
Institute of Public Care

Care Purchasing and Brokerage Programme and Student Handbook 2023 - 2024

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Care Purchasing and Brokerage

1. Introduction and course overview

Care Purchasing and Brokerage is a 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.

At IPC we provide applied research and evaluation, consultancy, and training to help NHS trusts, government bodies, councils, charities and commercial organisations make a positive impact on people's health and wellbeing. If you would like to find out more about the work of IPC visit <https://ipc.brookes.ac.uk/>.

This two-day short course is aimed at care placement, brokerage or purchasing officers in either adults' or children's care services. It is designed to support officers to implement the national agenda and develop good practice when making care placements. Course materials are regularly updated to take account of new developments in health, education and social care. The course is set in the context of guidance and legislation by the Department of Health and Social Care 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 purpose of this handbook is to provide you with information that underpins the design, delivery and management of your course. Please familiarise yourself with the contents and to talk to us if you have any questions. This isn't the only handbook available to you. Alongside this handbook there is also the [University Handbook](#), which gives you information about the University's policies and regulations as well as student support and wellbeing services available to you.

The course comprises online or face-to-face group learning sessions, delivered over a two to four-week period, as well as self-study. You can choose to accredit your learning from this short course and gain a formal undergraduate level accredited award – worth 10 CATS credits – to help with your Continuing Professional Development (CPD). To do this you will need to attend additional support sessions and complete an assessed piece of work-based learning. 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/our-services/training-development>.

Module Title:	Care Purchasing and Brokerage
Module Number:	WFPC 5001
Joint Academic Coding System:	L900
Higher Education Classification of Subjects:	100476

2. Learning outcomes

On successful completion of the course you will demonstrate the following Brookes Graduate Attributes at level five:

Learning Outcome	Graduate Attribute
Have knowledge and awareness of the national context for care purchasing and brokerage including demand for and supply of placements and appropriate statutory duties and regulatory arrangements.	Academic literacy
Demonstrate understanding of the principles and theories of brokerage and purchasing as they relate in practice to their role and responsibilities when they are making care placements.	Academic literacy
Implement good practice including negotiation skills, managing referrals and contract monitoring to ensure that placements achieve best value for money and better outcomes.	Academic literacy
Demonstrate independent learning skills, including reflection on individual learning and practice.	Critical self-awareness and personal literacy

3. Entry requirements

The course is aimed at placement and brokerage officers in local authorities or related agencies. You will normally be expected to:

- Be employed in a role undertaking care placement, brokerage or purchasing in a 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 and supervision. We require candidates undertaking accreditation to complete a written agreement with their employer/manager prior to enrolling on the course to agree:

- The involvement of your line manager, or a suitable substitute, in supporting you throughout the course.
- 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 course.

- 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 participate in all the on-line learning activities, download resources and submit the assignment.

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 training and development experience in commissioning and purchasing with local authorities, NHS organisations and with a wide range of care providers. You will come away from the group learning sessions with an understanding of the IPC framework for commissioning and purchasing, and having tackled a series of realistic exercises designed to illustrate the techniques and tools available for making effective care placements. 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 learning sessions cover:

- Context and legislation, regulation and quality frameworks in social care
- Demand and supply in social care
- Commissioning – what is it and your role within the commissioning cycle
- Managing referrals in social care, including how to challenge them
- Purchasing and procurement
- Negotiation and accountability
- Contract management and monitoring, including the importance of collecting data
- Arrangements for transition e.g. from children's services to adult's social care or housing

4.1. Notional learning hours

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

- Seminars and workshops - 12 hours
- Group and individual support sessions - 6 hours
- Directed independent study - 12 hours
- Supervision – 4 hours
- Work-based activities – 66 hours

As you can see in the above notional learning hours, students are expected to complete additional and independent learning and research to inform their learning, contributions to training days and the assignment. It is the responsibility of each student to ensure they complete the work and research expected between each training days and support sessions.

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 grade if you are undertaking the accredited award.

We use a range of formative assessment tasks, including:

- Group discussions about how to challenge and manage referrals in social care.
- An informal presentation – as part of the group support session – to discuss potential placement activity that students will use for the summative assessment.
- A formative outline for your proposed placement activity that you will use for the summative assessment.
- Feedback about the potential challenges and barriers to implementing good practice in the proposed placement.

Your summative assessment is a work-based task, which can be tailored to meet the needs of your employing agency. You will be asked to write a reflective commentary that describes a care placement or placements you have made and how you managed the process. There are no examinations.

In addition to the two taught days, you will have an online group briefing about the summative assessment task and two individual 'virtual' tutorials with an Academic Adviser. You will be given confirmation of a specific hand-in date for assessed work, but the assessment deadline is approximately two months after the briefing session. Information about the summative assessment task, as well as other learning material, is 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 an individual 'virtual' tutorial (on the phone or via a video call) with an Academic Adviser a few weeks after the group briefing session. Your Academic Adviser will give you feedback following the tutorial. 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:

Write a reflective commentary that describes a placement or placements you have made and how you managed the process. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were.

The length of the assignment is limited by a set number of words to contribute towards the development of writing skills and to ensure all work is assessed equitably. We therefore require you to complete your assignment within the number of words specified in the assignment brief: between 1,800 and 2,200 words. There is no leeway above the maximum wordage allowed. If in doubt, you should discuss this with your Academic Adviser before submission. The final word count should be clearly indicated on your assignment Template.

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, but not diagrams. Appendices themselves will not be marked. However, inappropriate use of appendices will be taken into consideration when awarding the final mark.

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:

1. Demonstrate knowledge and awareness of the national context for care purchasing and brokerage including relevant statutory duties and regulatory arrangements.
2. Demonstrate understanding of appropriate brokerage and purchasing practice.
3. Evaluate the effectiveness of the brokerage and purchasing activities undertaken.
4. Provide a reflective commentary that demonstrates personal development and learning.

We require you to submit your work electronically, on the assignment template, via the University's Virtual Learning Environment (Moodle). 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.

Use of AI Tools

Your responsibility to do your own work and give credit to others for their work applies to whatever is used in the production of assignments, including sources or Artificial Intelligence (AI) tools such as ChatGPT.

From January 2023, if you use any AI tools for your assessment, you need to state your use in a declaration form in Moodle when you submit your work. This is similar to referencing your sources in your bibliography. In the declaration, you need to specify which tools you have used and how you have used them in your assignment (for example, what you asked the tool to do). You should also check your module guidance or with your Module Leader to see if AI tools can be used for your assessment(s) as there may be some assessments where AI tools cannot be used. Undeclared, deceptive use of AI tools is not allowed, and may lead to an academic conduct investigation.

5.2. Marking and moderation

The pass mark for the assignment and hence for the whole award is 40%. You must pass each assessment criterion to pass the assignment. An assignment template is available for you to download from the University's Virtual Learning Environment (Moodle), which defines the required performance level for each assessment criterion.

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.

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. Failure to resubmit the work or to pass the assessment, upon reassessment, will mean that you do not pass the course. The University policy on Resits and Retakes can be found here: <https://www.brookes.ac.uk/students/your-studies/resits-and-retakes/>.

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, appointed from an outside organisation, to ensure that the standards applied are comparable to those at other institutions: <https://www.brookes.ac.uk/regulations/your-study/fairness-in-assessment>.

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

Please ensure you submit your assignment no later than the set deadline. Assignment hand in dates are fixed deadlines, but students may exceptionally secure an extension if last minute untoward circumstances affect your ability to submit on time. If you are experiencing exceptional circumstances that are affecting your ability to study or undertake the assignment then you can apply for an extension. For an extension of more than three calendar days you will have to provide evidence of the exceptional circumstances. More detail can be found at: <https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>.

If you do not submit your assignment, or you hand it in late, without applying for an extension, you will fail the assessment.

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 Quality and Learning Infrastructure Committee. As well as the Annual

Review process of the Faculty, the programme will also undergo quinquennial revalidation by the University to assess the effectiveness of the programme in enabling students to achieve the intended learning - in line with the University's [Quality and Standards Handbook](#).

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.

7.1.2. IPC Course Administrator

The administration of all IPC courses is dealt with by the Course Administrators - Sasha Carter and Lynne Bennett can be contacted on 01865 488353 and by email at ipc_courses@brookes.ac.uk.

7.1.3. Lead Tutor

Each course will have a named 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

You will be allocated an Academic Adviser. The Academic Adviser is a member of IPC, who will normally be one of the tutors throughout your training programme. Your Academic Adviser will be automatically allocated to you, and you will be informed who this is in your first Assignment Support Session.

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.

The Academic Advising Offer at Oxford Brookes:

1. Student Advisees and Staff Academic Advisers will be allocated at the start of each accredited course.

2. There will be a minimum of two scheduled Academic Advising Tutorials that each Advisee is expected to attend, spread across the duration of the course.
3. Academic Advising Tutorials will be embedded within the course and notice given of the dates well in advance.
4. Academic Advising may include group and/or one-to-one tutorials. The format will vary across courses to best fit the needs of each programme and module. They may be in person, or online.
5. Participation in the timetabled Academic Advising Tutorials will be documented for monitoring purposes.
6. Advisees will receive communications from their Academic Adviser throughout the course offering timely signposting to relevant information advice and guidance and reminding advisees of the role, availability and contact details of their adviser.
7. Advisees are invited to contact their Academic Adviser to discuss their academic progress, successes or concerns that they might need to address.
8. The Academic Adviser might sign post the Advisee to other more specialised University services and support when and where appropriate, for example when their developmental or support needs exceed the academic responsibility and expertise of the Academic Adviser.

7.2. University support structures

There is an extensive support network for students at Brookes: <https://www.brookes.ac.uk/students/support/>. This includes disability services, mental health and wellbeing support as well as student communities, student advice and support with study skills. We encourage you to take advantage of support available within the University if you are undertaking the accredited award. The [Student Central Advice](#) Team can give you information and advice whilst you are studying at Brookes and the [Brookes Student Union Advice Service](#) offers a free, confidential service which is independent from the University.

7.2.1. Centre for Academic Development

The Centre for Academic Development is the University's confidential study advice service. The Centre offers online tutorials, classes and resources to help you with how to study effectively. They have many different resources and dedicated staff team to help you covering anything from writing skills to presentation skills, Maths as well as English Language skills. It's worth having a browse on the [Centre for Academic Development home page](#) to get an idea of what they have to offer.

7.2.2. Inclusive Support 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 Inclusive Support 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 (ISP) to meet your needs and will also advise you about how the University systems can support students with disabilities, dyslexia or other learning difficulties. For instance, an ISP extension of three weeks is applicable to the

assessment task on this programme. Contact <https://www.brookes.ac.uk/students/inclusive-support-service> / or email inclusivesupport@brookes.ac.uk.

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 that can be found at [Getting Started with Moodle](#).

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. IT Services at Brookes is where you can get help for anything related to computers and IT such as email and Google Calendars: <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. 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/library/library-services/information-skills/citing-references-in-your-work-and-plagiarism/>. 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).

7.3.4. The Brookes 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 Brookes Charter sets out the implications of those commitments. More information can be found at <https://www.brookes.ac.uk/students/your-studies/brookes-charter/>.

8. Course regulations

Oxford Brookes University regulations for study, including those on assessment and progression, and conduct, as well as general regulations and academic policies apply, 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.

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.

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. The University policy on Resits and Retakes can be found here: <https://www.brookes.ac.uk/students/your-studies/resits-and-retakes/>.

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.

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 the [Student Investigation and Resolution Team](#) to investigate.

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 policy about proofreading is available at <https://www.brookes.ac.uk/students/academic-development/online-resources/editing-and-proofreading/>. 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.

8.7. Appeals

Oxford Brookes University Regulation 6.17 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
- there was an administrative error or procedural irregularity in the assessment process, which significantly impacted the assessment decision
- the judgement of the assessor was affected by personal bias
- the student's performance in the assessment was affected by relevant exceptional circumstances, which, for valid reasons, were not made known to the examination committee

The process for submitting an academic appeal is managed by the Student Investigation and Resolution Team

<https://www.brookes.ac.uk/students/sirt/academic-appeals/>. 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. Concerns and 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. The process for submitting a complaint is managed by the Student Investigation and Resolution Team;

<https://www.brookes.ac.uk/students/sirt/student-complaints/>. 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.



Care Purchasing and Brokerage

Student and Employing Agency Agreement

1. This agreement sets out the commitments of, the employing agency, and, the participant to the Oxford Brookes University course Care Purchasing and Brokerage. 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) Ensure the participant has access to the internet and is able to participate in all the on-line learning activities.
 - c) Support the participant with any specific access or communication needs they may have.
 - d) Make available sufficient learning time to help the participant to complete the assignment to the deadline.
 - e) Support the participant throughout the course.

3. The course participant will:
 - a) Access the internet to participate in all the on-line learning activities, download resources and submit the assignment.
 - b) Notify IPC of any relevant access or communication needs they may have in relation to this course.
 - c) Undertake the background reading and self-study necessary to meet the requirements of the course.
 - d) Meet the deadline for submission of the assignment.

Signed: Participant

.....On behalf of employing agency

.....Date

OXFORD
BROOKES
UNIVERSITY



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