

# **Certificate of Credit in Commissioning and Purchasing for Public Care**

**Programme and Student Handbook 2019 - 2020**

Description of programme  
content, entry requirements  
and regulations

**Institute of Public Care,  
Faculty of Humanities and  
Social Sciences, Oxford  
Brookes University**

JACS code: L900  
HECoS code: 100476

# Certificate of Credit in Commissioning and Purchasing for Public Care

## 1 Introduction and Course Overview

The Certificate of Credit in Commissioning and Purchasing for Public Care is a postgraduate short course provided by the Institute of Public Care (IPC), which is part of the Faculty of Humanities and Social Sciences at Oxford Brookes University.

As an outstanding university institute we work with our clients to deliver better health and social care outcomes. We have a team of 40 staff and associates who work across the UK and in the Republic of Ireland with central and local government, health organisations, and independent and voluntary sector providers. We have a range of delivery mechanisms, including consultancy projects, applied research and evaluation, specialist websites and informatics, and skills development programmes. We use our professional experience and academic rigour to drive improvement and innovation in care. If you would like to find out more about the work of IPC visit <https://ipc.brookes.ac.uk/>.

This four-day short course is aimed at commissioners in public care organisations. It is designed to support commissioners to implement the national agenda and develop good commissioning practice. Course materials are regularly updated to take account of new developments in public care. The course is set in the context of guidance and legislation by the Department of Health and/or Department for Education as well as the Welsh Government and Scottish Government where relevant: we bespoke the course to meet the needs of our clients.

The course usually comprises four face-to-face taught days, delivered in two two-day sessions about 3 – 6 weeks apart as well as self-study. You can choose to accredit your learning from this short course and gain a formal postgraduate level certificate of credit – worth 20 CATS credits at postgraduate level – to help with your Continuing Professional Development (CPD). To do this you will need to attend an additional support session and complete assessed project work. There is an additional fee for accreditation. For more information about our courses and how to apply visit <https://ipc.brookes.ac.uk/what-we-do/skills-development-programmes/courses.html>.

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|---|--|
| <b>Module Title:</b>                                | <b>Certificate of Credit in Commissioning and Purchasing for Public Care</b> |
| <b>Module Number:</b>                               | <b>E26503/WFPC7004</b>   |
| <b>Joint Academic Coding System:</b>                | <b>L900</b>  |
| <b>Higher Education Classification of Subjects:</b> | <b>100476</b>  |

## 2 Learning Outcomes

On successful completion of the course you will demonstrate the following [Brookes Graduate Attributes](#) at postgraduate level:

| Learning Outcome  | Graduate Attribute                            |
|---|---|
| 1. Have an in-depth knowledge of the national agenda for commissioning and purchasing within public care, and a critical understanding of its application in practice | Academic literacy                             |
| 2. Demonstrate a critical understanding of the principles and theories of commissioning and purchasing  | Academic literacy                             |
| 3. Critically analyse your organisation or service's commissioning and purchasing arrangements  | Academic literacy                             |
| 4. Use evidence-informed learning to implement good commissioning or purchasing practice  | Research literacy                             |
| 5. Demonstrate independent learning skills, including critical reflection on individual and organisational learning and practice                                      | Critical self-awareness and personal literacy |
| 6. Engage in online learning activities, developing confidence in e-learning abilities  | Digital and information literacy              |

## 3 Entry Requirements

The course is aimed at commissioners in public care organisations. You will normally be expected to:

- Have a professional public care or degree level qualification, or similar, and/or to have substantial experience of practice or management in public care services.
- Undertake commissioning, purchasing or contracting in an NHS organisation, local authority or related agency.
- Have the support of your employing agency.

Your employing agency is expected to provide you with appropriate support whilst undertaking the course, particularly if you are undertaking the accredited award. Your line manager will need to support you by offering advice, support/supervision, and agreement to a work-based commissioning or purchasing project. We require candidates undertaking accreditation to complete a written agreement with their employer/manager prior to enrolling on the certificate of credit to agree:

- The involvement of your line manager, or a suitable substitute, in supporting you throughout the course. Specifically, they will be involved in discussions about and supervision of the work-based project.

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- That free time for self-study and completion of the assignment will be made available to you.
  - That any specific access or communication needs you have that are relevant to the course will be notified to IPC.
  - That you will attend all the taught and facilitated support days of the programme.
  - That you will meet the deadlines set for the submission of the assessed work.
  - That you will have access to the internet, to be able to download the recommended resources and submit the assessed work, and be supported to be able to use information technology to engage with the University's Virtual Learning Environment (Moodle).

A copy of the written agreement is shown in **appendix 1**.

IPC welcome discussion as early as possible on any specific communication or access needs that students may have in relation to this course. Whether these concern the venue or coursework please contact the IPC [Course Administrator](#) to flag your needs.

## 4 Course Content

The course draws on the Institute's consultancy and management development experience in commissioning and service design with local authorities, NHS organisations and with a wide range of providers. You will come away from the four taught days having worked through each stage of the IPC framework for commissioning and purchasing, and tackled a series of realistic exercises designed to illustrate the techniques and tools available for effective commissioning. You will have opportunities to address your contribution in the context of the changing national agenda and to take stock and reflect on current practice; as well as being provided with practical tools to implement change where required.

The content will be delivered through a mix of presentations and practical sessions that explore models, guidance and principles, consider practice, and help you think about their application. The learning style will be collaborative with an emphasis on sharing approaches that work and practical experiences.

Electronic versions of the learning materials will be made available to you shortly before the start of the course for you to download and for you to print should you want hard copies of the materials. The taught sessions of the course cover:

- The relevant national commissioning agenda for public care
- Introduction to the IPC Commissioning Framework: structured organisational self-analysis
- Collaborative commissioning and working with a wide range of partners and stakeholders
- Methods for managing knowledge and analysing the needs of the local population, including needs analysis and systems mapping
- Understanding the costs of care services

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- Delivering effective change in the commissioning process, including decommissioning services
  - Market shaping and influencing, including approaches to managing provider relationships
  - Using outcome-based commissioning to develop innovative service responses
  - Engaging people who use services in commissioning
  - Exploration of the issues facing commissioners in relation to delivering more personalised services
  - Effective purchasing of services based on clear specifications and appropriate contracting and tendering arrangements
  - Monitoring and review in commissioning and contracting
  - Analysis of the role of the commissioner and exploring commissioning skills

#### 4.1 Notional Learning Hours

If undertaking accreditation, you can expect to spend the following amount of time on the course:

- Seminars and workshops - 24 hours
- Group and individual support sessions - 10 hours
- Directed independent study - 34 hours
- Supervision – 6 hours
- Work-based project – 126 hours

## 5 Course Assessment

Assessment encompasses all judgements made about your work and/or your skills, abilities and progress, and the associated provision of feedback. We assess you for a range of reasons - motivation, to give feedback, to grade work, and to demonstrate that learning outcomes have been met. The course follows the principles of the University's [assessment regulations](#) to ensure good practice and transparency in assessment and feedback processes. There are different forms of assessment. Formative assessment does not contribute to your overall grade and is mainly intended to help you learn i.e. giving you feedback which you can use to improve your future performance. Summative assessment is marked work and counts towards your final grade if you are undertaking the accredited award. Your summative assessment is a work-based project, which can be tailored to meet the needs of your employing agency: there are no examinations.

We use a range of formative assessment tasks, including:

- A marking exercise to assess fictitious or previous years' student work against the assessment scheme for the summative assessment.
- An informal presentation – as part of the group support session – to discuss the project that you will use for the summative assessment.
- A formative but compulsory submission of a project outline and project plan for your proposed project(s) that you will use for the summative assessment.

A group support day and two individual 'virtual' tutorials with an Academic Adviser will be provided to participants undertaking accreditation; the aim of which is to help you to understand the summative assessment task, agree the work-based project that you will use for the summative assessment, and apply effective study skills.

You will be given a briefing about the assessment task during the group support day and a specific hand-in date for assessed work, but the assessment deadline is approximately six months after that session. Information about the assessment task and other learning material is also available for you to download from the University's Virtual Learning Environment (Moodle), including the current course reading list.

You will have the opportunity to have a 'virtual' tutorial (on the phone or e.g. via Skype) with an Academic Adviser a few weeks after the group support day. You will be expected to submit your project outline and project plan to the University's Virtual Learning Environment in advance of that tutorial. Your line manager, or a suitable substitute, should agree with you the proposed topic(s) for the work-based project before the tutorial. Your Academic Adviser will give you feedback from the tutorial and on your project outline and plan. You will also have the opportunity to have another 'virtual' tutorial with your Academic Adviser a few weeks before the hand-in date for your summative assessment.

## **5.1 The Assessment Task**

The summative assessment task is to:

Submit a written assignment which explains and reflects upon a commissioning or purchasing project that you have undertaken. The rationale for the work must be clearly set out in the context of national policy and best practice, and draws on a critical analysis of the current commissioning and purchasing arrangements in your local organisation or service. The project must have been accepted by your line manager as appropriate to the needs of your organisation or service, and have been undertaken during the timeframe course. Supporting information will be expected that gives evidence of the project activities and implementation of good commissioning or purchasing practice. References<sup>1</sup> will be expected to key local or national documents and other relevant literature to demonstrate that you have undertaken wider reading and/or research.

The assignment must be between 4,000 and 5,000 words. The word count refers to the main body of your assignment and does not include the assignment title, reference list or any appendices. The word count does include headings and sub headings, footnotes, tables and in-text citations.

An assignment template giving guidance about the assessment criteria is available for you to download from the University's Virtual Learning Environment (Moodle). The assessment criteria are:

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<sup>1</sup> Advice about referencing can be found at Cite Them Right – see section 7.3.4

- a) Provide a rationale for the development of the project, drawing on a critical understanding of commissioning and purchasing good practice and national guidance.
- b) Demonstrate appropriate commissioning or purchasing practice.
- c) Critically evaluate the effectiveness of the activities undertaken and their impact on commissioning or purchasing practice within your team and/or organisation.
- d) Provide a reflective commentary that demonstrates personal development and learning.
- e) Demonstrate good academic practice applicable to the work-based project.
- f) Correctly and appropriately cite references and include them on a reference list.

We require you to submit your work electronically, on the assignment template, via the University's Virtual Learning Environment (Moodle). We also require you to submit the assignment text to Turnitin and to report your Turnitin originality score on the assignment template – see section 8.6. You will be provided with feedback on your assignment template, which will indicate how well you have done and summarise the strengths and weaknesses of your work.

## 5.2 Grades, Marking and Moderation

Your work will be assessed on a percentage basis and you will receive detailed and constructive feedback based on the assessment criteria. We strive to give you this feedback within five weeks of the hand-in date. We will write comments on the assignment template explaining what you have done well and what can be improved. If you do not pass an assignment we will endeavour to explain what you need to do to be successful when you resubmit it. We encourage you to use any feedback on your work you receive as part of the process of developing your academic skills. Due to the nature of the summative assessment your assignment will not be able to be marked anonymously.

The pass mark for the assignment and hence for the whole award is 50%, and the following grades apply:

- 70% and above is a Distinction
- 60 – 69% is a Merit
- 50 – 59% is a Pass
- 30 – 49 % is a Refer
- 0 – 29% is a Fail

If your submission does not pass first time you will be allowed to resubmit the assignment once more. Your Academic Adviser or the IPC Course Administrator, in consultation with you, will set a new deadline for the re-submission of your assignment. If successful in a re-assessment the maximum grade awarded for the assignment is a Pass of 50%. Failure to resubmit the work or to pass the assessment, upon reassessment, will mean that you do not pass the course.

A sample of assessments is moderated by an internal moderator to ensure that equal standards are applied to all students. Following internal moderation, a sample of

work is reviewed by our External Examiner to ensure that the standards applied are comparable to those at other institutions.

On completion of marking, the provisional grade for each module will be reported to you on proviso that this is subject to the approval of the Examination Committee. Initial results therefore may be subject to change.

### **5.3 Exceptional Circumstances**

All assessed work must be handed in by the set deadlines. If you do not submit your assignment, or you hand it in late, without an explanation you will normally be deemed to have failed the assessment. However, there may be occasions when you feel circumstances outside of your control have affected or have the potential to affect your studies and you need an extension. The University has policies and processes in place to support you and further detail can be found at:

<https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>

### **5.4 Confidentiality**

IPC may be required to report on students' attendance on the course, progress in submitting the assessment, and results to their employing agency. However, the content of assessed work will only be accessed by Oxford Brookes University staff or our External Examiner and will not be made available for others to read outside this community without your permission.

## **6 Course Management and Review**

Detailed evaluation of student experience is an important and continuing element of the course. Therefore, the course will be regularly monitored to record your views. A formal evaluation form will be used after the taught sessions and at the end of the course as well as on-going informal interviews to discuss course content, materials, exercises, administration, venue or any other issues. Course evaluation is an opportunity for you to comment on the positive and negative aspects of the course, the performance of the teaching staff and the design of the course content. Evaluation helps us to check the teaching and learning experience and to improve the quality of the course.

The management of the course will be the responsibility of the course management team, which is led by the IPC Course Director. The team will hold regular internal meetings to discuss any urgent changes and the management of the course, and an Examination Committee is responsible for maintaining the academic standard of the course. We receive an annual report from our External Examiner who samples students' work and attends our Examination Committee meetings. A yearly Annual Review meeting is held, chaired by the IPC Course Director, bringing together these meetings and other evaluation materials. Minutes from this meeting are forwarded to the Faculty Academic Enhancement and Standards Committee. As well as the Annual Review process of the Faculty, the programme will also undergo Periodic Review by the University to assess the effectiveness of the programme in enabling students to achieve the intended learning.

If you have any concerns or complaints about the course we would encourage you to discuss the issue with the Lead Tutor or your Academic Adviser initially. If this is not appropriate please raise the matter with the IPC Course Director who will investigate your concern. You may also initiate a formal student complaint to the University – see section 8.8.

## 7 Student Support

### 7.1 IPC Support Structures

#### 7.1.1 IPC Course Director

Management of the overall IPC course programme, including concerns and complaints, is the responsibility of the IPC Course Director - Fiona Richardson can be contacted on 01865 790312 and by email at [frichardson@brookes.ac.uk](mailto:frichardson@brookes.ac.uk).

#### 7.1.2 IPC Course Administrator

The administration of all IPC courses is dealt with by the Course Administrators - Sasha Carter and Krisztina Negyokru can be contacted on 01865 488353 and by email at [ipc\\_courses@brookes.ac.uk](mailto:ipc_courses@brookes.ac.uk).

#### 7.1.3 Lead Tutor

Each course will have a Lead Tutor who will be responsible for the delivery of the taught course, and should be your first point of contact for questions relating to the taught content.

#### 7.1.4 Academic Adviser

If you are undertaking the accredited award, an Academic Adviser will be allocated to you during the group support day. You will have two 'virtual' tutorials with your Academic Adviser, although you can also ask for additional support if necessary. Their role is to advise you about the standard of academic work expected and to be available if you need support, for example if any difficulties or situations arise which affect your ability to study or to undertake work for assessment.

### 7.2 University Support Structures

We also encourage you to take advantage of the network of other support services available within the University (if you are undertaking the accredited award). There are various dedicated student support services available through [Student Central](#) and also through the Oxford Brookes [Student Union Advice](#) Service.

#### 7.2.1 Upgrade Study Advice Service

Upgrade is the University's confidential study advice service for anyone who wants advice on statistics, maths and study skills such as planning and writing essays, assignments and dissertations, and more. For more information about Upgrade and the services offered, check the [Upgrade website](#). Most Upgrade appointments take place face-to-face, but for students who are not in Oxford there is the option of

appointments by Google Meet. This page tells you how to do this  
<https://www.brookes.ac.uk/students/upgrade/google-meet-appointments/>

### 7.2.2 Disability Services and the Student Dyslexia Service

If you have a disability, medical condition, or specific learning difficulty which may impact on your studies, there is support available to help you. The Student Disability Service provides support, advice and information to current and prospective students of Oxford Brookes University. They will work with you to develop an individual support plan to meet your needs and will also advise you about how the University systems can support students with disabilities. The Student Disability Service currently supports students with a range of disabilities and medical conditions, including:

- Mobility difficulties.
- Sensory impairments.
- Mental Health difficulties.
- Long term medical conditions such as ME, Multiple Sclerosis, diabetes, epilepsy.
- Dyslexia, Dyspraxia and specific learning difficulties.

For help contact the Student Disability Service:

Student Disability Service

Web: <http://www.brookes.ac.uk/students/wellbeing/disability-and-dyslexia-service/disability/>

Email: [disabilitysupport@brookes.ac.uk](mailto:disabilitysupport@brookes.ac.uk)

Telephone: 01865 484650

Student Dyslexia Service

Web: <http://www.brookes.ac.uk/students/wellbeing/disability-and-dyslexia-service/dyslexia-spld/>

Email: [dyslex.sup@brookes.ac.uk](mailto:dyslex.sup@brookes.ac.uk)

Telephone: 01865 484650

## 7.3 Learning Resources

### 7.3.1 The Virtual Learning Environment (Moodle) and Email

At Oxford Brookes University we use a Virtual Learning Environment (VLE), which is powered by Moodle, to allow you to engage in learning in locations, times and at a pace that suits you. Moodle has been designed to complement your face to face seminars, it is the medium through which you will:

- Access your course learning materials
- Find help, it is where you can download instructions on how to use the electronic library for instance
- Use on-line discussion forums
- Submit your work to be assessed, including project plans and assignments
- Receive feedback on your assignment(s)

There are a series of videos and documents to [help you use Brookes Virtual](#).

When you enrol with Oxford Brookes University you automatically get assigned a Brookes email account hosted by Gmail. This means that you will have an @Brookes.ac.uk email address and can access the suite of Google Apps such as the Google Calendar and Google Meet. Help with using the whole suite of facilities in Google@Brookes can be found at: <https://www.brookes.ac.uk/it/essentials/google-apps/>

Your user name will be your Brookes student number and your password will be sent to you. You will receive feedback on your work via the Brookes VLE (Moodle) and you will be alerted to this this by an automated email to your Brookes email account. You will need to either look at your Brookes email account or automatically forward on emails to it to another email address that you do use. Information about how to access and use the VLE (Moodle) will be sent to you on enrolment. For help visit: <https://www.brookes.ac.uk/it/>.

### 7.3.2 Library

If you are undertaking the accredited award you will have the use of all onsite as well as online Oxford Brookes University Library facilities. The onsite libraries have an extensive range of health, welfare, and social care texts and journals. The Library also provides access to a wide range of online resources, including databases and thousands of full-text electronic journal titles, many of which you can access from home or work: access is via the Library's home page <https://www.brookes.ac.uk/library/>

Library staff are always happy to help you with queries about finding information. The Subject Librarians for Health and Social Care can be contacted by phone on 01865 483135 or by e-mailing [healthcarelibrarians@brookes.ac.uk](mailto:healthcarelibrarians@brookes.ac.uk). Extensive help, guides and information on finding resources are also available from <https://www.brookes.ac.uk/library/subject-help/health-and-social-work/>

### 7.3.3 Cite Them Right

Information about referencing and the Harvard referencing system can be found at: <https://www.brookes.ac.uk/students/upgrade/study-skills/referencing/>. In addition, as a student at Oxford Brookes University you will be able to access 'Cite Them Right' Online: a resource to help you understand referencing, including a sample text and reference list using the Harvard style. You can log in to <https://citethemrightonline.com/> using via the institutional login using your student number and password. The Basics section of Cite Them Right Online is a good place to start if you are looking for advice about referencing and the quote below is taken from there:

Referencing is the process of acknowledging the sources you have used in writing your essay, assignment or piece of work. It allows the reader to access your source documents as quickly and easily as possible in order to verify, if necessary, the validity of your arguments and the evidence on which they are based. You identify these sources by citing them in the text of your

assignment (called **citations** ...) and referencing them at the end of your assignment (called the **reference list** ...). The reference list only includes the sources cited in your text. It is not the same thing as a bibliography, which uses the same referencing style, but also includes all material, for example background readings, used in the preparation of your work.

You must systematically save full details, for example author, date, title, [website address] of any material you use *at the time you use it*. Besides being good academic practice, this ensures that you do not have the problem of trying to find sources you may have used weeks or months previously.

... By referring to the works of established authorities and experts in your subject area, you can add weight to your comments and arguments. This helps to demonstrate that you have read widely, and considered and analysed the writings of others. Remember, good referencing can help you attain a better grade or mark... Most importantly, good referencing is essential to avoid any possible accusation of plagiarism. (Cite Them Right Online, italics and bold in original).

Cite Them Right Online *What is referencing and why is it important?* Available at <http://www.citethemrightonline.com/Basics/what-is-referencing> (no date) (Accessed: 8 May 2014).

## 7.4 Links to Other Sources of Information

### 7.4.1 Equality, diversity and inclusion

The Faculty of Humanities and Social Sciences promotes an inclusive learning environment in which individuals are valued and supported in achieving their full potential. The Faculty endeavours to meet its duties under the Equality Act 2010 to eliminate unfair discrimination and promote equality of opportunity and good relations among members of the university community in accordance with the [university statement on equality, diversity and inclusion](#).

### 7.4.2 Data Protection

The University holds and processes information about employees, students, and other data subjects for academic, administrative and commercial purposes. When handling such information, the University, and all staff or others who process or use any personal information, must comply with the Data Protection Principles which are set out in the Data Protection Act 2018 and the [University policy](#).

### 7.4.3 The Student Charter

Oxford Brookes University is committed to the delivery of an outstanding student experience, the further development of world-class research, making a positive contribution to our wider community and to creating sector-leading, high quality services for the future. The [Student Charter](#) sets out the implications of those commitments for the University, the Students' Union and every student working together in a spirit of partnership.

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## 8 Course Regulations

The course falls under the University's specific [Regulations for Postgraduate Taught Programmes B4](#). The core regulations and policies apply, including assessment (A3), and student conduct (C1), complaints (C2), and appeals (C3), which are subject to change and may be accessed at <http://www.brookes.ac.uk/regulations/>

### 8.1 Conditions for the Award

The summative assessment is an explanation and reflection on a commissioning or purchasing project. We require you to submit your work electronically, using the assignment template. To gain the award you must pass the majority of the assessment criteria and do so within the set deadlines. A grade of Fail, Refer, Pass, Merit or Distinction will be awarded.

### 8.2 Re-submissions

Students who do not pass the summative assessment may resubmit it once more. New deadlines for the re-submission will be set in consultation with the candidate. Students will receive feedback indicating the main reasons why the assessment did not pass. Failure to resubmit the work or to pass the assessment, upon reassessment, will lead to the student failing the course. If successful in a re-assessment the maximum grade awarded is a Pass of 50%.

### 8.3 Retakes

A student who fails the course, for instance by not passing a re-submission, has the opportunity to retake it once more. A retake allows the student another attempt at the course assessment i.e. to submit the assessment and, if needed, re-submit it once more. This will be at additional cost. If successful in a retake the maximum grade awarded is a Pass of 50%.

### 8.4 Extension of Deadlines

Assessed work must be handed in by the agreed deadline(s). If you hand in work late without an explanation you will normally be deemed to have failed the assessment. If circumstances outside of your control (for example medical circumstances) affect your ability to meet an assessment deadline or attend an assessment event (such as a presentation) then it is essential that you use the Exceptional Circumstances policy. For more information, including how to apply <https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>

### 8.5 Duration and Mode of Study

The course is studied on a part-time basis. It is designed to be completed in approximately nine months of study. To qualify for the award a student must have completed and passed the summative assessment within one year of enrolling.

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## 8.6 Academic Practice

All assessments are intended to determine the skills, abilities, understanding and knowledge of each of the individual students undertaking the assessment. Cheating is defined as conduct aimed at deceiving the University into acknowledging a false level of attainment by a student. Any form of cheating is strictly forbidden, but we need to draw attention to the need to avoid plagiarism - the term for the use of unacknowledged sources in assessed work. To avoid plagiarism you must make sure that quotations from whatever source are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. It is not enough just to list sources in a reference list at the end of your assignment if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work. Any potential cases of plagiarism, or [Academic Misconduct](#), are referred to a specialist officer, termed an Academic Conduct Officer or ACO. The ACO investigates a case, interviews the student and awards one of the designated penalties (based on an agreed tariff for different levels of plagiarism).

You must be able to demonstrate that the course work you submit for assessment is your own. You must therefore keep all working documents (electronic and paper) that you used or created while preparing the assignment, such as photocopies of sources and internet pages, your own notes on your reading and preparation and where primary research has been conducted, completed questionnaires or interview schedules, details of the process of analysis, field notes and so on. Most importantly, you should keep the early developing drafts of your coursework as evidence of the originality of your work by saving each revision to a file with a different name. This material should be kept until after the module results have been published.

If you are not too confident in the accuracy of your written English, you may want to ask someone to help you by checking your work. However it is important that this is not done in such a way that you are committing academic misconduct, which could result in disciplinary action. University [guidance about proofreading](#) is available. In addition, if a checking or proofreading service is used, we require you to declare this at the front of your work, giving the name of the person who did this for you.

**Turnitin** is a web-based tool that supports the development of good academic practice when preparing written work for assessment. This text-matching tool allows academic staff to check students' work for improper use of sources or potential plagiarism by comparing it against continuously up-dated databases (including web-pages and other student work). Turnitin produces an 'Originality Report' for each submitted piece of work which indicates all the matches in the student assignment to the web-based sources on its database, and thus can provide academic staff with the opportunity to help students develop proper citation methods as well as to safeguard students' academic integrity. Turnitin may be used as part of an investigation into an alleged case of academic misconduct but its primary use is to support students' academic development and enhance good academic practice. You must submit your assignment text to Turnitin and to report your Turnitin originality score on the assignment template.

## 8.7 Appeals

Oxford Brookes University Regulation C3 Academic Appeals can be found at <http://www.brookes.ac.uk/regulations/>. This procedure allows you to appeal against your assessment result if it is believed an error has occurred under one of the grounds stated in the regulations:

- the assessment was not conducted in accordance with the regulations for the programme
- the judgement of an examiner(s) was affected by personal bias
- there was an administrative error or some other irregularity in the conduct of the assessment causing the assessment decision to be significantly different

If you think that there was a flaw in the assessment process, you can submit an Academic Appeal. More information about the appeals process can be found at [Student Disputes](#). If you would like independent advice you are strongly advised to consult the [Brookes Union Advice Service](#) who can help you decide what your options are and help you put forward your case if you have grounds to do so.

## 8.8 Complaints

If you have any concerns or complaints about the course we encourage you to discuss the issue with the Lead Tutor or Academic Adviser initially. If this is not appropriate please raise the matter with the IPC Course Director who will investigate your concern. However, students may also initiate a formal student complaint to the University within two months of the event. You should submit a completed Complaints and Appeals Form via email to [studentdisputes@brookes.ac.uk](mailto:studentdisputes@brookes.ac.uk). The form, and more information about the process, can be downloaded from [Student Complaints](#) and for further advice contact the [Student Disputes](#) team. For independent advice you can also contact the [Brookes Union Advice Service](#).

## 8.9 Withdrawal from the Course

Work-based learning is an essential element of the course and the entry criteria therefore include the need for students to be employed. If you change employment during the programme it will be important to review with your new employer, and IPC, arrangements for your continuation on the programme, and for the completion of a new written agreement. Although IPC will endeavour to accommodate changed employment circumstances of students, it may not be possible for you to complete the course if you change employment during it, particularly if you leave the sector.



# Certificate in Commissioning and Purchasing for Public Care

## Student and Employing Agency Agreement

- 1 This agreement sets out the commitments of ..... , the employing agency, and ..... , the participant to the Oxford Brookes University Certificate in Commissioning and Purchasing for Public Care. It is designed to ensure that both parties are clear about the requirements of the course, and needs to be completed and signed when booking on the course.
  
- 2 The employing agency will:
  - a) Pay the course fees set by Oxford Brookes University.
  - b) Meet the travel expenses of the participant (if relevant).
  - c) Enable the participant to attend all the set days of the course, and make available sufficient learning time to help the participant to complete the assignment to deadline.
  - d) Support the participant with any specific access or communication needs they may have.
  - e) Support the participant throughout the course. Specifically, the participant's line manager, or a suitable substitute, will be involved in discussions to agree the work-based assessment topic.
  - f) Ensure the participant has access to the internet, and is supported to be able to use information technology to engage with the University's Virtual Learning Environment.
  
3. The course participant will:
  - a) Attend all the taught days of the course.
  - b) Notify IPC of any relevant access or communication needs they may have in relation to this course.
  - c) Undertake the background reading, research and self-study necessary to meet the requirements of the course.
  - d) Agree the topic for the assessed work-based project with their line manager, or a suitable substitute.
  - e) Meet the deadline for submission of the assignment.
  - f) Access the internet to download resources and submit the assignment.

4. Signed: ..... Participant  
 .....  
 ..... On behalf of employing agency  
 ..... Date