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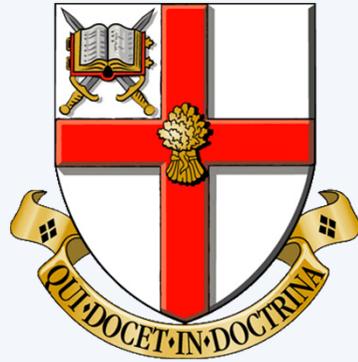
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University of
Chester

Nurse Education Tomorrow

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Policy Drivers

- Meeting tomorrow's health and social care needs through today's curriculum: Innovation and creativity in commissioning.



Aim

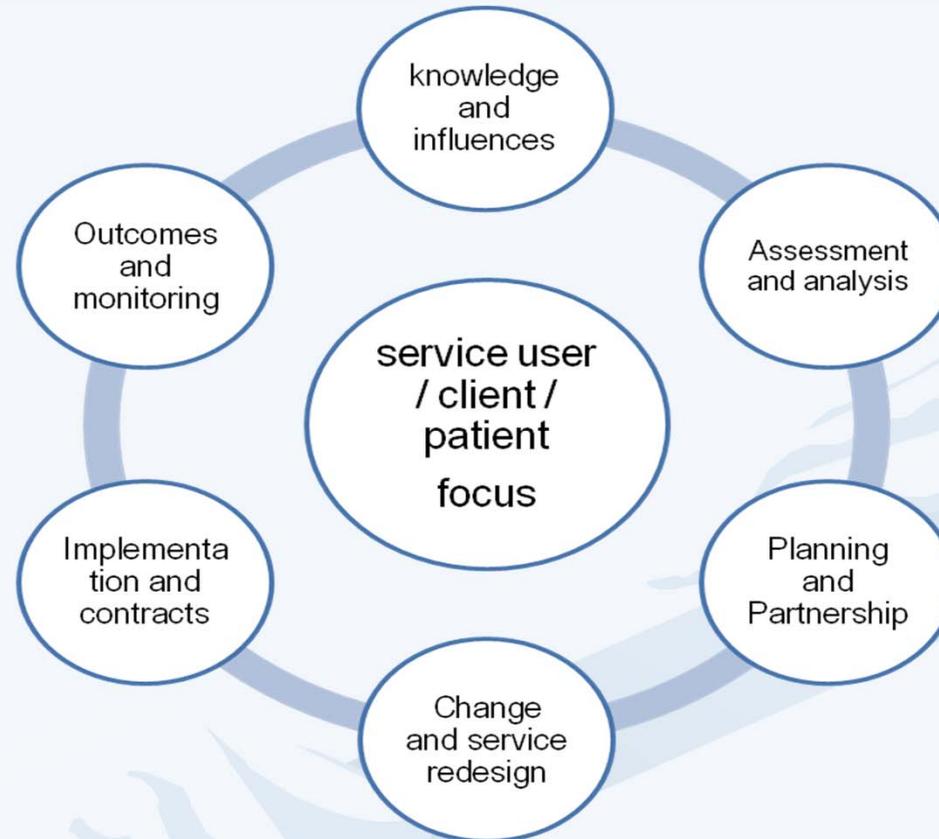
To explore issues raised in developing and evaluating an education programme to meet the health and social care commissioning agenda of the 21st century



Learning Outcomes

- To demonstrate the contribution and potential of education curriculum to reflect policy
- &
- To stimulate discussion about effecting policy through education in Commissioning

Commissioning cycle



- (Wilson & Baldwin (2009 – in print))



Knowledge and Influences

- To provide quality health & social care for a population, commissioners need a repertoire of relevant skills, knowledge and experience
- Content encapsulated innovation and creativity to facilitate strategic planning
- Students encouraged to explore contemporary enterprise and become pro-active and influential in the sphere of health and social care commissioning
- Aspects encompassed in the assessment strategy



Assessment and Analysis

- Robust Needs Assessment involving analysis of data from a variety of sources

eg. epidemiological studies, user surveys, stakeholder opinions, government directives as well as research-based interventions
(DH 2005, NICE 2005)

- Anticipated and assumed commissioners' knowledge
- Content critiqued models of Health Needs Assessment
- Students encouraged to explore and critically apply HNA to own area of health and social care commissioning
- Seminar and written assignment - critically appraising commissioning proposal



Planning and Partnership

- Planning and collaborative partnership working with multiple stakeholders and service users
- Attributes for 'world class commissioning' (DH 2007) are visionary and inspiring, leadership essential to enable modelling of future service requirements.
- Evaluating models of partnership working with users and stakeholders
- Scenarios taken from real life commissioning
- Student contribution to workshop

Scenario

- What are the issues?
 - Guidance/directives?
- What processes would you need to go through?
 - Scoping followed by plan
- What would you do under these circumstances?
 - Commissioning cycle followed, strategic framework



Change and Service Redesign

- Knowledge base - service design/ redesign
 - General
 - Specific
 - Population dynamics
- Human side of commissioning?
- Case studies engaging student involvement
- Panel of experts sharing experience - PCT and consultancy business
- Assignment - impact on workforce of the service (re)design



Implementation and Contracts

- Setting service specification
- Quality and standards
- Designing some service specifications is challenging because the services are poorly understood (eg. SALT)
- Contracting
- Contracts - statutory, private and voluntary agencies at strategic and local levels
- Purchasing and procurement personalised care packages
- Input from NHS finance – contextualise
- Student – discussion/debate



Outcomes and Monitoring

- Outcomes to reflect the aspirations of commissioning
- Effective criteria to include expected change in health status
- Consolidation of knowledge
- Group work
 - using student practice and learning experience to explore & appraise outcome measures from sample commissioning plans
- Assignment



Proposal to commission a service

- Rationale for the proposal
- Explore how the needs of the population will be meet
- Examine the influence of best practice quality markers on the commissioning proposal
- Propose a strategy for evaluating the proposed commissioning

Appraising the strategy

- Explore the system and process of commissioning strategy by reviewing proposed:
 - techniques for needs analysis and assessment
 - model of partnership working
 - public involvement and engagement
 - impact on workforce of the service (re)design
 - criteria for effective outcome measures
 - suggest recommendations for change

SWOT

S – validation report, informed curriculum

- innovative and timely provision
- informed by dynamic policy

W – assumptions

- students' knowledge of commissioning
- IT skills- the potential Achilles's heel
- 'e' Learning – assumes students have well honed IT skills

O – influence tomorrow's commissioners and workforce

- voluntary sector, widen participation, influence commissioners to use resources effectively & design services to achieve health and wellbeing

T – local vs. strategic learning

- lack of employer funded post-qualifying study
- informed vs. uninformed commissioners

Recommendations

- Marketing potential impact of (any commissioning) programme on the commissioning process
- Develop 'e' Learning potential
- Encourage full Postgraduate Certificate study and beyond
- Develop skills to influence policy-makers
- Promote participation by practitioners who have a role to play in influencing commissioning

Commissioning cycle



- Wilson & Baldwin (2009 – in print)

References

- Department of Health (2007). World Class Commissioning. London: DH.
- National Institute for Health and Clinical Excellence (2005). Health needs Assessment: A practical guide. London: NICE.
- Wilson, F. & M. A. Baldwin (2009). Commissioning for public health. In F. Wilson & A. Mabhala (eds.). Key Concepts in Public. London, Sage.