

# **A Framework for Engagement:**

## **Young People and the Commissioning Process**

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## **Background**

In June 2012, the Department of Education produced a paper entitled '*Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being*'.

In outlining the responsibilities of local authorities in commissioning services (para 3), the guidance stipulates that '*local authorities must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them*'.

The report goes on to say that arrangements should be made for young service users '*to report at least annually on the quality and accessibility of provision*.'

## **Introduction**

In Bath & North East Somerset we adhere to the following principles of involving young people in commissioning:

**Understanding** – assess need; identify young service user's priorities

**Planning** – specification drawn up in consultation with young service users

**Securing** – young people are involved in procurement

**Delivering and reviewing** – young people are involved in monitoring and evaluation

It is important to recognise that adequate time and resources are given to ensure that the experience for the young people involved is rewarding and positive.

In Bath & North East Somerset we are able to work with a range of young people, some of whom are users of existing or potential users of new services. This Commissioning Framework provides guidance on how to involve children and young people in the commissioning of services.

## **Why involve young people in commissioning?**

Benefits to young people:

They feel valued for the positive role they have to play in the community

It enhances their personal and social development

They have a greater sense of ownership

It will enhance their employability skills

Organisational benefits:

More likely to commission the right service

- Needs-led, tailored service developed in co-production
- Improved deliver – outcomes are successfully achieved

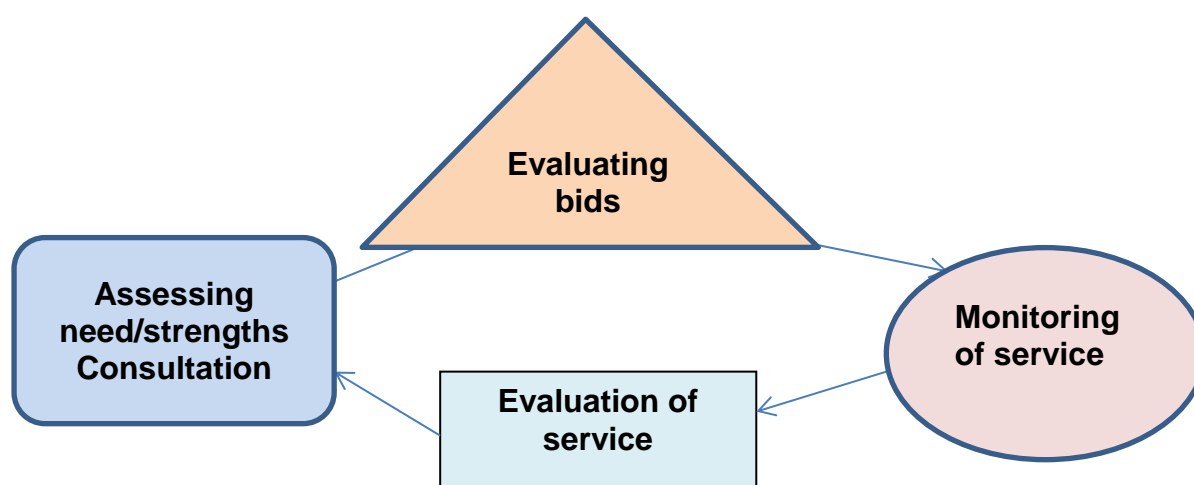
- Better value for money

## **Recommendations for supporting young people in commissioning services**

In order for young people to feel supported and able to participate in the commissioning process Contract managers/holders should adhere to the following recommendations:

- Wherever possible, meetings *should* take place out of school times.
- After school works for consultations , (4.30pm onwards) but the evaluation process is best done in school holidays, if possible
- Adults should ensure that young people's involvement at focus groups and panel meetings is a positive experience and this includes using language that is clear and jargon free. ( make sure they understand what is expected of them and that they have an understanding of what will happen in the meeting)
- A consent form will need to be completed – *See Annexe 1*
- Where possible it is a good idea to have a *preliminary* meeting with any group of young people you will be working with so they can get to know you and get to know each other if they are not all service users from the same organisation. *See Annexe 2 example of get to know you session and the Annexe 3 scoring the bids session*
- Where young people are involved in adult meetings, they should be adequately supported.
- Food and refreshments are essential.
- Transport should be arranged for young people to attend meetings and that the cost for this is met by the service - Passenger Transport will arrange this for you [Passenger\\_Transport@BATHNES.GOV.UK](mailto:Passenger_Transport@BATHNES.GOV.UK)
- Young people should receive feedback at each stage from consultation to evaluation and presentation to final outcome.
- There should a contact within schools/youth groups who will be notified of young people's involvement.
- Commissioning Support Team will send certificates to young people acknowledging their contribution.
- Rewards such as a voucher could also be considered , or a group meal or activity.
- Individual records of achievement should be maintained by the provider of the involvement of young people.

## Involvement of young people in commissioning process



### Assessing the need – Consultation

Consultation with stakeholders to include key agencies, referrers, community members, parents to determine if there is a need for a new service, whether the existing model is the right one and what changes, (if any) should take place.

*(Ideally this process should begin about a 18 months to a year before the new commissioning cycle takes place.)*

Consultation questions:

What should the main purpose of the service be?  
Is there an existing service/model that could be improved?  
What other groups/activities/services/ users take part in?  
How does/could the service help service users enjoy and achieve more?  
Are there any barriers to service users accessing in this?  
Are service users actively encouraged to have a say in how the service is run?

*Results from the consultation are disseminated to the contract manager I so that the specification is informed by the findings from young people.*

## **Professional Panel**

After the consultation process, the contract manager will convene a Professional Panel. The group either drafts a specification or looks at the principles and key points of the existing specification, concentrating on the 'Description of Service' section, identifies gaps, strengths, weaknesses; considers how a service could be developed in the future, reviewing its key components and preferred priorities.

The panel feedback to the young people within a clear timeframe explaining whether their recommendations from the consultation can be incorporated or not.

*At this stage you should include cyp who are service users in the process and work with them to draft a question for inclusion in the 'Description of Service, that will be evaluated and scored by them*

## **Procurement**

When the specification has been finalised and is out for tender, it must be made clear to providers should be advised that the section of the application form relating to 'Description of Service' there will be a question that will be evaluated and scored by young people.

Guidance, at the tendering stage, should therefore stipulate that this section should be *written in clear, accessible language and to ensure impartiality, must be fully anonymised.*

## **The Young People's Panel - Evaluating Bids**

The young people's panel meets in advance of the Professionals Panel.

Contract Manager and Commissioning Team, book a venue, plan the evaluation session, identify and engage with a range of young people, prepare resources, e.g. a simple scoring system (see *Appendix 3 example of scoresheet*) and organise transport and refreshments\*

Passenger Transport will arrange this for you

[Passenger\\_Transport@BATHNES.GOV.UK](mailto:Passenger_Transport@BATHNES.GOV.UK)

(To ensure impartiality, there should ideally be a diverse range of young people on the panel to evaluate the bids not just existing services users).

*\*Contract Managers must at this stage factor in the cost of covering refreshments, transport costs and reward for the young people e.g. vouchers/meal, from their service*

Young people will assess the question contained in the '**Description of Service**' section only in each of the shortlisted tenders.

Young people's aggregated score amounts to ONE vote overall at the professional panel.

## **Monitoring**

Contract holders should make provision for an annual feedback meeting between young people and the contract manager and to visit the provision at least once a year.

Young people's involvement and engagement with the service needs to be built into the monitoring of the contract.

There are a seven Participation Standards which all commissioned services respond to as part of the Q4 monitoring. Standard 7 was written by the Youth Forum.

## **Evaluation**

Providers should include young people in evaluating the service and giving their views about whether it has delivered on outcomes. This can be both quantitative e.g. responding to an outcome question, from 'strongly agree' to 'strongly disagree' and qualitative e.g. 'what went well', 'what could have gone better.'

It should also include commentary documenting the journey travelled and whether the '*Voice of the Young People*' has been heard and led to any service changes over the year. Young service users should also be encouraged to contribute to any Annual Report or review of the service.

- *Annexe 1*

### **Consent Form**

This information is **confidential** and will be seen only by the Commissioning Officers .

Please complete the form to the best of your knowledge and ensure that the person with **Parental Responsibility** signs the **Declaration** at the end of this form.

#### **About the young person**

Surname.....

First Names .....

Date of Birth .....

Ethnicity (for monitoring purposes).....

Address currently at

.....

.....Postcode

.....

Home phone number .....

Young persons mobile number.....

Name of Carer .....

#### **Emergency contact details**

Surname .....

First Names .....

Relationship to young person

.....

Address

.....

.....Postcode.....

...

Home.....

Mobile number.....

School/Provision /attended.....

School contact eg PSHE/pastoral lead.....

**Young Person's medical details**

Does the young person currently take any medication?

YES/NO\* Details

.....

Does the attendee suffer from any medical condition, eg, Epilepsy?

YES/NO\* Details

.....

Does the attendee have any allergies?

YES/NO\* Details

.....

Does the attendee have any specific requirements (eg dietary or access)?

YES/NO\*

Details.....

Does the young person have a disability (physical or learning)?

YES/NO\* Details

.....

\*Please delete as appropriate

**DECLARATION:**

I agree to allow the above named young person to attend the Participation Panel and give permission for medical attention to be sought if necessary in case of accident/emergency.

Signed: ..... (Young Person) Date:

.....

Signed: ..... (Carer)





**Annexe 2 Example of planning session (pre scoring the bids)**

<b>Time</b>	<b>Activity</b>	<b>Resources</b>
4.30am	<p>Refreshments available as yp arrive &amp; music Introductions</p> <p>Icebreaker get into pairs – Have a short chat find out name, where your partner is from what interested them in getting involved. Sheets of A4 paper and books/card In your pairs Face your partner and place the paper of top of the book or card and place on your head Look at your partner and draw their face. Give your partner their portrait</p> <p>Each person takes a minute to write/draw what they like about their portrait</p> <p>Introduce to a person they don't know in the group</p> <p>Share in the group</p> <p><b>(15 mins)</b></p>	<p>Drinks on table and snacks - Paper /Pens Books or card to lean on</p>
4.45	<p><b>Background</b> The Commissioning Cycle – in relation to participation give a brief overview</p> <p>Description of Service</p>	<p>Commissioning cycle (PP)</p> <p>Plastic wallets to be given out to each panel member containing: Summarised description of service Highlighter pens</p>

	Any questions Anything you would like for the next meeting where the bids are scored	Spare paper Pens
5.15	<b>Marble Activity</b> Moving 5 marbles from one end of the room to the other using the resources available – the marble must not drop onto the floor!!	Marbles Bucket 3 sheets of thin card Sellotape
5.45 close	<b>Transport/Taxi's</b>	

#### Example of session to score bids

Time	Activity	Resources
4.30am	Refreshments available as yp arrive & music Introductions  Re cap on expectations.  Allow 20 mins per bid for scoring	Drinks on table and snacks - Paper /Pens  Scoring template x no of bids
4.45	Encourage young people to work individually or in pairs if more comfortable	
5.45	Collect in scoring , be clear how and when you will be able to give them feedback	
6.00 close	Transport/Taxi's	

## Young People Scoring Bids

**BID NO..... YOUR NAME.....**

### *What's a Bid?*

*We asked organisations who were interested in delivering the service questions about what they would do, they wrote their answers on a form and sent them to us. This is what we call a 'bid', it's the offer that is being made and shows us how the organisation making the offer will run the service and how it will work with you and your family.*

*One of the questions the organisations had to answer was written by young people, and this is the question we are asking you to score.*

### How the scoring works....

<b>Score (points)</b>	<b>Assessment</b>
<b>0</b>	<b>There is no response or the response does not address the question at all</b>
<b>1</b>	<b>The responses are not written in a way that young people would understand.</b>
<b>2</b>	<b>The responses are not clear, and it's difficult to find evidence</b>
<b>3</b>	<b>The responses are acceptable</b>
<b>4</b>	<b>The response is clear, relevant and has some good examples</b>

<b>5</b>	<b>The standard of the response is excellent, it is clear, fully accessible and there is lots of good supporting evidence.</b>
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You have just read through the question and thought about the answer, now you must give the answer a score

0 = Has NOT met any of the requirements 🙄

5 = Has met ALL the requirements 😊👍

Please circle a number below

<b>Score</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Below are some boxes for you to comment on the bid**

<b>WHAT I LIKED</b>	<b>WHAT I DISLIKED</b>

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<b>ANY QUESTIONS FOR THE PROVIDERS?</b>	

