4	H392 35	The Tendering Process and Contract Award for Care Services	8	8	1
5	H393 35	Manage Care Contracts and Monitor Service Provider Performance	12	8	1.5
6	H5RH 04 (HSC4 40)	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements	12	9	1

All mandatory Units are to be achieved for the Group Award.

## Optional Units

Unit Ref No	Unit Code	Unit Title	SCQF Credit Points	SCQF level	SQA Credit Value
7	H5RJ 04 (HSC4 41)	Manage Tendering and Contracting Processes in Health and Social Care Settings	10	9	1
8	H5RM 04 (HSC4 43)	Procure Services for Individuals	11	9	1
9	DX59 04 (M1)	Develop Operational Relationships within the Supply Chain	N/A	N/A	1
10	DX6M 04 (M5)	Plan Projects to Develop Supply Chain	N/A	N/A	1
11	DX70 04 (M9)	Review the Outcomes of Contracts	N/A	N/A	1
12	F370 04 (LMC E5)	Plan Operations and Manage Resources to Meet Current and Future Demands in the Provision of Care Services	9	10	1
	Or F7M5 04 (LMC E5)	Or Develop Operational Plans and Manage Resources to Meet Current and Future Demands on the Provision of Care	9	10	1

Two optional Units from the list are to be achieved for the Group Award.

## 3 Aims of the Qualification

The principal goals of this PDA are to:

- ◆ Support implementation of the Guidance Document.
- ◆ Offer a nationally recognised qualification for staff responsible for the procurement of care services in the Scottish public sector.
- ◆ Allow candidates to use this qualification to advance career prospects and progress to higher levels of study.

The award will impart an understanding of the policy and legal context for the commissioning of care services and provide an understanding of the public sector procurement landscape in Scotland.

This award will also deliver procurement and contracting skills, knowledge, techniques, and the good practice required to undertake a process by which public bodies purchase care services from third parties. It also seeks to advance candidate knowledge of the key relationships between strategic procurement and strategic commissioning.

The PDA also supports the overall objective of the Public Sector Procurement Reform Programme established to improve procurement capability as measured through annual procurement capability assessments.

### 3.1 General Aims

Generally, the award aims to:

- ◆ Provide academic stimulus and challenge
- ◆ Allow theory to be applied to work experience
- ◆ Develop study skills
- ◆ Develop research, analytical and organisation and planning skills
- ◆ Develop communication skills
- ◆ Apply quantitative analysis to problem solving
- ◆ Practice relationship management skills
- ◆ Develop an understanding of legal frameworks
- ◆ Develop an understanding of policy and strategy
- ◆ Expand knowledge of IT procurement systems
- ◆ Improve understanding of strategic commissioning
- ◆ Develop areas of specialist procurement expertise
- ◆ Improve negotiation skills
- ◆ Develop ability to influence and challenge inefficient practices
- ◆ Improve career prospects

## 3.2 Specific Aims

Specially, the award aims to provide an understanding of the undernoted key aspects of the procurement of care services.

### **Covered by Mandatory Unit ref 1 and Optional Unit ref 12 (see Section 2.2)**

- ◆ Social care policies and legislation that impacts on the commissioning of care services
- ◆ Procurement policies and legislation that affect the procurement of care services
- ◆ Strategic commissioning and where procurement sits within that process

### **Covered by Mandatory Unit ref 2 and Optional Unit ref 9 (see Section 2.2)**

- ◆ The management of stakeholder groups
- ◆ The review and benchmarking of current service provision
- ◆ Provider market research and analysis
- ◆ Options for care and support service delivery

### **Covered by Mandatory Units ref 3 and 6 and Optional Unit 10 (see Section 2.2)**

- ◆ EU procurement directives and their application to care services
- ◆ Specification development for the delivery of care services
- ◆ Care and support strategic procurement planning
- ◆ The compilation of invitation to tender documents

### **Covered by Mandatory Unit ref 4 and Optional Units ref 7 and 9 (see Section 2.2)**

- ◆ Tendering processes and procedures as they apply to the procurement of care services
- ◆ The process for the award of contracts in line with local governance and EU procurement rules
- ◆ Transitional arrangements post award

### **Covered by Mandatory Unit ref 5 and Optional Unit ref 11 (see Section 2.2)**

- ◆ Contract management of care contracts
- ◆ Service provider relationship management
- ◆ Service reviews and their input to the strategic commissioning planning process

It is recognised that the Scottish Government's strategy of integrating care provision currently provided by the health and local authority sectors will form part of the learning associated with this PDA.

The PDA will allow for learning on the impact joint commissioning of health and social care will have on procurement, as and when strategies and working practices on joint commissioning evolve.

### **3.3 Graded Unit**

There is no Graded Unit for this qualification.

## **4 Recommended entry to the qualification**

Entry will generally be dependent on the experience and job role, particularly with regard to the vocational Units contained within the PDA.

Eligibility of potential candidates will be at the discretion of approved centres but it is assumed that candidates will have an input to strategic commissioning and/or the analytical, planning, tendering and contract management tasks associated with the procurement of care services.

### **4.1 Previous Qualifications**

There are no specific qualifications identified as a pre-requisite to entry. However candidates should have good communication skills both written and oral, numeracy and problem solving skills.

Candidates qualified at SVQ Supply Change Management Level 3 or who have studied for CIPS qualifications will have a foundation of knowledge to progress to this PDA.

### **4.2 Work Experience**

Candidates would benefit from having experience of commissioning, procurement planning, tendering and contract management/monitoring with regard to care services.

It would be advantageous for candidates to have received on-the-job training in EU procurement law, general procurement practice and project management before participating in this award.

Candidates should also possess an understanding of procurement and financial governance as it applies to the public sector.

Experience of electronic tendering/procurement systems available to public sector procurement professionals would also be advantageous. Prior knowledge of the Scottish Government's procurement journey and relevant national guidance/policy manuals on procurement would be desirable.

### **4.3 Targeted Professionals**

This award is targeted at staff who have input to the commissioning, procurement and contracting process for the delivery of care services, and to corporate procurement professionals wanting to develop their expertise in more specialist areas of procurement.

The award can also be accessed by care professionals working in the third sector and by professionals who arrange social services contracts for health and the criminal justice service. The award may also be of interest to employees of service providers who want to extend their understanding of tendering procedures for public sector contracts.

It is anticipated that candidates will be drawn from a broad range of roles that include for example:

- ◆ Local authority care and support contract managers/officers
- ◆ Corporate procurement managers/officers
- ◆ Strategic commissioning managers/officers
- ◆ Professionals responsible for procurement of care and support in the health sector
- ◆ Professionals responsible for procurement of social services in the criminal justice service
- ◆ Workers responsible for procurement in the third sector
- ◆ Workers responsible for preparing tenders in the third sector

Candidates who have experience of commissioning, procurement planning, tendering and contract management/monitoring will be interested in undertaking this award for job specific training or development of specialist procurement expertise.

## 5 Additional benefits of the qualification

### 5.1 Mapping of NOS to PDA

The NOS for commissioning, procurement and contracting are the principal national standards that have been identified as being relevant to the design of this PDA.

The various Units and elements of competence were mapped to the original proposed PDA scope as part of the work carried out by the L&D Strategy Group referred to in Section 1.3 (iii) above. This mapping exercise is shown in Appendix 1.

Although not officially designated as 'national occupational standards' the Guidance Document is considered to be a national standard of good strategic procurement practice in the context of care and support services. This PDA has been specifically designed with alignment to the national guidance in mind. The new HN Units 1, 2, 3, 4 and 5 closely follow the procurement process model and recommendations described in the Guidance Document.

### 5.2 Development of Core/Transferrable Skills

Within this PDA there are opportunities to enhance the Core Skill(s) of:

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 6
- ◆ *Information and Communication Technology (ICT)* at SCQF level 6
- ◆ *Numeracy* at SCQF level 6
- ◆ *Working with Others* at SCQF level 6

There is no automatic certification of the above Core Skills or Core Skills components developed as part of the delivery of this award. However candidates will have the opportunity to develop the above skills as described below:

**Communication:** Written communications will be developed through candidates producing written work in their assessment; oral communication will be developed through discussion, debate and evidence of engagement with other internal stakeholders in the preparation of their assessment submissions for this PDA.

**Problem Solving:** Skills regarding the formulation of strategy options for inclusion in procurement plans for care services will be developed, together with the ability to plan and manage effective tendering exercises using established project management principles; analytical skills will be developed through candidates gathering, sorting and evaluating data for reporting and strategic planning particularly with regard to market research of service provider provision and financial budgets.

**Information and Communication Technology (ICT):** Candidates will develop their *ICT* skills through research, data analysis, work based assignments and the presentation of written assessments.

**Numeracy:** Candidates will develop their numeracy skills through the assessment of a service provider's financial status when computing accounting ratios; producing business forecasts and trends for assessments; providing evidence of work based experience and by tender evaluation modelling which also forms a key component of the PDA.

**Working with Others:** This will be developed as a natural consequence of working in the field of procurement as candidates, to be effective, will be required to work collaboratively with colleagues within their own function as well as professionals from other functions within the organisation; learning is further embedded by the need to engage with other stakeholders and service providers, internally and externally, in the preparation and research for assignments.

The development and use of the above skills can be transferred across all sectors of public sector procurement and are equally applicable to procurement in the private sector. The skills learned in the PDA can be transferred to any procurement activity including corporate goods and services, IT, construction, as well as care services.

### **5.3 Employment Opportunities**

Section 8 of the McClelland Report recommended additions to staffing and skills levels to improve the procurement capability of public sector organisations in Scotland.

McClelland's Report emphasised the need to consider procurement resources and skills as an investment that is capable of delivering financial savings and efficiency targets. McClelland also recommended the establishment of a complete, cross-public sector career path or ladder to facilitate career management and employee development and retention.

The Procurement Reform Programme was set up by the Scottish Government following the McClelland Report to deliver initiatives to improve the capability and efficiency of procurement throughout the Scottish public sector. This has led to increased opportunities for suitably qualified staff to develop their careers and enhance their professional status over a range of commodities and service provision, including the key strategic areas of care and construction.

The Audit Scotland Report on Commissioning Social Care, publishing in March 2012, highlighted on page 42 that staff in commissioning, procurement and contracting had no qualifications available to cover the skills required for such job roles. The Report makes specific reference to the PDA as a key initiative to close this perceived skills gap.

The Report also suggested that there was a lack of capacity to commission and procure services effectively and that neither procurement professionals nor social work staff had all the skills necessary to commission care services successfully.

This PDA will deliver knowledge and skills required to commission, procure and manage contracts and will supply candidates a qualification that will allow them to develop their careers in a profession considered to have growth potential in terms of job opportunities and certified recognition.

## **5.4 Continuous Professional Development**

This PDA provides an opportunity for continuous professional development for candidates who have roles in the contract provision for care contracts.

The award gives recognition to staff that have responsibility for the planning and making of care and support contracts, and who also manage contracts post award. This is particularly important to candidates who do not see a pathway for professional development in the specialist and complex area in which they operate.

The award is designed for those aspiring to advance their career in the field of professional commissioning/procurement/contracting practice. The blend of academic theory and the ability to apply this theory to practice allows candidates to demonstrate evidence of knowledge and vocational competence to support career progression.

It is widely anticipated that this PDA will provide a solid foundation to advance careers and provide underpinning knowledge for progression to other roles in corporate procurement and strategic commissioning.

Candidates who successfully complete this PDA may seek to progress to:

- ◆ MSc Supply Chain and Procurement Management (Strathclyde University)
- ◆ MSc Logistics and Supply Chain Management (University of West of Scotland)
- ◆ Chartered Institute of Purchasing and Supply (CIPS) Qualifications
- ◆ MSc Purchasing and Supply Chain Management (Robert Gordon University)
- ◆ HND Procurement (new qualification planned by the City of Glasgow College and Caledonian University)

It should be acknowledged that entry to institutions offering these progression opportunities would be at the discretion of each institution and be dependent on relevant rules of entry and the candidates' personal experience and circumstances.

It is intended that the PDA will sit within the care services learning and development framework currently being designed and implemented by the Scottish Government. This framework intends to link all training and professional development opportunities relating to strategic commissioning and the procurement of care services to provide a career progression pathway for staff.

Discussions are also currently on-going with CIPS regarding the potential for mapping the PDA to the new CIPS qualifications.

## **6 Guidance on approaches to delivery and assessment**

### **6.1 Delivery**

Delivery of the award will be through a combination of taught learning, workplace based assignments and evidence gathered through practical application of good practice and theory learned throughout the PDA.

Candidates may learn through:

- ◆ Classroom type tuition
- ◆ Evaluation of case studies
- ◆ Presentation of work based assignments/research
- ◆ Evidence gathering to support required levels of SVQ related competence

The PDA has been designed such that candidates will receive support from SQA centres approved to deliver the qualification, suitably qualified SVQ assessors and commissioning, procurement and contracting professionals who can provide advice, guidance, coaching and mentoring for work based assignments and assessment.

It is important that the PDA is accessible to potential candidates without disadvantage either through non-exposure to work required to provide evidence for vocational Units, geographical location or an inability to engage with suitably qualified professionals for advice and encouragement.

In this regard, delivery mechanisms should:

- ◆ Be made available to as many FE establishments and training providers as possible throughout Scotland.
- ◆ Allow employers to work in partnership with FE establishments and training providers to ensure exposure to practical application of theory in a work place environment.
- ◆ Ensure availability of work based coaching and mentoring support to allow candidates to analyse and reflect on their learning and work based experience.
- ◆ Allow use of web based or videoconference provision for both tuition and assessment.
- ◆ Make provision for employers who are also SQA approved centres to offer the award.

## 6.2 Sequencing/Timescales

It is anticipated that the five HN Units will be taught sequentially, with SVQ Units being delivered simultaneously with relevant HN Units, as required.

However HN Units 1 and 5 could be taught 'stand-alone' for candidates who have a specific developmental need for learning on the policy, legal and commissioning context covered by Unit 1 and the management of care and support contracts covered in Unit 5.

HN Units 2, 3 and 4 however should be taught on a sequential basis as they are inextricably linked in terms of the procurement process/cycle that results in the award or otherwise of contracts for care services.

It is anticipated that candidates will be able to complete the award within one academic year, although it is expected that SQA approved centres will allow some degree of flexibility to suit the requirements of individual candidates.

Any approved centre should ensure candidates receive information on the structure, content, delivery arrangements and assessment mechanisms required to complete the award including information made available through web-sites, course portfolio brochures or awareness open days.

It is desirable that candidates are allocated learning advisors, work place mentors, work placement supervisors appropriate to the method of learning and content of each Unit.

Unit specifications are available to candidates to provide guidance on Unit purpose, context for delivery, Unit Outcomes, Evidence Requirements, and methods of assessment, together with support notes for candidates and centres.

## 6.3 Methods of Assessment

The PDA will allow for a range of assessment methods that will provide the opportunity for candidates to demonstrate their skills and knowledge. Examples of proposed assessment methods are:

- ◆ Assignments demonstrating knowledge and understanding of essential theory and concepts.
- ◆ Briefing papers and presentations evidencing written and verbal communication skills.
- ◆ Reports on work related research that demonstrates data gathering and analytical skills.
- ◆ Formulation of strategies that provides evidence of planning skills and the application of risk management principles.
- ◆ Creation of work based examples such as specifications and invitation to tender documents that allows application of theory to practical work.
- ◆ Negotiation role playing and simulation of actual tendering exercises that will facilitate an evaluation of organisation skills and competency in the use of behavioural skills and quantitative analysis techniques.
- ◆ Workplace based evidence to show assessors the desired level of competency set out in SVQs.

It is proposed that HN Units 2 to 4 of the PDA could be assessed using a work based case study or scenario that would apply to each Unit assessment, guiding candidates through the stages/cycle associated with the procurement for care services, as set out in the Guidance Document. The same case study/scenario could be used for progression to HN Unit 5.

Pre-written scenarios/cases could be made available to candidates to select from, according to their own work portfolio or experience. It is also possible for candidates to use a scenario or case involving an actual or hypothetical procurement/contracting exercise that aligns to delivery and sequencing of the PDA.

The key principles of assessment that should apply to this award are that they should be:

- ◆ Objective, fair and equitable.
- ◆ Quality assured — internally and externally.
- ◆ Understandable, transparent and in a format appropriate to the candidate being assessed.
- ◆ Proportionate but robust, challenging and demanding.
- ◆ Arranged and scheduled in a timely manner throughout delivery of the award.
- ◆ Incremental and progressive in the context of learning and development.
- ◆ Efficient and manageable with regard to cost, time and resources.

Assessments should be designed and modelled to teach and advance good practice and incorporate flexibility to adapt to different learning and teaching styles.

## **6.4 Recognition of Prior Learning (RPL)**

It is expected that centres delivering the PDA will implement RPL systems and policies and it is important for centres to provide information to candidates on RPL opportunities for specific award Units.

## **6.5 Credit Transfer**

There are credit transfer opportunities from the following awards:

- ◆ SVQ Level 4: Health and Social Care (Adults)
- ◆ SVQ Level 4: Health and Social Care (Children and Young People)
- ◆ SVQ Level 4: Supply Chain Management
- ◆ SVQ Level 4: Leadership and Management for Care Services

## **6.6 Traditional/Work based/On-Line Learning**

It is anticipated that the PDA will be offered on a part-time basis allowing for tuition, study and assessment utilising classroom type, workplace based and electronic methods of delivery.

The requirement to ensure that the award is made available to remote regions is a critical requirement and in this regard approved centres should be capable of offering a blend of e-Learning capability that could include:

- ◆ Video-conferencing
- ◆ Webinar sessions
- ◆ Web based access to learning materials and assessments
- ◆ e-Learning type modules
- ◆ Delivery by DVD or other similar types of electronic media

Approved centres should be encouraged to form partnerships, particularly in rural and island regions to utilise facilities that allow candidates in remote locations to complete the PDA by distance learning.

## **7 General Information for Centres**

### **7.1 Equality and Inclusion/Barriers**

There are no anticipated barriers for any candidate enrolling for the PDA, although to meet the requirements of some of the SVQ Units contained within the award exposure to practical work associated with elements of competence will have to be arranged.

Given the nature of work associated with the award (eg the formulation of strategies and the drafting of contract documentation) it is considered that candidates will have to be proficient in the English language. Where English is not a first language, it is recommended that candidates possess English for Speakers of Other Languages (ESOL) or IELTS at an appropriate level determined by the SQA Approved centre.

### **7.2 Internal and external verification**

All instruments of assessment used within the award should be internally verified, using the appropriate policy within the approved centre and guidelines set by SQA.

External verification is carried out by SQA to ensure that internal assessments are within national guidelines for the award. SQA allocates each approved centre an External Verifier and he/she will undertake visits to ensure that effective benchmarking, quality control and standard setting across course providers, is adhered to.

Both internal and external verifiers will have to evidence knowledge of commissioning, procurement and contracting to ensure that appropriate benchmarking, quality control and standard setting is in place.

## 8 Acknowledgements

SQA acknowledges the valuable contribution that the undernoted organisations have made to the development of Professional Development Award:

Aberdeenshire Council  
City of Glasgow College  
City of Edinburgh Council  
Dumfries & Galloway Council  
Glasgow City Council  
Institute of Commissioning Professionals  
Midlothian Council  
NHS Education Scotland  
North Ayrshire Council  
Scottish Borders Council  
Scotland Excel  
Scottish Social Services Council  
Scottish Government  
South Lanarkshire Council  
West Lothian Council

## 9 History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	H7M5 04 Develop Operational Plans and Manage Resources to Meet Current and Future Demands on the Provision of Care added to optional section as an either/or	26/11/2015

# 10 General Information for Learners

## 10.1 General

The PDA in Commissioning, Procurement and Contracting for Care Services is a new award at SCQF level 8 designed to support implementation of the Guidance Document and NOS. The skills, knowledge and practical learning candidates will gain from the award will allow them to work to a high standard when planning, delivering and managing contracts for care services.

The PDA will describe the policy and legal framework within which procurement operates and explain the relationship between procurement and contracting and the wider strategic commissioning process for delivering health and social care services in Scotland.

## 10.2 Achieving the award

To attain this award candidates need to complete all of the mandatory Units within the Group Award and two optional Units as described in Section 2.

Units within this award can be achieved on an individual basis for personal development. Candidates however should be aware that the mandatory Units contained within the Group Award follow the procurement and contracting cycle set out in the Guidance Document. Learning from each of the PDA Units will therefore input to subsequent Units in terms of knowledge and understanding.

To achieve the Group Award candidates it is recommended you work in the area of commissioning, procurement and contracting with some exposure to practice related to the commissioning/purchase of social care and support in sectors where such services are delivered.

The PDA would also be of interest to public and private sector organisations who bid for care and support contracts perhaps wanting an insight into the procurement and contracting process.

Achieving the award will equip candidates with the skills and knowledge set out in sections 3.1 and 3.2.

## 10.3 Strategic Commissioning and Strategic Procurement

Unit 1 of the PDA will teach the vital relationship between the strategic commissioning and strategic procurement with regard to the planning and delivery of care and support contracts.

This level of understanding is required to emphasise the importance of commissioning and procurement working in partnership to deliver services to service users and cares that are effective, value for money and can be sustained through service provider market development.

The Social Work Inspection Agency's Guide to Strategic Commissioning (issued September 2009) defines strategic commissioning in the context of care and wider support services as *'the term used for all the activities involved in assessing and forecasting needs, agreeing desired Outcomes, considering options, planning the nature, range and quality of future services and working in partnership to put these in place'*.

Strategic commissioners work progressively towards an 'overarching commissioning strategy' which promotes coherence and consistency in commissioning across different care groups. This overarching strategy is the key link between strategic commissioning and strategic procurement that secures the effective delivery of care contracts from third party service providers. This link should also extend to the input lessons learned on previous contracts has to the strategic commissioning planning process.

## **10.4 Assignments and Assessment**

Candidates should be progressively challenged to develop their knowledge and understanding using the range of different assessment methods described in Section 6.3.

Candidates should also expect a high standard of support, both from within approved centres and employers, when preparing and submitting assignments. It is expected that approved centres and employers will offer and provide suitable mentors, coaches, assessors and advisers to support achievement of this PDA.

## **10.5 Core Skills**

This PDA is flexible enough, and of sufficient high quality content, to provide candidates with the opportunity to develop the Core Skills described in Section 5.2.

# 11 Glossary

Common terms or acronyms used within this Group Award Specification are:

ACRONYM	DESCRIPTION
<b>ADSW</b>	Association of Directors of Social Work
<b>Care Services</b>	Social and health care, and associated support services for children and young people, and for adults and older adults
<b>CIPS</b>	Chartered Institute of Purchasing and Supply
<b>COSLA</b>	Convention of Scottish Local Authorities
<b>Guidance Document</b>	Scottish Government's guidance on the procurement of care and support services
<b>HN Unit</b>	Higher National Unit
<b>L&amp;D Strategy Group</b>	Social Care Procurement Learning and Development Strategy Group
<b>McClelland Report</b>	2006 Review into Public Sector Procurement in Scotland
<b>NOS</b>	National Occupational Standards
<b>PDA</b>	Professional Development Award

ACRONYM	DESCRIPTION
QDT	Qualification Design Team
SCQF	Scottish Credit and Qualifications Framework
SSSC	Scottish Social Services Council
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualification

## Appendix 1: National Occupational Standards Mapping

### HN Unit 1 (three originally proposed Outcomes) — Mapped to NOS

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>LEARNING OUTCOME 1</b>	<p><b>Title:</b> Understand what social care policies and legislation impact on the procurement of social care and support services.</p> <p><b>Topic Areas:</b> Scottish Government role in policy development, Local authority role in policy development, National strategies (self directed support, carers, personalisation, dementia, young people, old people) Care Standards, Legal Aspects (social work legislation, equality act, human rights, data protection) TUPE Regulations, Personalisation agenda.</p> <p><b>Principal Learning Outcome:</b> In order to develop service provision options and procurement plans for social care contracts, candidates need to understand how national policies for the delivery of social care services are implemented and what legislation impacts on the delivery of social care services.</p>
<b>NOS Units Related to LO1</b>	<p><b>CPC 302: Contribute to the effective governance of your organisation</b></p> <ul style="list-style-type: none"> <li>A) Support the policies and procedures of your organisation</li> <li>B) Be accountable for what you do</li> <li>C) Assist others to support the governance of your organisation</li> </ul> <p><b>CPC 308: Contribute to the planning, monitoring and management of resources</b></p> <ul style="list-style-type: none"> <li>A) Contribute to planning the use of resources</li> <li>B) Contribute to monitoring and managing the use of Resources</li> <li>C) Contribute to review and evaluation of resource management</li> </ul>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>NOS Units Related to LO1</b>	<p data-bbox="651 284 1982 344"><b>CPC 406: Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals, families and communities</b></p> <ul data-bbox="651 376 2033 560" style="list-style-type: none"> <li>A) Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals, families and communities</li> <li>B) Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally</li> <li>C) Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation</li> </ul> <p data-bbox="651 592 1570 620"><b>CPC 508: Engage with the decision making process of your organisation</b></p> <ul data-bbox="651 652 1982 807" style="list-style-type: none"> <li>A) Develop productive working relationships with the key decision makers relevant to your organisation</li> <li>B) Provide advice and information to ensure that key decision makers understand the effects of commissioning decisions</li> <li>C) Encourage and enable an organisation wide understanding of the decision making process</li> </ul> <p data-bbox="651 839 2018 900"><b>CPC 512: Assess the impact of commissioning policy and strategy on improving outcomes for individuals, families and Communities</b></p> <ul data-bbox="651 932 1982 1070" style="list-style-type: none"> <li>A) Make a preliminary impact assessment of commissioning policy and strategy on improving outcomes for individuals, families and communities</li> <li>B) Make a full impact assessment of commissioning policy and strategy on improving outcomes for individuals, families and communities</li> </ul>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>LEARNING OUTCOME 2</b>	<p><b>Title:</b> Understand the procurement policy and legal environment within which the procurement of social care and support services operates.</p> <p><b>Topic Areas:</b> Overview of Scottish Procurement Policy, The Scottish Public Procurement Landscape (Category A, B and C commodities), Role of the Scottish Procurement and Commercial Directorate, Role of Centres of Procurement Expertise, Public Procurement Reform Programme (governance, procurement capability assessments, best practice indicators, toolkits), EU Procurement Legislation, Standing Orders and Financial Regulations, Role of Audit Scotland.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand the overall landscapes that apply to public sector procurement in Scotland and how public sector procurement is governed both from a legal and audit compliance perspective.</p>
<b>NOS Units Related to LO2</b>	<p><b>CPC 302: Contribute to the effective governance of your organisation</b></p> <p>A) Support the policies and procedures of your organisation</p> <p>B) Be accountable for what you do</p> <p>C) Assist others to support the governance of your organisation</p>
<b>LEARNING OUTCOME 3</b>	<p><b>Title:</b> Understand the process for strategic commissioning and where procurements sits within that process.</p> <p><b>Topic Areas:</b> Definition of strategic commissioning, Relationship between commissioning and procurement, Joint Commissioning Model (Institute of Public Care (IPL)), The <b>'analyse'</b> phase (legislation and guidance, population needs assessment, resource analysis, service provision review), The <b>'planning'</b> phase (gap analysis, commissioning strategy, service design), The <b>'doing'</b> phase (market development, capacity building, provider relationships), The <b>'reviewing'</b> phase (reviewing strategy and market performance), link between 'commissioning' cycle and procurement/contracting cycle</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand the key phases of the commissioning process and how the 'inner' circle of the IPC model (procurement/contracting) relates to the 'outer' commissioning cycle.</p>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 308: Contribute to the planning, monitoring and management of resources</b></p> <ul style="list-style-type: none"> <li>A) Contribute to planning the use of resources</li> <li>B) Contribute to monitoring and managing the use of Resources</li> <li>C) Contribute to review and evaluation of resource management</li> </ul> <p><b>CPC 310: Contribute to the planning and organisation of work</b></p> <ul style="list-style-type: none"> <li>A) Contribute to planning commissioning activities and work methods to achieve outcomes</li> <li>B) Organise work and evaluation</li> <li>C) Provide feedback on work performance</li> </ul> <p><b>CPC 314: Support the development of self-directed support</b></p> <ul style="list-style-type: none"> <li>A) Support the market to adapt to self-directed support</li> <li>B) Contribute to developing the structures for self-directed support</li> <li>C) Provide information and advice to strategic decision makers</li> </ul> <p><b>CPC 315: Contribute to establishing commissioning priorities and balancing demands on resources</b></p> <ul style="list-style-type: none"> <li>A) Find out about the priorities wanted by individuals, families and communities</li> <li>B) Participate in work with individuals, families and communities to balance the demands on resources</li> <li>C) Provide feedback and advice to inform resource allocation</li> </ul> <p><b>CPC 402: Promote effective arrangements for governance and organisational responsibility</b></p> <ul style="list-style-type: none"> <li>A) Champion your own and partner organisations' legal, ethical, social and regulatory responsibilities</li> <li>B) Promote compliance with your own and partner organisations' legal, ethical, social and regulatory responsibilities</li> <li>C) Review and evaluate the effectiveness of governance and organisational responsibility arrangements</li> </ul>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 409: Manage resources to meet priorities and demand</b></p> <ul style="list-style-type: none"> <li>A) Identify and review resources available to meet demand</li> <li>B) Establish commissioning priorities and balance demands on resources</li> <li>C) Secure effective resource allocation for activities and projects</li> </ul> <p><b>CPC 410: Develop evidence based commissioning policies and strategies to improve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Gather data and intelligence to provide evidence to develop policies and strategies to improve outcomes</li> <li>B) Review and evaluate the effectiveness of current strategies and policies in improving outcomes</li> <li>C) Agree revised policies and strategies to improve outcomes</li> </ul> <p><b>CPC 412: Work with partners to jointly commission Services</b></p> <ul style="list-style-type: none"> <li>A) Identify and agree positive outcomes from commissioning jointly</li> <li>B) Take joint commissioning decisions</li> <li>C) Evaluate the effectiveness of joint commissioning in achieving outcomes</li> </ul> <p><b>CPC 418: Plan the development of self-directed support</b></p> <ul style="list-style-type: none"> <li>A) Promote and encourage individuals, families and communities to direct their own support</li> <li>B) Support the market to respond positively to a self-directed environment</li> <li>C) Develop procurement and contracting activities for a self-directed environment</li> </ul> <p><b>CPC 420: De-commission services</b></p> <ul style="list-style-type: none"> <li>A) Plan to de-commission services</li> <li>B) Manage the process of de-commissioning services</li> <li>C) Manage the changes resulting from de-commissioning</li> </ul>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 501: Develop strategic partnerships and alliances for commissioning</b></p> <ul style="list-style-type: none"> <li>A) Identify partners where mutual benefits can result or there are requirements for joint working</li> <li>B) Negotiate, agree and implement the governance arrangements and the parameters for working together</li> <li>C) Review and evaluate the performance and outcomes of joint working</li> </ul> <p><b>CPC 502: Maintain governance of a person-centred commissioning culture that promotes inclusion, cohesion and regeneration</b></p> <ul style="list-style-type: none"> <li>A) Develop a coherent, strategic approach to all systems and processes</li> <li>B) Support community provision as an alternative to purchased services</li> <li>C) Monitor and evaluate the impact of commissioning on inclusion, cohesion, and regeneration</li> </ul> <p><b>CPC 505: Plan the workforce to achieve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Embed workforce planning into commissioning strategies</li> <li>B) Position the organisation to respond to changes in workforce requirements</li> <li>C) Monitor and review workforce plans in the light of progress towards outcomes</li> </ul> <p><b>CPC 511: Implement self-directed support in your Organisation</b></p> <ul style="list-style-type: none"> <li>A) Forecast the impact of self-directed support on commissioning priorities and outcomes</li> <li>B) Ensure that commissioning strategies enable individuals, families and communities to control support services</li> <li>C) Review and evaluate the impact of self-directed support on commissioning priorities and outcomes</li> </ul>

<b>PDA UNIT 1</b>	<b>Understand the policy and legal context for social care procurement</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 515: Manage change in organisational activities</b></p> <ul style="list-style-type: none"> <li>A) Identify opportunities for improvements in activities</li> <li>B) Evaluate proposed changes for benefits and disadvantages</li> <li>C) Plan the implementation of change in activities</li> <li>D) Agree the introduction of change</li> <li>E) Implement changes in activities</li> </ul> <p><b>CPC 518: Develop teams to manage the commissioning of services for adults, children and young people</b></p> <ul style="list-style-type: none"> <li>A) Assess the effectiveness of teams to manage the commissioning of services for adults, children and young people</li> <li>B) Develop the effectiveness of teams to manage the commissioning of services for adults children and young people</li> </ul>

## HN Unit 2 (four originally proposed learning outcomes) — Mapped to NOS

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>LEARNING OUTCOME 1</b>	<p><b>Title:</b> Understand how to identify and manage key stakeholder groups and engage with them to establish needs and outcomes for service provision.</p> <p><b>Topic Areas:</b> Definitions of stakeholders, Methods of stakeholder identification, Stakeholder mapping, Stakeholder communication strategies, Role and purpose of cross functional teams, Goals of stakeholder engagement, Consultation and engagement methods, Establishing individual needs and intended outcomes, Aligning needs and outcomes to business objectives.</p> <p><b>Principal Learning Outcome:</b> In order to generate options for service delivery, and as a pre-requisite to data collection and analysis, candidates to demonstrate how to engage with key stakeholder groups to establish and confirm needs and outcomes related to service provisions. The key role of cross functional teams assembled to generate options and procurement plans needs to be understood.</p>
<b>NOS Units Related to LO1</b>	<p><b>CPC 301: Create and maintain effective working relationships with other people</b></p> <ul style="list-style-type: none"> <li>A) Create and maintain effective working relationships with people outside your organisation</li> <li>B) Create and maintain effective working relationships with other members of staff</li> <li>C) Evaluate the effectiveness of working relationships</li> </ul> <p><b>CPC 307: Contribute to planning contract implementation</b></p> <ul style="list-style-type: none"> <li>A) Identify the outcomes required for contracts</li> <li>B) Contribute to developing contracts</li> <li>C) Develop plans to implement contracts</li> </ul> <p><b>CPC 312: Promote new and innovative ways of working to achieve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Work with others to develop new and innovative ways of working</li> <li>B) Commission new approaches and ways of working to achieve outcomes</li> <li>C) Review and evaluate new ways of achieving outcomes</li> </ul>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>NOS Units Related to LO1</b>	<p><b>CPC 401: Develop effective working relationships</b></p> <ul style="list-style-type: none"> <li>A) Plan and prepare for effective working Relationships</li> <li>B) Establish effective working relationships</li> <li>C) Evaluate the effectiveness of working relationships</li> </ul> <p><b>CPC 407: Ensure the engagement of individuals, families and communities in all commissioning activities</b></p> <ul style="list-style-type: none"> <li>A) Contribute to systems that require the active engagement of individuals, families and communities</li> <li>B) Communicate and share information with all individuals, families and communities</li> <li>C) Ensure that service providers engage with individuals, families and communities</li> </ul> <p><b>CPC 410: Develop evidence based commissioning policies and strategies to improve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Gather data and intelligence to provide evidence to develop policies and strategies to improve outcomes</li> <li>B) Review and evaluate the effectiveness of current strategies and policies in improving outcomes</li> <li>C) Agree revised policies and strategies to improve outcomes</li> </ul> <p><b>CPC 417: Manage and develop the market to deliver your organisation’s priorities and outcomes</b></p> <ul style="list-style-type: none"> <li>A) Work with the market to identify where additional capacity is needed</li> <li>B) Support the market in developing additional sustainable capacity</li> <li>C) Review and evaluate how the sustainable capacity of the market has developed</li> </ul> <p><b>CPC 503: Manage the environment in which your organisation operates</b></p> <ul style="list-style-type: none"> <li>A) Evaluate internal and external trends and changes</li> <li>B) Position your organisation to respond rapidly to change</li> <li>C) Prepare for the potential impact of future development</li> </ul>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>NOS Units Related to LO1</b>	<p><b>CPC 504: Negotiate the agreement and implementation of sustainable commissioning strategies for positive</b></p> <p>A) Collate and present evidence for a sustainable strategy to achieve outcomes</p> <p>B) Negotiate agreement for strategic proposals</p> <p>C) Ensure that the agreed strategy can be delivered and the outcomes achieved</p>
<b>LEARNING OUTCOME 2</b>	<p><b>Title:</b> Understand different sources of data on needs/outcomes and how to gather, collate and analyse the information output.</p> <p><b>Topic Areas:</b> Private/public data sources on population needs and outcomes, Sources of government statistics on social care, Systems that store information on social care, Local government reports on needs and outcomes, International reports on needs and outcomes, Local authority commissioning strategies and community plans.</p> <p><b>Principal Learning Theme:</b> Candidates need to understand how to collect, sort, analyse and interpret data from a variety of different sources of information on social care services/markets</p>
<b>NOS Units Related to LO2</b>	<p><b>CPC 308: Contribute to the planning, monitoring and management of resources</b></p> <p>A) Contribute to planning the use of resources</p> <p>B) Contribute to monitoring and managing the use of Resources</p> <p>C) Contribute to review and evaluation of resource management</p> <p><b>CPC 310: Contribute to the planning and organisation of work</b></p> <p>A) Contribute to planning commissioning activities and work methods to achieve outcomes</p> <p>B) Organise work and evaluation</p> <p>C) Provide feedback on work performance</p>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>LEARNING OUTCOME 3</b>	<p><b>Title:</b> Understand how to gather, collate and analyse information on current markets and social care spend to generate options for service delivery.</p> <p><b>Topic Areas:</b> Sources of historical expenditure on social care, Sources of information on social care markets and providers, Methods of collecting and sorting data, Expenditure analysis (analysis and interpretation), Market analysis tools and techniques, Presenting data in a meaningful format, Using data to extrapolate and estimate future requirements and funding allowance.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to collect, sort, analyse and interpret data on historical expenditure and the market for social care provision. Using existing information to estimate future demand and budget provision needs to be demonstrated</p>
<b>NOS Units Related to LO3</b>	<p><b>CPC 303: Research and manage information</b></p> <ul style="list-style-type: none"> <li>A) Plan to research, collate and use information</li> <li>B) Analyse information and provide advice</li> <li>C) Organise, record and store information</li> </ul> <p><b>CPC 403: Enable understanding of the commissioning environment in your area of responsibility</b></p> <ul style="list-style-type: none"> <li>A) Identify the outcomes required by individuals, families and communities and what is needed to achieve them</li> <li>B) Support others to recognise the potential for future developments and innovations</li> <li>C) Encourage recognition of the nature of the relationship between individuals, families and communities, the supply market and your organisation</li> </ul> <p><b>CPC 408: Research the needs of the local population for the provision of services</b></p> <ul style="list-style-type: none"> <li>A) Assess the required outcomes and service needs of individuals, families and communities and the wider local population</li> <li>B) Make recommendations for services based on a needs assessment</li> </ul>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 415: Assess required outcomes and specify a sustainable supply of services</b></p> <ul style="list-style-type: none"> <li>A) Analyse information and prepare the business case</li> <li>B) Develop purchasing and technical specifications for services</li> <li>C) Decide the duration and nature of the supply agreement</li> </ul> <p><b>CPC 416: Find out if the market can deliver services to meet priorities and outcomes</b></p> <ul style="list-style-type: none"> <li>A) Find out the size and nature of the market</li> <li>B) Find out the capacity and capability of the market</li> <li>C) Find out the potential of the market</li> </ul> <p><b>CPC 506: Secure financial resources for your organisation's plans</b></p> <ul style="list-style-type: none"> <li>A) Review the generation and allocation of financial resources</li> <li>B) Evaluate proposals for expenditure</li> <li>C) Obtain financial resources for your organisation's activities</li> </ul> <p><b>CPC 509: Enable your organisation to align or pool budgets with a partner</b></p> <ul style="list-style-type: none"> <li>A) Agree and establish governance arrangements for aligned or pooled budgets</li> <li>B) Prepare an aligned or pooled budget for negotiation and agreement</li> <li>C) Enable monitoring and evaluation of the impact of expenditure from aligned or pooled budgets</li> </ul> <p><b>CPC 510: Develop a joint strategic needs assessment and delivery strategy</b></p> <ul style="list-style-type: none"> <li>A) Aggregate information on outcomes required by each partner</li> <li>B) Aggregate information on supply available to deliver outcomes</li> <li>C) Prepare and implement a joint delivery strategy to meet the needs of the local population</li> </ul>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>LEARNING OUTCOME 4</b>	<p><b>Title:</b> Understand how to develop and select options for service delivery and decide on the most appropriate procurement route to adopt.</p> <p><b>Topic Areas:</b> Using expenditure/market data and other relevant intelligence gathering to generate options for service delivery, Financial planning, Equality impact assessments, Methods for selecting the most favourable option, Make of buy appraisal, Decision making techniques (decision trees, risk assessment, assigning probabilities), Impact on decision to renew an existing care service provision or initiate a competitive tendering initiative. Principal Learning Outcome: Candidates need to understand how to use available intelligence on social care expenditure and care provider markets to generate and present options for service delivery and select the route that best suits the care provision under consideration.</p> <p><b>Principal Learning Outcome:</b> In order to generate options for service delivery, and as a pre-requisite to data collection and analysis, candidates to demonstrate how to engage with key stakeholder groups to establish and confirm needs and outcomes related to service provisions. The key role of cross functional teams assembled to generate options and procurement plans needs to be understood.</p>
<b>NOS Units Related to LO4</b>	<p><b>CPC 308: Contribute to the planning, monitoring and management of resources</b></p> <ul style="list-style-type: none"> <li>A) Contribute to planning the use of resources</li> <li>B) Contribute to monitoring and managing the use of Resources</li> <li>C) Contribute to review and evaluation of resource management</li> </ul> <p><b>CPC 415: Assess required outcomes and specify a sustainable supply of services</b></p> <ul style="list-style-type: none"> <li>A) Analyse information and prepare the business case</li> <li>B) Develop purchasing and technical specifications for services</li> <li>C) Decide the duration and nature of the supply agreement</li> </ul>

<b>PDA UNIT 2</b>	<b>Understand how to analyse information and present options for service delivery</b>
<b>NOS Units Related to LO4</b>	<b>CPC 513: Use information to take critical decisions</b>  A) Obtain the information needed to take critical decisions B) Analyse information for decision making C) Take critical decisions and advise and inform others

## HN Unit 3 (five originally proposed Outcomes — Mapped to NOS)

<b>PDA UNIT 3</b>	<b>Plan for the procurement of Part B social care services</b>
<b>LEARNING OUTCOME 1</b>	<p><b>Title:</b> Understand EU Procurement rules and procedures relating to the delivery of social care contracts.</p> <p><b>Topic Areas:</b> Treaty obligations, EU procurement policy, EU thresholds, EU procurement procedures, UK implementation of EU legislation, Case law, Part B Services and opportunities, Advertising and publication notices, Provider Pre-qualification, Selection and award criteria, Standstill periods. Remedies Directive.</p> <p><b>Principal Learning Theme:</b> Candidates need to understand EU procurement legalisation rules and procedures, how it relates to social care contracts and how it affects the development of specifications and invitations to tender for service provision.</p>
<b>NOS Units Related to LO1</b>	<p><b>CPC 402: Promote effective arrangements for governance and organisational responsibility</b></p> <p>A) Champion your own and partner organisations’ legal, ethical, social and regulatory responsibilities</p> <p>B) Promote compliance with your own and partner organisations’ legal, ethical, social and regulatory responsibilities</p> <p>C) Review and evaluate the effectiveness of governance and organisational responsibility arrangements</p>
<b>LEARNING OUTCOME 2</b>	<p><b>Title:</b> Understand available methods for writing specifications/service levels for the delivery of social care services.</p> <p><b>Topic Areas:</b> Specification design, Elements of a good specification (characteristics, pitfalls). Types of specifications (conformance, performance, outcome based), Writing specifications (layout, style, content, language), Structure (avoiding inconsistencies and conflict), Role and responsibility for specification development.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to plan, design, develop and create a specification for the effective delivery of social care services.</p>

<b>PDA UNIT 3</b>	<b>Plan for the procurement of Part B social care services</b>
<b>NOS Units Related to LO2</b>	<p><b>CPC 403: Enable understanding of the commissioning environment in your area of responsibility</b></p> <ul style="list-style-type: none"> <li>A) Identify the outcomes required by individuals, families and communities and what is needed to achieve them</li> <li>B) Support others to recognise the potential for future developments and innovations</li> <li>C) Encourage recognition of the nature of the relationship between individuals, families and communities, the supply market and your organisation</li> </ul> <p><b>CPC 405: Encourage innovative approaches to commissioning activities</b></p> <ul style="list-style-type: none"> <li>A) Identify the need for innovative approaches</li> <li>B) Motivate and enthuse others to be original and Innovative</li> <li>C) Recognise and support innovative and creative ideas</li> </ul> <p><b>CPC 415: Assess required outcomes and specify a sustainable supply of services</b></p> <ul style="list-style-type: none"> <li>A) Analyse information and prepare the business case</li> <li>B) Develop purchasing and technical specifications for services</li> <li>C) Decide the duration and nature of the supply agreement</li> </ul>
<b>LEARNING OUTCOME 3</b>	<p><b>Title:</b> Understand how to create a procurement plan (sourcing strategy) for the procurement of social care services.</p> <p><b>Topic Areas:</b> Stages of procurement planning, Purpose of procurement planning, Structure and content of a procurement plan (mandatory content, optional content, format) Role of cross functional team in planning/strategy development, Selecting an appropriate procurement route, Choosing the correct EU procurement procedure Aligning procurement plans to business plans.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to develop and construct a plan or strategy for the procurement of a social care service above EU threshold taking cognisance of all previous data analysis and market intelligence and the organisation's overarching business goals and performance targets.</p>

<b>PDA UNIT 3</b>	<b>Plan for the procurement of Part B social care services</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 419: Purchase goods and services to meet the continual development and the changing needs of the Provision</b></p> <p>A) Plan the purchase of goods or services  B) Purchase goods or services  C) Evaluate the purchase of goods or services</p>
<b>LEARNING OUTCOME 4</b>	<p><b>Title:</b> Understand how to develop an invitation to tender document for the procurement of social care services.</p> <p><b>Topic Areas:</b> Purpose of an invitation to tender document, Problems associated with a poorly constructed tender document, Responsibility for development, Content (instructions to tender, terms and conditions of contract, specifications, commercial requirements, pricing schedules), Invitations to tender incorporating capability as well as award criteria, Controlling changes to ITT documents</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to develop and construct a plan or strategy for the procurement of a social care service above EU threshold taking cognisance of all previous data analysis and market intelligence and the organisation's overarching business goals and performance targets.</p>
<b>NOS Units Related to LO4</b>	<p><b>CPC 405: Encourage innovative approaches to commissioning activities</b></p> <p>A) Identify the need for innovative approaches  B) Motivate and enthuse others to be original and Innovative  C) Recognise and support innovative and creative ideas</p> <p><b>CPC 422: Secure the supply of a programme of specified Services</b></p> <p>A) Plan the tendering process  B) Tender for the supply of specified services  C) Evaluate tenders and award a contract</p>

<b>PDA UNIT 3</b>	<b>Plan for the procurement of Part B social care services</b>
<b>LEARNING OUTCOME 5</b>	<p><b>Title:</b> Understand how to incorporate sustainability into the procurement of social care services.</p> <p><b>Topic Areas:</b> TBC but will include social, environmental and economic impacts.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to ensure that sustainability is built into specifications for service care contracts.</p>
<b>NOS Units Related to LO5</b>	No equivalent NOS

## HN Unit 4 (three originally proposed Outcomes — Mapped to NOS)

<b>PDA UNIT 4</b>	<b>Understand how to manage the tendering process up to contract award</b>
<b>LEARNING OUTCOME 1</b>	<p><b>Title:</b> Understand how to engage with and pre-qualify suppliers prior to the issue of invitations to tender and manage the tender return period.</p> <p><b>Topic Areas:</b> Provider engagement, EU procurement rules on pre-qualification, Selection/capability criteria and weightings, Pre-qualification questionnaires, Scoring pre-qualification responses, Selecting the final tender list, debriefing unsuccessful candidates, Systems for managing tenders, Pre-tender meetings with providers, Correspondence during the tender return period, Confidentiality and commercial senility, Clarifying queries on specifications and ITT documents, Communicating addenda to ITT, Extending due dates for return of tenders, Receiving and opening tenders (security and process).</p> <p><b>Principal Learning Theme:</b> Candidates need to know the rules and issues associated with the pre-qualification of potential service providers for final tender lists and understand the key difference between the selection and award criteria and when they should be applied. They also need to understand how to manage communication and correspondence with tenderers during the tender return period particularly with regard to the control of commercially sensitive information and any amendments to specifications, terms and conditions and instructions on submitting tenders.</p>
<b>NOS Units Related to LO1</b>	<p><b>CPC 422: Secure the supply of a programme of specified Services</b></p> <ul style="list-style-type: none"> <li>A) Plan the tendering process</li> <li>B) Tender for the supply of specified services</li> <li>C) Evaluate tenders and award a contract</li> </ul>

<b>PDA UNIT 4</b>	<b>Understand how to manage the tendering process up to contract award</b>
<b>LEARNING OUTCOME 2</b>	<p><b>Title:</b> Understand how to evaluate tenders and seek approval to award contracts to successful bidders.</p> <p><b>Topic Areas:</b> Tender assessment team, Tender assessment plan, Tender evaluation models, Scoring tenders, Clarifying tenders, Ranking tenders, Post tender discussions/meetings, Recommendations for contract award, Contract authorisation procedures, Standstill periods, Drafting contract schedules, Issuing contract award letters, De-briefing unsuccessful tenderers, Contract implementation.</p> <p><b>Principal Learning Outcome:</b> Candidates need to know how to plan for the evaluation and clarification of tenders. The preparation of recommendations for contract award together with the process for approving contracts needs to be understood. The ability to manage standstill periods (if applicable), liaise with legal on the award of contracts and successful de-brief unsuccessful tenderers needs to be demonstrated.</p>
<b>NOS Units Related to LO2</b>	<p><b>CPC 404: Negotiate effectively in order to promote positive outcomes</b></p> <ul style="list-style-type: none"> <li>A) Plan and prepare for negotiations</li> <li>B) Undertake negotiations</li> <li>C) Review and evaluate the effectiveness of Negotiations</li> </ul> <p><b>CPC 422: Secure the supply of a programme of specified Services</b></p> <ul style="list-style-type: none"> <li>A) Plan the tendering process</li> <li>B) Tender for the supply of specified services</li> <li>C) Evaluate tenders and award a contract</li> </ul>

<b>PDA UNIT 4</b>	<b>Understand how to manage the tendering process up to contract award</b>
<b>LEARNING OUTCOME 3</b>	<p><b>Title:</b> Understand how to manage the successful mobilisation/marketing of contracts for social care.</p> <p><b>Topic Areas:</b> Contract exit strategies, TUPE considerations, Contract mobilisation plans, Service provider open days, Marketing techniques, Communications media Escalation procedures, Contract compliance, Benefits tracking systems</p> <p><b>Principal Learning Outcome:</b> Candidates need to know how to plan for the expiry of an existing contract delivery and the switch over to a new service provider. The tasks associated with marketing and making a new contract ready for use need to be understood.</p>
<b>NOS Units Related to LO3</b>	<p><b>CPC 420: De-commission services</b></p> <ul style="list-style-type: none"> <li>A) Plan to de-commission services</li> <li>B) Manage the process of de-commissioning services</li> <li>C) Manage the changes resulting from de-commissioning</li> </ul>

## HN Unit 5 (four originally proposed Outcomes — Mapped to NOS)

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>LEARNING OUTCOME 1</b>	<p><b>Title:</b> Understand how to manage contracts for social care.</p> <p><b>Topic Areas:</b> Levels of contract management, Roles and responsibilities, Documenting buyer/provider obligations, Identifying MI requirements, Identifying sources of MI data, Managing demand, Managing compliance, Dealing with complaints, Securing service delivery as per contract, Managing disputes. Managing change control.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to identify what the key responsibilities and obligations are with regard to the buying organisation and the service provider. The level of contract management to apply and ensuring that the contract delivers to the contract specification are important points that need to be demonstrated.</p>
<b>NOS Units Related to LO1</b>	<p><b>CPC 304: Contribute to resolving issues and conflicts about achieving outcomes</b></p> <ul style="list-style-type: none"> <li>A) Establish the basis of the issue or conflict</li> <li>B) Facilitate discussions of the issues</li> <li>C) Support parties to reach agreement</li> </ul> <p><b>CPC 305: Work with providers to monitor and review performance against outcomes</b></p> <ul style="list-style-type: none"> <li>A) Agree a monitoring plan</li> <li>B) Undertake monitoring of performance using agreed approach</li> <li>C) Share and feedback the results of monitoring</li> </ul> <p><b>CPC 306: Take action to secure contract compliance</b></p> <ul style="list-style-type: none"> <li>A) Agree actions to achieve the quality of service and</li> <li>B) Report on compliance issues</li> <li>C) Secure compliance through contractual Procedures</li> </ul>

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>NOS Units Related to LO1</b>	<p><b>CPC 313: Contribute to decision making</b></p> <ul style="list-style-type: none"> <li>A) Contribute to discussions to solve problems and make decisions</li> <li>B) Provide information and advice</li> <li>C) Obtain and report on feedback about proposed decisions</li> </ul> <p><b>CPC 414: Initiate and implement change and improvement in services, provision and systems</b></p> <ul style="list-style-type: none"> <li>A) Identify and evaluate opportunities for change and improvement in services, provision and systems</li> <li>B) Negotiate and agree the introduction of changes to services, provision and systems</li> <li>C) Review and evaluate the introduction of changes</li> </ul> <p><b>CPC 421: Manage contracts to achieve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Plan to manage a contract</li> <li>B) Monitor and maintain progress towards achievement of outcomes</li> <li>C) Monitor and maintain contract costs and deal with any claims from contractors</li> </ul> <p><b>CPC 425: Implement quality assurance for your area of responsibility</b></p> <ul style="list-style-type: none"> <li>A) Establish quality assurance systems</li> <li>B) Maintain quality assurance systems</li> <li>C) Recommend improvements to quality assurance systems</li> </ul> <p><b>CPC 507: Establish and maintain an organisational culture of risk awareness</b></p> <ul style="list-style-type: none"> <li>A) Embed the concept of risk into all systems and procedures</li> <li>B) Develop a learning organisation that takes a positive view of risk identification and management</li> <li>C) Incorporate the outcomes of managing risk into planning and development</li> </ul>

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>LEARNING OUTCOME 2</b>	<p><b>Title:</b> Understand how to monitor the performance of service providers.</p> <p><b>Topic Areas:</b> Systems of measuring provider performance, Key performance indicators, Service review meetings, Provider performance reports, Service user satisfaction surveys, Planned and unannounced service provider visits, Care reports, Recording complaints and incidents, Service user records,</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand the range of systems, tools and techniques available to monitor the performance of service providers on social care contracts.</p>
<b>NOS Units Related to LO2</b>	<p><b>CPC 305: Work with providers to monitor and review performance against outcomes</b></p> <ul style="list-style-type: none"> <li>A) Agree a monitoring plan</li> <li>B) Undertake monitoring of performance using agreed approach</li> <li>C) Share and feedback the results of monitoring</li> </ul> <p><b>CPC 306: Take action to secure contract compliance</b></p> <ul style="list-style-type: none"> <li>A) Agree actions to achieve the quality of service and</li> <li>B) Report on compliance issues</li> <li>C) Secure compliance through contractual Procedures</li> </ul> <p><b>CPC 424: Improve contract performance</b></p> <ul style="list-style-type: none"> <li>A) Identify opportunities for improving contract performance against outcomes</li> <li>B) Negotiate and agree the implementation of Improvements</li> <li>C) Evaluate the impact of improvements on the achievement of outcomes</li> </ul>

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>NOS Units Related to LO2</b>	<p><b>CPC 505: Plan the workforce to achieve outcomes</b></p> <ul style="list-style-type: none"> <li>A) Embed workforce planning into commissioning strategies</li> <li>B) Position the organisation to respond to changes in workforce requirements</li> <li>C) Monitor and review workforce plans in the light of progress towards outcomes</li> </ul> <p><b>CPC 517: Assure your organisation delivers quality services</b></p> <ul style="list-style-type: none"> <li>A) Develop quality systems and standards for your Organisation</li> <li>B) Monitor the quality of services</li> <li>C) Improve quality throughout your organisation</li> </ul>
<b>LEARNING OUTCOME 3</b>	<p><b>Title:</b> Understand how to create and manage a service provider development programme.</p> <p><b>Topic Areas:</b> Service provider relationship models, Communication strategies, Encouraging innovation. Identifying and securing service improvements, Information sharing, Forecasting demand, Award schemes, Promoting sustainability.</p> <p><b>Principal Learning Outcome:</b> Candidates need to understand how to develop and implement a series of initiatives and/or events that encourage innovation and develop service providers to achieve their full potential.</p>
<b>NOS Units Related to LO3</b>	<p><b>CPC 305: Work with providers to monitor and review performance against outcomes</b></p> <ul style="list-style-type: none"> <li>A) Agree a monitoring plan</li> <li>B) Undertake monitoring of performance using agreed approach</li> <li>C) Share and feedback the results of monitoring</li> </ul>

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>NOS Units Related to LO3</b>	<p><b>CPC 306: Take action to secure contract compliance</b></p> <ul style="list-style-type: none"> <li>A) Agree actions to achieve the quality of service and</li> <li>B) Report on compliance issues</li> <li>C) Secure compliance through contractual Procedures</li> </ul> <p><b>CPC 309: Support individuals, families and communities to commission their own services</b></p> <ul style="list-style-type: none"> <li>A) Provide information about planning and directing services and support</li> <li>B) Support individuals, families and communities to plan their own services</li> <li>C) Contribute to evaluating individuals, families and communities commissioning their own services and support</li> </ul> <p><b>CPC 311: Promote effective communication and information sharing</b></p> <ul style="list-style-type: none"> <li>A) Plan communication and information sharing</li> <li>B) Communicate and share information</li> <li>C) Review and evaluate communication and information sharing</li> </ul>
<b>LEARNING OUTCOME 4</b>	<p><b>Title:</b> Understand how to conduct service reviews and feedback lessons learned into the wider commissioning cycle</p> <p><b>Topic Areas:</b> Reviewing outcomes and benefits, Reviewing quality standards delivered, Reviewing achievement of procurement objectives and business goals, Benchmarking outcomes, Logging lessons learned, Reviewing lessons learned, Identifying improvements and changes to service specifications, Reviewing terms and conditions of contract, Reconsidering “make or buy” decisions, Review trends and forecasts for future plans.</p> <p><b>Principal Learning Outcome:</b> Candidates should understand the need to log issues and risks during the contract and review lessons learned from service provision. On expiry of the contract any changes required to improve the commissioning process need to be fed back into the IPC model.</p>

<b>PDA UNIT 5</b>	<b>Understand how to manage social care contracts and monitor service provider performance</b>
<b>NOS Units Related to LO4</b>	<p><b>CPC 310: Contribute to the planning and organisation of work</b></p> <ul style="list-style-type: none"> <li>A) Contribute to planning commissioning activities and work methods to achieve outcomes</li> <li>B) Organise work and evaluation</li> <li>C) Provide feedback on work performance</li> </ul> <p><b>CPC 420: De-commission services</b></p> <ul style="list-style-type: none"> <li>A) Plan to de-commission services</li> <li>B) Manage the process of de-commissioning services</li> <li>C) Manage the changes resulting from de-commissioning</li> </ul> <p><b>CPC 427: Plan, implement and manage the sharing of knowledge and good practice to inform innovation and improve delivery</b></p> <ul style="list-style-type: none"> <li>A) Plan for sharing knowledge and good practice</li> <li>B) Implement and manage sharing knowledge and good practice</li> <li>C) Review and evaluate sharing knowledge and good practice</li> </ul> <p><b>CPC 429: Contribute to and influence policy and strategy development within and beyond your own organisation</b></p> <ul style="list-style-type: none"> <li>A) Prepare and present information and arguments within your organisation</li> <li>B) Contribute to development of strategy and policy outside your own organisation</li> <li>C) Identify partners where mutual benefits can result or there are requirements for joint working</li> </ul>