



www.highfieldabc.com

Qualification Specification

Highfield Level 5 Certificate in Principles of Commissioning for Wellbeing (RQF)

Qualification Number: 603/0969/6

Version 2.1 July 2018

Contents

Introduction	3
Qualification regulation and support.....	3
Key facts	3
Qualification overview and objective	3
Entry requirements.....	4
Geographical coverage	4
Delivery/assessment ratios.....	4
Centre requirements	4
Guidance on delivery	4
Guidance on assessment.....	5
Guidance on quality assurance.....	6
Recognition of prior learning (RPL).....	6
Assessor requirements	6
Internal quality assurance (IQA) requirements	7
Countersigning strategy.....	7
Mapping to National Occupational Standards (NOS).....	7
Reasonable adjustments and special considerations.....	7
ID requirements	7
Progression opportunities.....	8
Useful websites	8
Appendix 1: Qualification structure.....	9

Highfield Level 5 Certificate in Principles of Commissioning for Wellbeing (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 5 Certificate in Principles of Commissioning for Wellbeing (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English qualification framework regulated by the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification is also supported by Skills for Care, the sector skills council for the adult care sector in England.

Key facts

Qualification number:	603/0969/6
Learning aim reference:	60309696
Credit value:	17
Assessment method:	Internally-set portfolio of evidence
Guided learning hours (GLH):	56
Total qualification time (TQT):	168

Qualification overview and objective

The objective of this qualification is to support people for whom commissioning forms part of their role in the workplace, it introduces the principles of commissioning for wellbeing to new commissioners, and enables more experienced commissioners to review and update their knowledge. This qualification is designed for those learners wishing to gain a nationally recognised qualification in commissioning for wellbeing within the care sector.

This qualification has been designed for those who commission adult care and support services, but the content can also be contextualised to support commissioners in health, housing and children's care. As well as those that work in commissioning roles, this qualification is suitable for those who provide care and support services, in terms of how they commission (subcontract) parts of their own service. It will also be useful for people who are considering a move into commissioning.

A commissioner for wellbeing is responsible for ensuring that there is a range of high quality, sustainable provision available to meet the need for care and support in their local area. For commissioners, the focus on achieving good outcomes for people in a climate of financial pressure is growing ever stronger and building partnerships and working to co-produce solutions with local people are also increasingly important. 'Wellbeing' is a key term used within the role of the commissioner and their responsibilities include the maintenance of support for individuals who use

the service to ensure their personal dignity, physical and mental health and emotional wellbeing, protection from abuse and neglect, control by the individual over day-to-day life (including the care and support provided and the way it is provided), participation in work, education, training or recreation, social and economic wellbeing and domestic, family and personal relationships

The qualification provides learners with the knowledge and understanding in:

1. The role of the commissioner for wellbeing
2. Commissioning together for outcomes
3. The commissioning cycle
4. Professional development for effective commissioning

Entry requirements

To register for this qualification, learners are required to meet the following entry requirements:

- 18 years of age or above
- Demonstrate that they can manage higher level independent study and therefore should be qualified to at least a level 3 qualification.
- Have significant experience within the care and support sector, in either a local authority or NHS setting, or related areas such as housing or the voluntary and community sectors

Geographical coverage

This qualification is suitable for delivery in England.

Delivery/assessment ratios

Ratios for delivery and assessment of this qualification will be decided by Centres and allocated to assessors accordingly. Delivery and assessment would usually be on a one-to-one basis. However, it is **recommended** that some learning is delivered through face-face classroom contact to enable discussion and debate (see Guidance on delivery for more information).

Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- Classroom with suitable seating and desks
- Projector, if using presentation slides
- Appropriate means to provide support if covering content by distance learning
- Ensuring learners have appropriate support from their organisation

Guidance on delivery

The total qualification time for this qualification is 168 and of this 56 are recommended as guided learning hours. It is suggested that this qualification will be completed in approximately nine to twelve months.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct

supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

It is recommended that the qualification is delivered by blended learning, to include some face-to-face contact time. Total distance learning is not recommended as peer discussion between learners is important to provide learners with the opportunity to discuss and debate ideas in order to broaden their understanding of commissioning for wellbeing. It is recommended that people who use support and care services should be involved in the design and delivery of learning programmes for this qualification.

This delivery programme may be adjusted in accordance with learners' needs and/or local circumstances.

Highfield has provided centres with further delivery support within a Tutor, Assessor and IQA Support Pack, which is available to download from the Members Area of the Highfield Qualifications website. This pack provides more guidance on effective ways to deliver this course as well as sources and references that nominated tutors may wish to make use of in their teaching or direct learners to.

Guidance on assessment

The qualification is assessed through an internally set and assessed portfolio of evidence, which is marked as pass or fail. It is expected that learner evidence will take the form of work such as:

- Assignments
- Reports
- Research projects
- Presentations
- Case studies
- Any other suitable evidence

Centres should devise their own assessment tasks, as this allows learners the flexibility to apply their knowledge to scenarios and situations relevant to them and their locality, to better demonstrate and apply their understanding and ability in commissioning for wellbeing across the breadth of the qualification syllabus.

Learners will be required to provide evidence to show they have suitable knowledge and understanding for **each** assessment criteria outlined within the four qualification units.

Highfield Qualifications has provided centres with a Learner Pack containing appropriate forms and tracking documentation which may be used to provide a clear audit trail of where and how learners have met all requirements. This will assist in efficient assessment and quality assurance processes taking place. This pack is available to download within the Members Area of the Highfield Qualifications website.

Highfield Qualifications has provided centres with further assessment support within a Tutor, Assessor and IQA Support Pack, which is available to download from the Members Area of the Highfield Qualifications website. This pack provides more guidance on ways to design appropriate internally set tasks and how to assess learners' work consistently. The pack also provides sources and references that assessors may direct learners to when completing their work.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Highfield Qualifications has provided centres with further support on internal quality assurance within a Tutor, Assessor and IQA Support Pack, which is available to download from the Members Area of the Highfield Qualifications website. This pack provides more guidance on effective ways of designing, employing and maintaining robust internal quality assurance mechanisms.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Nominated assessors must meet the following requirements:

- Strong knowledge and experience of commissioning for wellbeing
 - Demonstrate evidence of engagement with the subject field and continuing professional development in order to keep up to date with emerging policy and practice on commissioning for wellbeing and to reflect this in delivery of the qualification
 - Hold or be working towards* a recognised qualification in assessment or other appropriate qualification that supports competence in confirming assessment decisions. Examples include:
 - Highfield Level 3 Award in Assessing Competence in the Work Environment
 - Highfield Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - CertEd
 - Maintain evidence of continuous professional development within the sector
-

*For more information on those assessment decisions made by an unqualified assessor, please refer to counter-signing strategy requirements on page 7 of this specification, and the Skills for Care Assessment principles (found on the Highfield website).

Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- be occupationally knowledgeable in the area they are quality assuring
- hold [or be working towards] a recognised internal quality assurance qualification [or experience], which could include any of the following:
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
 - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
 - D34 or V1 Verifier Awards; and
- maintain appropriate continued professional development for the subject area

For further information, please refer to the Skills for Care and Development's assessment strategy, which is on the Highfield website.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

The content links with knowledge requirements for the National Occupational Standards (NOS) for Commissioning, Procurement and Contracting for Care Services (CPCCS). The full suite can be found on the Skills for Care website.

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
 - a signed UK photocard driving licence
 - a valid warrant card issued by HM forces or the police
 - another photographic ID card, e.g. employee ID card, student ID card, travel card etc.
-

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- A number of universities offer Masters qualifications in commissioning

Useful websites

- Commissioning for Better Outcomes: A Route Map, University of Birmingham, ADASS, 2014:
<https://www.adass.org.uk/media/4576/commissioning-for-better-outcomes-a-route-map-301014.pdf>
- People not process – Co-production in Commissioning, TLAP, 2015:
<http://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/>
- Workforce Commissioning:
<http://www.skillsforcare.org.uk/Leadership-management/Workforce-Commissioning/Workforce-commissioning.aspx>

Further sources and references can be found within the Tutor, Assessor and IQA Support Pack, which is available to download from the Members Area of the Highfield website.

Appendix 1: Qualification structure

To complete the **Highfield Level 5 Certificate in Principles of Commissioning for Wellbeing (RQF)**, learners must complete the following:

- **all units** contained within the mandatory group

Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
R/615/4418	The Role of the Commissioner for Wellbeing	5	8	4
Y/615/4419	Commissioning Together for Outcomes	5	16	5
L/615/4420	The Commissioning Cycle	5	24	6
R/615/4421	Professional Development for Effective Commissioning	5	8	2