Institute of Public Care

Postgraduate Certificate in Managing Practice Quality in Social Care

Programme and Student Handbook 2022 – 2023

JACS code: L590
HECoS code: 100501

Postgraduate Certificate in Managing Practice Quality in Social Care

1   Introduction and programme overview

The Postgraduate Certificate in Managing Practice Quality in Social Care is 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 national programme has been commissioned from IPC by Social Care Wales in consultation with the Association of Directors of Social Services (ADSS) Cymru. It has been designed to ensure that it supports social care, including social work, management development and helps improve service quality and outcomes in Wales. The programme is aimed at front line managers and senior practitioners. The primary role of the programme is to:

- Help managers to develop an in-depth understanding of the key drivers influencing practice quality in social care.
- Help managers develop their critical thinking skills, and to make better case management decisions.
- Enable managers to apply a range of tools and techniques to improve practice quality within their teams, and to develop their ability to manage practice quality within social care settings.

Improvement in the quality of services is at the heart of social care reform, and it is front-line managers and senior practitioners who are responsible for delivering this improvement to service users. The programme is designed specifically to help front-line managers and senior practitioners in social care settings to improve the management of practice quality in adults' and children's social care. It has been developed in partnership with employers and in consultation with social care staff and service users in Wales.

The Postgraduate Certificate is studied over an eighteen month period. It has three compulsory modules, all at level 7. On successful completion of the programme, you will gain a Postgraduate Certificate in Managing Practice Quality in Social Care – worth 60 CATS credits at postgraduate level 7 – to help with your Continuing Professional Development (CPD). A table outlining the programme structure is shown below. The

module An Introduction to Managing Practice Quality (WFPC7001) is a pre or co-requisite for the other modules. This means that you cannot start other modules unless you have also started WFPC7001.
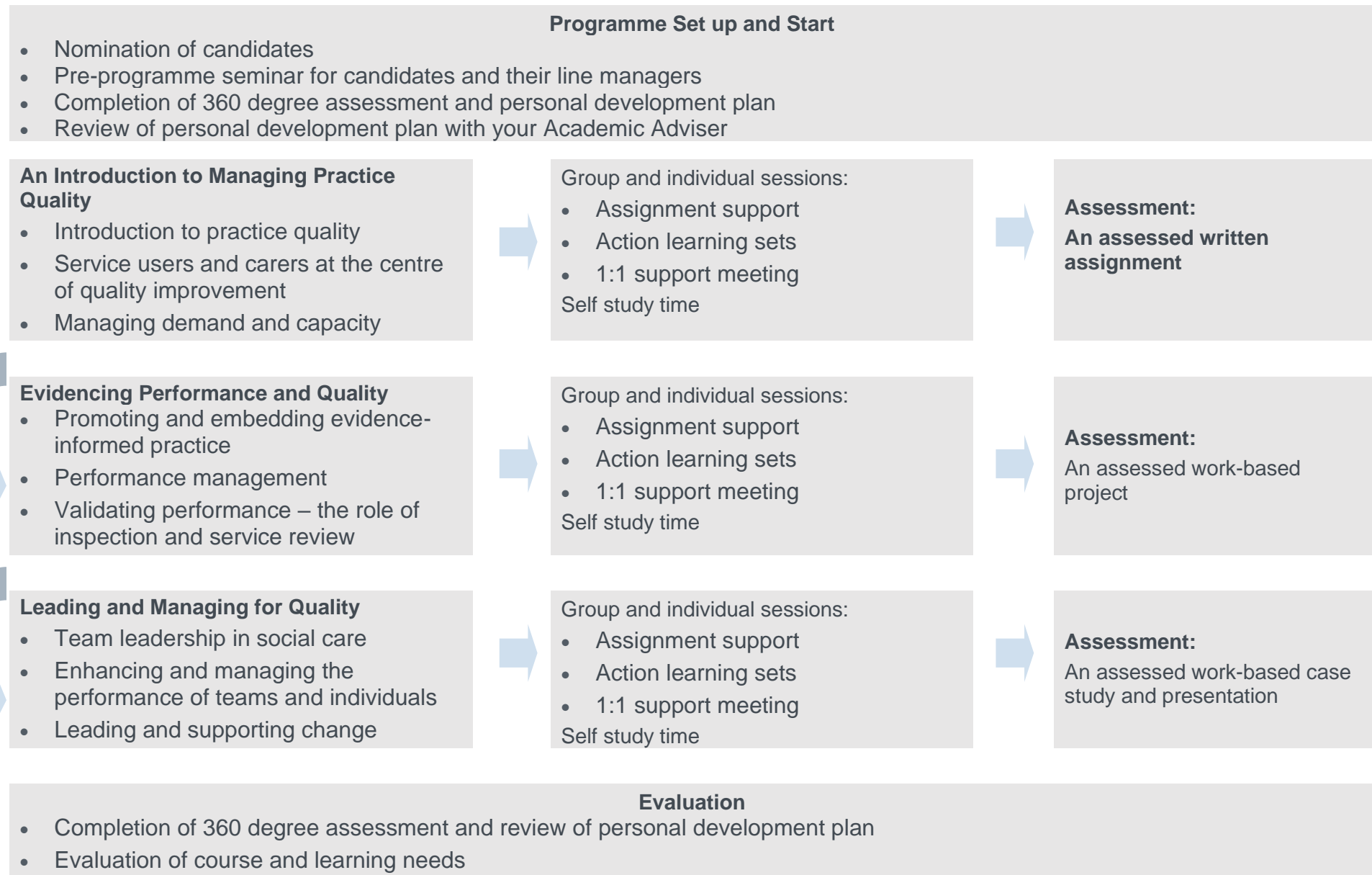
Module Name	Module Code	Credits	Status
An Introduction to Managing Practice Quality	WFPC7001	20	Compulsory
Evidencing Performance and Quality	WFPC7002	20	Compulsory
Leading and managing for Quality	WFPC7003	20	Compulsory

The programme starts with detailed set-up and engagement activities, including an initial online seminar for you and your line manager. You will then be asked to complete a 360 degree assessment before the first module begins. The 360 assessment is an on-line questionnaire which you, your line manager and a selection of colleagues will complete. It will help you develop a personal development plan detailing your learning needs. Your line manager will need to agree the personal development plan from their knowledge of you in the work place to ensure that it includes appropriate development objectives. To gain the award you are required to complete the 360 degree assessment and personal development plan. However, these will not be graded and will not contribute to your final grade.

Each of the three modules of the programme have online group learning sessions, facilitated action learning sets and assessed work. You will have stimulating group learning sessions for each module that combine theoretical input with case studies and practical application exercises. You will also attend a group support day for each module and have an individual support session with an Academic Adviser to ensure that you are able to apply your learning effectively in your workplace.

You will also undertake one assessment for each module, which will contribute to your final grade for the award - see section 4 for more information on assessment, grades and marking. We encourage you to complete your assessments, and receive individual support, in the Welsh language. The assessments are set and agreed in the context of your work setting and so can be individually tailored to meet the needs of your employing agency. For module WFPC7002 - Evidencing Performance and Quality – you will undertake a work-based project, and your line manager will be asked to complete an observation statement of your work on this project.

The programme ends with an evaluation of the programme activities and your learning needs, including revisiting the 360 degree assessment and your personal development plan. A diagrammatic representation of these programme activities is shown below.

Programme Set up and Start

- Nomination of candidates
- Pre-programme seminar for candidates and their line managers
- Completion of 360 degree assessment and personal development plan
- Review of personal development plan with your Academic Adviser

An Introduction to Managing Practice Quality

- Introduction to practice quality
- Service users and carers at the centre of quality improvement
- Managing demand and capacity

Group and individual sessions:

- Assignment support
- Action learning sets
- 1:1 support meeting

Self study time

Assessment:

An assessed written assignment

Evidencing Performance and Quality

- Promoting and embedding evidence-informed practice
- Performance management
- Validating performance – the role of inspection and service review

Group and individual sessions:

- Assignment support
- Action learning sets
- 1:1 support meeting

Self study time

Assessment:

An assessed work-based project

Leading and Managing for Quality

- Team leadership in social care
- Enhancing and managing the performance of teams and individuals
- Leading and supporting change

Group and individual sessions:

- Assignment support
- Action learning sets
- 1:1 support meeting

Self study time

Assessment:

An assessed work-based case study and presentation

Evaluation

- Completion of 360 degree assessment and review of personal development plan
- Evaluation of course and learning needs

The ethos of the programme is to support the learning of students through a working partnership involving the student, their employing agency and IPC as programme provider. Employing agencies have ongoing involvement in the programme, and the student group will support each other, throughout the duration of the programme, to share skills, knowledge and practice. Students have the opportunity to engage in personal development, but also to embed the approaches and tools learnt on the programme in their own organisation. The approach balances personal as well as organisational development needs.

2   Programme learning outcomes

On successful completion of the programme you will demonstrate the following Brookes Graduate Attributes at postgraduate level:

2.1   Academic literacy
- Have an in-depth knowledge of the national agenda influencing practice quality in social care settings, and a critical understanding of the implications for your team and/or organisation.
- Demonstrate a critical understanding of the principles and theories of managing practice quality in social care.
- Critically analyse your team and/or organisation's practice quality arrangements.

2.2   Research literacy
- Critically evaluate current practice in relation to your work-based practice quality project.
- Use appropriate technology to search for and critically evaluate information relevant to practice quality in social care.

2.3   Critical self-awareness and personal literacy
- Analyse and evaluate personal competence and design and manage your own personal development strategy.
- Demonstrate learning skills, including learning independently, problem-solving and making decisions.
- Provide a critical reflection on individual and organisational learning and practice.

2.4   Digital and information literacy
- Present structured arguments and communicate work and findings to others.
- Use appropriate technology to search for and critically evaluate information relevant to practice quality in social care.
- Engage in online learning activities, developing confidence in e-learning abilities.

2.5   Active citizenship
- Provide a rationale for your work-based practice quality project, including service user input to the project scope, design or development.
- Ability to effectively manage teams that deliver good outcomes for service users in light of local and national social, economic, political and cultural perspectives.

3   Entry requirements

The programme is aimed at team managers and aspiring managers in social care settings, including senior practitioners. You will normally be expected to:

- Have a recognised professional qualification in social work (or similar for non-social work staff) and registration with Social Care Wales, the General Social Care Council, the Scottish Social Services Council or the Northern Ireland Social Care Council (or equivalent body for non-social work staff where applicable).
- Have a minimum of three years post qualifying experience.
- Occupy a front line management or senior practitioner position in a social care setting in Wales, or have been identified as an 'emergent leader' with impending career progression, and have the support of your employing organisation.
- Have the ability to study at postgraduate level.

Your employing agency is expected to provide you with appropriate support whilst undertaking the programme, and in particular that your line manager supports you throughout the programme by offering both formal and informal advice, support, agreement to - and observation of - the work-based project and review of progress on assessments. The support required will be discussed in detail at the pre-programme seminar. It is required that you and your employer complete a written agreement prior to enrolling on the programme to agree:

- The involvement of your line manager, or a suitable substitute, in supporting you throughout the programme.
- That free time for self-study and completion of assessments will be made available to you.
- That any specific access or communication needs you have that are relevant to the programme 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 teaching and learning resources, attend the virtual sessions 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 programme. Whether these concern the venue or coursework please contact the IPC Course Administrator to flag your needs.

4   Teaching, learning and assessment

4.1   Teaching and learning

The programme aims to promote a supportive environment in which students and tutors work collaboratively to develop learning. The teaching, learning and assessment strategy of the programme reflects its student-centred, practice-focused approach. Opportunities for sharing skills, knowledge and experience are encouraged and in order to make the most of these within the group, a variety of teaching and learning techniques will be employed:

- Group activities (e.g. action learning sets and seminars) are used as a means of sharing knowledge, experience and skills, and developing critical skills.
- Self-reflection is encouraged as a means of keeping a focus on the development of individual practice.
- You have the opportunity to negotiate the specific details of project work to ensure that they are relevant to the development of your organisation.
- Individual support sessions are used to ensure that you are able to apply your learning effectively in the workplace.

The modules are designed to promote postgraduate levels of study skills, including the ability to engage in self-reflection. The use of reflection as a learning tool is fundamental to the programme. Throughout the programme, you will use reflective practice individually and in group situations during action learning sets and within the module teaching sessions.

4.2   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 programme 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. Your summative assessments are coursework: 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 summative assessments.
- An informal presentation – as part of an action learning set – to discuss a practice quality issue.
- Self and peer assessment during and at the end of the programme using the 360 degree assessment.

- A formative but compulsory submission of a project outline and project plan for your proposed project that you will use for the summative assessment. Practice observation by your line manager.
- A formative but compulsory submission of a personal development plan.

An online group briefing session and two individual 'virtual' tutorials with an Academic Adviser will be provided per module; the aim of which is to help you to understand the summative assessment task, agree the focus of the summative assessment, and apply effective study skills.

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

For each module you will have the opportunity to have a 'virtual' tutorial (on the phone or via a video call) with an Academic Adviser a few weeks after the briefing session. Your Academic Adviser will give you feedback from the tutorial and on your project outline and plan if relevant. 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 assessments.

4.3   Grades, marking and moderation

The pass mark for each module and hence for the whole award is 50%, and the following grades apply to modules:

- 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

Your work will be assessed on a percentage basis and each criterion will be given a grade as above. Your grade for each module will be the weighted average of the grades given to the criteria. A module grading matrix is available for you to download from the University's Virtual Learning Environment (Moodle), which defines the required performance level per grade for each assessment criterion.

You will receive detailed and constructive feedback for each module 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. Note that due to the nature of the summative assessments your assignments 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. If successful in a re-assessment the maximum grade awarded for the module 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 module. If you are awarded less than 30% for a module at the first attempt, i.e. a Fail, you may, at the discretion of the Examination Committee, be asked to re-attend the module. 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 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.

4.4   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.

4.5   Confidentiality

IPC is required to report on students' attendance on the programme, progress in submitting assessments, and results to their employing agency and Social Care Wales. However, the content of assessed work will only be accessed by Oxford Brookes University staff and our External Examiner and will not be made available for others to read outside this community without your permission. IPC will encourage students to disseminate, via Social Care Wales, summaries of innovative and effective work-based projects.

4.6   Language policy

IPC will ensure that the requirements of Social Care Wales in relation to the Welsh language are met in the delivery of the programme. All written assessment instructions and joining material will be made available to you in both Welsh and English. We encourage you to complete your assessments in Welsh and written assessments will be marked in Welsh and not translated. Individual academic support and coaching will be available in both Welsh and English.

5 Module WFPC7001 An Introduction to Managing Practice Quality

This module provides students with knowledge of the national agenda and key drivers relevant to practice quality within social care settings, and provides effective approaches to these challenges. It provides theoretical and policy background, tools and techniques for managing aspects of practice quality. The module employs a variety of teaching and learning techniques, you will have the opportunity to:

- Take part in group activities (e.g. seminars) to share knowledge, experience and skills.
- Evaluate the 360 degree assessment and design your own personal development plan – a formative but compulsory assessment.
- Contribute to action learning sets to develop an awareness of aspects of reflective practice.
- Assess fictitious or previous years' student work against the assessment scheme for the summative assessment.
- Write an assignment relating to the module content.

5.1 Module learning outcomes

On successful completion of this module you will demonstrate the following Brookes Graduate Attributes at postgraduate level:

Learning Outcome	Graduate Attribute
1. Have an in-depth knowledge of key national guidance and requirements, and a critical understanding of the implications for your team and/or organisation	Academic literacy
2. Demonstrate a critical understanding of the principles and theories of managing practice quality in social care	Academic literacy
3. Critically analyse your team and/or organisation's practice quality arrangements	Academic literacy
4. Identify and critically evaluate practical improvement proposals in your practice area	Research literacy
5. Analyse and evaluate personal competence and design and manage own personal development strategy	Critical self-awareness and personal literacy

5.2   Module content

Content for this module will cover:

An Introduction to Practice Quality: definitions of quality, quality frameworks, and reviews of when quality fails. A self-assessment of your team or service's current approach to the management and leadership of practice quality.

Managing Practice Quality in Context: the national agenda and the impact of change within safeguarding, personalisation, the integration of service organisation and the emergence of outcomes-based approaches.

Service Users and Carers at the Centre of Quality Improvement: identifying aspects of service user participation and how this can be both embedded and applied to areas of team development. National principles of public engagement and participation standards for Wales. Exploring the strategic framework for Welsh language services and the concept of co-production.

Managing Demand and Capacity: key policy implications for the management of demand and capacity within social care and strategic approaches to the management of demand and capacity. Identification and application of tools, including: managing service and administrative gateways through eligibility and priority criteria and the use of triage, charging policies, process mapping and the identification of constraints and bottlenecks. Identification and application of caseload and workload management tools and approaches to provide a picture of whole team activity that enables the identification of trends in resource commitment, adjustments in activity and areas for improvement.

5.3   Notional learning hours

You can expect to spend the following amount of time on this module:

- Taught sessions - 14 hours
- Individual support meetings - 10 hours
- Directed independent study - 66 hours
- Preparation for and undertaking of summative assignment – 110 hours

5.4   Module assessment task

The summative module assessment task is to produce a written assignment:

Submit a written assignment of between 2,500 and 3,500 words which, in the context of national policy and best practice, provides an analysis of the practice quality arrangements relevant to your team and/or organisation. References will be expected to key local and/or national documents and other relevant literature to illustrate reading and understanding of the principles and theory of managing practice quality and national guidance.

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 2,500 and 3,500 words. There is no leeway above the maximum wordage allowed. If in doubt, you should discuss this with the Lead Tutor 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). 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. 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 assignments for improper use of sources or potential plagiarism by comparing it against continuously up-dated databases (including web-pages and other student work).

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.

5.5   Module validation history

This module was first approved in 2010.

6   Module W WFPC7002 Evidencing Performance and Quality

This module provides students with a sound knowledge–base and grounding in the importance of using effective evidence in practice. Skills in critical appraisal and applying evidence to solving the challenges inherent in social care practice form the basis of this module. The module employs a variety of teaching and learning techniques, you will have the opportunity to:

- Take part in group activities (e.g. seminars and case studies) to share knowledge, experience and skills.
- Contribute to action learning sets to develop an awareness of aspects of reflective practice.
- Evaluate the self-assessment of learning needs identified in module WFPC7011 and critique your professional development.
- Assess fictitious or previous years' student work against the assessment scheme for the summative assessment.
- Undertake a work-based project to implement good management of practice quality.

- Submit a formative, but compulsory, project outline and project plan for your proposed project that you will use for the summative assessment.

6.1   Module learning outcomes

On successful completion of this module you will demonstrate the following Brookes Graduate Attributes at postgraduate level:

Learning Outcomes	Graduate Attribute
1. Demonstrate a critical understanding of a range of techniques to embed evidence-informed practice	Academic literacy
2. Critically evaluate current practice in relation to your work-based practice quality project	Research literacy
3. Evidence service user input to a practice quality project scope, design and development	Active citizenship
4. Use evidence-informed learning to implement good practice	Research literacy
5. Critically reflect on your own, and the organisation's, development and learning	Critical self-awareness and personal literacy

6.2   Module content

Content for this module will cover:

Promoting and Embedding Evidence-informed Practice: potential barriers to the access, assimilation and application of a relevant evidence base together with practical strategies to overcome these barriers, including: a commitment to continuous professional development; the sharing of up to date research information; the acquisition and use of critical appraisal skills; a learning environment; and service user participation. Identification and application of tools to embed evidence-based practice, including the use of pathways.

Performance Management: introduction to performance management and the concepts of outputs and outcomes. An introduction to a standards-based approach to evaluating performance and barriers to applying it, including: data inaccuracy; timeliness of reporting requirements; failure to facilitate use of data to improve services; and perceived lack of incentive to address poor practice. Identification and application of tools to understand and improve service quality.

Validating Performance – The Role of Inspection and Service Review: understanding the components to the regulatory and inspection regime and how to prepare effectively for inspection. We also explore benchmarking as a tool to change

practitioner perspectives, challenge current practices and processes, and create service improvement goals.

6.3   Notional learning hours

You can expect to spend the following amount of time on this module:

- Taught sessions - 14 hours
- Individual support meetings - 10 hours
- Directed independent study - 36 hours
- Preparation for and undertaking of summative assignment – 120 hours

6.4   Module assessment task

The summative assessment task is to:

Submit a written assignment, of between 3,000 and 4,000 words, which explains and reflects upon a work-based practice quality project that you have undertaken. The rationale for the work must be clearly set out in the context of national policy and/or best practice, including service user input to the project scope, design or development. The project must have been accepted by your line manager as appropriate to the needs of your team or organisation, and have been undertaken during the timeframe of the programme. Supporting information will be expected that gives evidence of the project activities and implementation of good practice, including an observation statement from your line manager.. References will be expected to key local or national documents and relevant academic literature to demonstrate that you have undertaken wider reading and / or research.

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 3,000 and 4,000 words. There is no leeway above the maximum wordage allowed. If in doubt, you should discuss this with the Lead Tutor 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). 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.

6.5 Module validation history

This module was first approved in 2010.

7 Module WFPC7003 Leading and Managing for Quality

This module considers the characteristics of management within teams, relationships and roles, and skills for implementation. It explores the principles of change and responses by individuals and teams and provides useful tools. The module employs a variety of teaching and learning techniques, you will have the opportunity to:

- Take part in group activities (e.g. seminars and case studies) to share knowledge, experience and skills.
- Assess fictitious or previous years' student work against the assessment scheme for the summative assessment.
- Present a case study, which is work-based, and will explore issues relating to module topics.
- Write an assignment relating to the case study.

7.1 Module learning outcomes

On successful completion of the module you will demonstrate the following attributes at postgraduate level:

Learning Outcomes	Graduate Attribute
1. Critically evaluate the benefits of different leadership and management styles	Academic literacy
2. Demonstrate a critical understanding of how to manage change within organisations and teams	Academic literacy
3. Effectively manage individuals and teams that deliver good outcomes for service users in light of local and national social, economic, political and cultural perspectives	Active citizenship
4. Present structured arguments and communicate work and findings to others	Digital and information literacy
5. Critically reflect on your own, and the organisation's, development and learning	Critical self-awareness and personal literacy

7.2 Module content

Content for this module will cover:

Team Leadership in Social Care: The role of social work teams and the statutory, regulatory and socio-cultural factors that influence their functioning. Strengths and weaknesses of approaches to managing people and teams, and key ingredients for effective management. Awareness of different management styles and their suitability in differing situations.

Enhancing and Managing the Performance of Teams and Individuals: the role of effective supervision as an intervention for change in practice quality and performance improvement as well as being a key factor in the retention of skilled staff - individual supervision and appraisal, group supervision, and team development techniques. Approaches to effective management of poor performance.

Leading and Supporting Development and Change: theory and principles of change applicable to social care organisations. Factors that support leadership and barriers to change which emerge within teams and professional cultures. Managing change through solutions and reviewing service change through service user, team and organisation engagement.

7.3   Notional learning hours

You can expect to spend the following amount of time on this module:

- Taught sessions - 14 hours
- Individual or small group support meetings - 10 hours
- Individual preparation - 8
- Directed self study- 68 hours
- Preparation for and undertaking of summative assignment – 100 hours

7.4   Module assessment

The summative module assessment task is to present a case study which illustrates your own management and/or leadership skills. The presentation will be supported by a written description of the case study and reflection on the process, with a critical evaluation of the consequences for practice. The case study should refer to activity undertaken within the timeframe of the programme.

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 2,000 and 3,000 words. There is no leeway above the maximum wordage allowed. If in doubt, you should discuss this with the Lead Tutor 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.

You will be expected to submit a project outline and project plan to the University's Virtual Learning Environment (Moodle) in advance of the summative assessment hand-in-date.

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

7.5   Validation history

This module was first approved in 2010.

8   Programme management and review

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

The management of the programme will be the responsibility of the programme 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 programme, and an Examination Committee is responsible for maintaining the academic standard of the programme. 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.

The IPC Course Director will report to the National Programmes Management Committee (NPMC) on a regular basis. NPMC membership consists of Association of Directors of Social Services Cymru (ADSSC), Heads of Services, Workforce Development Managers within local authorities, and Social Care Wales.

If you have any concerns or complaints about the programme we would encourage you to discuss the issue with the Module Leader 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 10.10.

9   Student support

9.1   IPC tutors and administrators

9.1.1   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.

9.1.2   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.

9.1.3   Module leader
Each module will have a Module Leader who will be responsible for the delivery of the taught sessions, and should be your first point of contact for questions relating to the taught content.

9.1.4   Academic Adviser
You will be allocated an Academic Adviser. You will have two 'virtual' tutorials with your Academic Adviser per module, 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.

9.2   University support services

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.

9.2.1   Centre for Academic Development
The Centre for Academic Development is the University's confidential study advice service for anyone who wants advice on academic writing, maths and study skills such as planning and writing essays, assignments and dissertations, and more. For more information about the services offered, check the centre's website at https://www.brookes.ac.uk/students/academic-development/. The Centre offers online tutorials, classes, and resources.

9.2.2   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.

9.2.3   Alumni

As a graduate of Oxford Brookes University, you will have joined a community of over 110,000 Brookes alumni who live and work in literally every corner of the world. Wherever they are, they contribute, achieve, and excel in their chosen fields. It is an exciting time for alumni of Brookes: the alumni offer is diversifying and alumni participation is growing. There are more alumni events running than ever before and new benefits and services are regularly being introduced. News, events, services and interactive features are available on the alumni website. It is the starting point for engaging with your alumni community as well as being the place to sign up for your Alumni Membership Card, which gives you access to many of the benefits and services. Visit www.brookes.ac.uk/alumni for details.

You can also look forward to receiving the University magazine *Observe*, which is sent to our alumni annually. It is full of alumni and university stories and news to keep you in touch with your university. If you change address, please let us know so that we can update our records. If you ever have any questions where we can help, don't hesitate to contact us on 01865 484878; by email at alumni@brookes.ac.uk or visit www.brookes.ac.uk/alumni.

9.3   Learning resources

9.3.1   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. For help visit: https://www.brookes.ac.uk/it/.

9.3.2   Library

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/

9.3.3   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).

9.4   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 http://www.brookes.ac.uk/students/your-studies/brookes-charter/

10   Programme 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/..

10.1   Conditions for the award

The overall grade for the award will be based on an average of the three summative assessments. A grade of Fail, Refer, Pass, Merit or Distinction will be awarded. To gain the award you must meet the assessment criteria within the set deadlines. In addition, to gain the award you are required to complete a project outline and plan for your work-based project. We require you to submit your work electronically, using the assignment templates.

10.2   Re-submissions

Students who do not pass a 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%.

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

10.4   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/

10.5   Duration and mode of Study

The programme is studied on a part-time basis. It is designed to be completed in approximately eighteen months of study. To qualify for the award a student must have completed and passed all modules within three years of enrolling on the programme.

10.6   Withdrawal from the programme and suitability procedures

Withdrawal from the programme may be voluntary or necessitated by failure to pass assessment criteria. Students will receive an assessment scheme for any completed summative assessment. If you leave the programme early (without completing all modules and receiving the full award) you will receive a transcript and exit letter that confirms the name, level, credit and outcomes of the module(s) successfully completed.

Work-based learning is an essential element of the programme and the entry criteria therefore include the need for students to be employed in a social care setting. 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 (appendix 1). Although IPC will endeavour to accommodate changed employment circumstances of students, it may not be possible for you to complete the programme if you change employment during it, particularly if you leave social care.

Oxford Brookes University Standards Relating to Professional Practice apply to this programme. If, during the programme, we have any concerns about your suitability to practice as a social worker, or other professional, we will inform your employing agency and Social Care Wales (or appropriate professional body).

10.7   Accreditation of prior learning and experience

Applicants with prior credit from other courses may be admitted with credit for, and therefore exemption from, part of this programme, via the APL process. The

assessment of prior learning (APL) or prior experience (APEL) will be conducted in accordance with the principles, procedures and guidance in the University's Credit Accumulation and Transfer Guidelines. Where credit is given for accreditation of their prior experience (APEL), the student may be required to undertake assessment in order for a grade to be determined.

10.8   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 bibliography 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 or Welsh, 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, the Faculty of Humanities and Social Sciences requires 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 students in 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 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. The University's Turnitin policy can be found here https://www.brookes.ac.uk/students/your-studies/turnitin/

In instances where a tutor suspects plagiarism in a student's work and decides to refer it to the Student Investigation and Resolution Team, the tutor must download a copy of the student's Turnitin originality report and send it directly to the student. This is to help the student to prepare if they are called for investigation.

10.9   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:

- there was an administrative error or procedural irregularity in the assessment process, which significantly impacted the assessment decision
- the process of assessment was affected by 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. 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.

10.10   Concerns and complaints

If you have any concerns or complaints about the programme we encourage you to discuss the issue with the Module Leader 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. For independent advice you can also contact the Brookes Union Advice Service.

**Postgraduate Certificate in Managing
Practice Quality in Social Care**

OXFORD BROOKES UNIVERSITY

ipc institute of 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 Postgraduate Certificate in managing
Practice Quality in Social 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 programme.

2 The employing agency will:
   a)   Pay the programme fees set by Oxford Brookes University.
   b)   Make available at least 1 study day per module to help the participant to complete
         assessments to deadlines.
   c)   Support the participant with any specific access or communication needs they may
         have.
   d)   Ensure the participant has access to the internet and is able to participate in all the
         online learning activities.
   e)   Support the participant throughout the programme. Specifically, the participant's
         line manager will contribute to the 360 degree assessment at programme start and
         end, will be involved in discussions about the assessment topics and will complete
         a workplace observation of practice.

3. The participant will:
   a)   Access the internet to participate in all the on-line learning activities, download
         resources and submit assignments.
   b)   Notify IPC of any relevant access or communication needs they may have in
         relation to this programme.
   c)   Undertake the background preparation, research and self-study necessary to
         meet the requirements of the programme.
   d)   Agree the topic for the assessed work-based project and case study with their
         programme sponsor, or a suitable substitute.
   e)   Meet the deadlines for submission of the assignments.

4. Please note that IPC are required to report on participants' attendance on the
   programme and progress in submitting assessments to the employing agency and the
   programme sponsor.

5. Signed: …………………......…….……....….……   Participant

                  ………………….………….....……....…   On behalf of employing agency

                  ………………….………….....….…....…   Date

Trusted partner in public care

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