Institute of Public Care

Postgraduate Certificate in Strategic and Operational Leadership in Social Care

Programme and Student Handbook 2021 – 2022

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Postgraduate Certificate in Strategic and Operational Leadership in Social Care

1   Introduction and programme overview

The Postgraduate Certificate in Strategic and Operational Leadership 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. The programme has been commissioned from IPC by Social Care Wales on behalf of the National Programme Management Committee (NPMC) for Wales.

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/.

The transformation of social care set out by the Social Services and Well-being (Wales) Act 2014 requires everyone working in social care to think and behave differently in terms of the commissioning and delivery of services. Middle managers play a key role in this as local leaders within their own organisations and across local partnerships. This national programme has been designed specifically to help you improve your strategic and operational leadership within the context of the requirements of the Act. The programme aims to:

- Help middle managers in social care develop capacity to address policy and practice challenges in a changing environment.
- Help middle managers develop strategic leadership and management skills to lead social care services into the future.
- Build a cohort across Wales with developed skills, qualities and awareness - set within a common and shared framework.

On completion of the programme you will have a better understanding of the characteristics of effective leadership and have improved your own capacity and capability in your role. You will be more aware of the opportunities for transformational change, and have the skills and tools to implement change locally. The programme will also develop your transferable personal skills such as project management, evaluation and critical thinking.

The programme is studied over an eighteen month period. It has three compulsory modules, all at postgraduate level. On successful completion of the programme you will gain a Postgraduate Certificate in Strategic and Operational Leadership in Social Care – worth 60 credits at postgraduate level – to help with your continuing professional

development (CPD). A table outlining the programme structure is shown below. The module Developing as a Leader (WFPC7011) is a pre-requisite for the other modules. This means that you cannot start other modules unless you have undertaken WFPC7011.

Module Name	Module Code	Credits	Status
Developing as a Leader	WFPC7011	20	Compulsory
Shaping Social Care	WFPC7012	20	Compulsory
Delivering Better Outcomes	WFPC7013	20	Compulsory

The programme starts with detailed set-up and engagement activities, including an initial online seminar for you and your programme sponsor. Following this seminar, you will be asked to complete a 360 degree assessment. The 360 assessment is an online 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 programme sponsor 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.

You will then have stimulating online group learning sessions that combine theoretical input with case studies and practical application exercises, as well as providing the opportunity for you to reflect on your learning via facilitated action learning sets.

You will have four individual, developmental coaching sessions during the course of the programme to support you to be able to apply your learning effectively in your workplace. You will also have the support of an Academic Adviser to help you meet the academic requirements of the programme.

You will 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.

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 the programme activities is shown below.

Programme Set up and Start
- Initial seminar for participants and their programme sponsors, and a study skills session for participants
- Completion of 360 degree assessment
- Matching with coach

Developing as a Leader
- The role and characteristics of strategic leadership in social care
- How to influence others and collaborate effectively across boundaries
- Understanding the impact of local and national political context on your role

Group sessions including:
- Input sessions and exercises
- Developmental coaching session

Followed by:
- 1:1 support from Academic Advisor
- 3 developmental coaching sessions

Assessment:
An assessed personal development plan, analysis and reflection

Shaping Social Care
- Shaping the market to deliver transformed services for our citizens
- What matters in effective collaborative working between health and social care as a way of delivering better outcomes
- Engaging positively with our local communities

Group sessions including:
- Input sessions and exercises
- Action learning
- Presentation

Followed by:
- 1:1 support from Academic Advisor
- Self study

Assessment:
An assessed case study and presentation

Delivering Better Outcomes
- Leading and supporting development and change
- Implementing cultural change in a transforming environment
- Enhancing and managing performance within teams, across organisational boundaries, and with a range of stakeholders

Group sessions including:
- Input sessions and exercises
- Action learning

Followed by:
- 1:1 support from Academic Advisor
- Self study

Assessment:
An assessed work-based project

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

- Critical understanding of the principles and theories of strategy, leadership and management and apply them effectively in the social care environment to improve and develop organisational practice.
- In-depth knowledge of contextual influences, including understanding of the policy and practice challenges facing the social care and well-being sector.
- Critical perspective of an organisation's culture and its ability to change and develop.

2.2   Research literacy

- Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesise a range of information in the context of new situations.
- A conceptual understanding that enables you to evaluate the rigour and validity of published research and assess its relevance to new situations; to use existing research to identify new or revised approaches to practice; and to critically evaluate problems and generate recommendations which contribute to strategic decision making.
- Ability to conduct research into business and management issues that requires familiarity with an appropriate level of business data, research sources and appropriate methodologies; and for such to inform the overall learning process.

2.3   Critical self-awareness and personal literacy

- Ability to reflect on and evaluate personal competence, and take responsibility for carrying out personal learning and continuing professional development.
- Self-direction and the ability to act autonomously in planning and implementing strategic projects; being proactive in the need for change, and having the ability to manage change.
- Self-confidence to manage others, to influence others including those in leadership positions and working across the public sector, and to operate effectively in team and in leadership roles as appropriate to a particular situation.

2.4   Digital and information literacy

- Ability to communicate effectively using a range of media (for example orally, in writing and through digital media).

- Ability to use appropriate technology to search for and critically evaluate information relevant to social care; engage in online learning activities; and otherwise use information technology to support and enable effective management and leadership.

2.5   Active citizenship
- Critical awareness of the complexity of diverse perspectives, cultures and values.
- Critical understanding of your own strengths and weaknesses as a leader, including the ability to question your own perspectives and those of others, and to operate within complex and unpredictable environments.
- Ability to effectively manage teams that deliver good outcomes for services users in light of local and national social, economic, political and cultural perspectives.

3   Entry requirements

The programme is aimed at middle managers in social care settings i.e. Service Managers, Principal Officers, Operational, Locality or Group Managers, or Heads of Service. Whatever your job title you must have a brief beyond that of a manager of a single team, including a mixed portfolio of responsibilities, and a role in the strategic development of your organisation, often in relation to other agencies. You will normally be expected to:

- Have a first degree and/or recognised professional qualification in social work (or similar for non-social work staff) or equivalent professional experience.
- Occupy a middle management position in social care in Wales (as defined above).
- 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 provide you with a programme sponsor (who could be your line manager) to support 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 initial seminar. It is required that you and your employer complete a written agreement prior to enrolling on the programme to agree:

- The involvement of a programme sponsor 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 days of the programme.
- That you will meet the deadlines set for the submission of the assessed work.
- That you will have access to the internet, to be able to download the recommended resources, 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 coaching 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.
- A formative but compulsory submission of a project outline and project plan for your proposed project that you will use for the summative assessment.
- Self and peer assessment during and at the end of the programme using the 360 degree assessment.
- A formative but compulsory submission of a personal development plan.
- Practice observation by your programme sponsor.

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 WFPC7011 Developing as a Leader

This module considers the role of a leader within the local and national context, both in terms of leading within an organisation, and across organisational boundaries. It provides tools and approaches to enable you to develop your own leadership capabilities set against an assessment of your own strengths and weaknesses. 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.
- Have individual, developmental coaching sessions.
- 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. Critical understanding of the principles and theories of strategic leadership and management and apply them effectively in the social care environment to improve and develop organisational practice.	Academic literacy
2. In-depth knowledge of contextual influences, including understanding of the policy and practice challenges facing the social care and well-being sector.	Academic literacy
3. A critical perspective of an organisation's culture and its ability to change and develop.	Academic literacy
4. An ability to reflect on and evaluate personal competence, and take responsibility for carrying out personal learning and continuing professional development.	Critical self-awareness and personal literacy

5.2   Module content

Content for this module will cover:

The role and characteristics of strategic leadership in social care: an introduction to theoretical models in strategy and leadership, and their application in the social care and wider public sector context; exploring the characteristics of good practice in strategic leadership; an assessment of your current leadership and management skills.

Understanding the impact of local and national policy context on your role: exploring the main national and local policy drivers and legislation, with the impact for your organisation, and partner organisations; establishing the policy drivers which affect your role and your teams; an assessment of the main areas needing development.

How to influence others and collaborate effectively across boundaries: exploring the organisational cultures and behaviours which support collaboration; identifying the key ways to influence and steer as a leader whether within an organisation or across organisational boundaries.

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 - 4 hours
- Individual coaching sessions – 6 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 key national and local influences, provides an analysis of your leadership development priorities that are relevant to your organisation and / or wider partnerships. References will be expected to key local and national documents and other relevant literature to illustrate reading and understanding of the principles and theory of leadership within the social care environment.

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 May 2016.

6   Module WFPC7012 Shaping Social Care

This module provides you with a sound knowledge base and grounding in three key elements in a transformed social care system: strategic commissioning, integrated working through collaboration, and citizen engagement. It will provide the opportunity to research innovative practice in these areas and consider the case for change locally. 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.
- Undertake research, both individually and as part of a group, to investigate evolving practice in strategic commissioning, integrated working, or citizen engagement and develop a case for local implementation.
- Present a case study that explores issues relating to your research and makes a case for change.
- Write an assignment relating to the case study.

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. An ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesise a range of information in the context of new situations.	Research literacy
2. A conceptual understanding that enables you to evaluate the rigour and validity of published research and assess its relevance to new situations; to use existing research to identify new or revised approaches to practice; and to critically evaluate problems and generate recommendations which contribute to strategic decision making.	Research literacy
3. An ability to conduct research into business and management issues that requires familiarity with an appropriate level of business data, resources sources and appropriate methodologies, and for this to inform the overall learning process.	Research literacy
4. An ability to communicate effectively using a range of media (for example, orally, in writing and through digital media)	Digital and information literacy
5. The use of appropriate technology to search for and critically evaluate information relevant to social care; engage in online learning activities; and otherwise use information technology to support and enable effective management and leadership.	Digital and information literacy

6.2   Module content

Content for this module will cover:

Shaping the market to deliver transformed services for our citizens: identifying the national policy drivers, particularly from the Social Services and Well-being (Wales) Act, for strategic commissioning; understanding the local market for care and well-being services and approaches to shaping it effectively; a self-assessment of the current relationship with the market locally in key areas.

What matters in effective collaborative working between health and social care as a way of delivering better outcomes: exploring national and local policy drivers for joint working and/or integration across health and social care; identifying key enablers and barriers for effective collaborative working including leadership, shared vision and language, and focus on outcomes; a self-assessment of the current position for you and your teams.

Engaging positively with our local communities: exploring the national and local drivers for working with local citizens and local communities; establishing the different levels of participation and reasons for taking different approaches; self – assessment of current position for you and your teams.

6.3 Notional learning hours

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

- Taught sessions - 21 hours
- Individual support meetings - 4 hours
- Individual preparation - 15
- Directed group research - 40 hours
- Preparation for and undertaking of summative assignment – 120 hours

6.4 Module assessment task

The summative assessment task is to:

Research and present a case study that describes an example of innovative practice in one of the three themes, including making a case for its development more widely. The presentation will be supported by a written description of the case study that includes an evaluation on its relevance for adoption or adaptation locally taking into account specific local policy and practice context. The written case study should also include a reflection on the process of carrying out the research and developing the case for implementation, including any lessons learnt. Supporting information will be expected that gives evidence of the research activities, including an appraisal of the potential benefits of the innovative approach. 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 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). 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 May 2016.

7   Module WFPC7013 Delivering Better Outcomes

This module considers the implementation of major strategic or operational projects in a changing environment and the key contributing factors in successful delivery: effective strategic leadership, delivering cultural change, robust performance management. 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.
- Assess fictitious or previous years' student work against the assessment scheme for the summative assessment.
- Undertake a work-based project to implement major strategic or operational project in the context of a transforming environment.
- Submit a formative, but compulsory, project outline and project plan for your proposed project that you will use for the summative assessment.

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. Self-direction and the ability to act autonomously in planning and implementing strategic projects; being proactive in the need for change, and having the ability to manage change.	Critical self-awareness and personal literacy
2. The self-confidence to manage others, to influence others including those in leadership positions and working across the public sector, and to operate effectively in team and in leadership roles as appropriate to a particular situation.	Critical self-awareness and personal literacy
3. Acritical awareness of the complexity of diverse perspectives, cultures and values in a changing environment.	Active citizenship
4. The ability to effectively manage teams that deliver good outcomes for services users in the	Active citizenship

light of local and national social, economic, political and cultural perspectives.	

7.2   Module content

Content for this module will cover:

Leading and supporting development and change: exploring the strategic leadership role and styles in project development and delivery; identifying the enablers and blockers to effective change management; self-assessment of personal qualities as leader supporting change.

Implementing cultural change in a transforming environment: exploring what makes up culture in social care and other public sector environments; identifying factors inhibiting culture change at an organisational, team and individual level; identification and articulation of the culture needed in the national and local political context; developing strategies for implementing cultural change; self-assessment of local culture and readiness to change.

Enhancing and managing performance within teams, across organisational boundaries, and with a range of stakeholders: exploring the national context for performance management including National Outcomes and Performance Frameworks; providing an overview of performance frameworks in other sectors, particularly health; identifying the characteristics of effective performance monitoring and management; self-assessment of local performance management across organisations.

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 - 4 hours
- Individual preparation - 8
- Directed self study- 74 hours
- Preparation for and undertaking of summative assignment – 100 hours

7.4   Module assessment

The summative module assessment task is to submit a written assignment, of between 3,000 and 4,000 words, which describes and reflects on the delivery of a major strategic or operational project you have led or managed during the course of the programme. The rationale for the project must be clearly set out in the context of national policy drivers and local challenges, and must demonstrate the application of learning from evidence of what is effective in delivering outcomes for citizens. The project must have been accepted by your programme sponsor as appropriate to the needs of your organisation. Supporting information will be expected that gives evidence of the project activities, including an observation statement from your programme sponsor. References will be expected to key local or national documents and other relevant literature to demonstrate that you have undertaken wider reading and/or research.

The 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.

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 May 2016

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/ r 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 Strategic and
Operational Leadership in Social 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 Strategic and
Operational Leadership 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
         programme sponsor 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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