Institute of Public Care

Postgraduate Certificate in Managing Practice Quality in Social Care

Programme and Student Handbook 2026-2027

JACs code: L590

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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 Health, Science and Technology at Oxford Brookes University.

At IPC we provide applied research and evaluation, consultancy, and training to help NHS trusts, government bodies, councils, charities and commercial organisations make a positive impact on people's health and wellbeing.

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 and the course is approved by Social Care Wales. 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 purpose of this handbook is to provide you with information that underpins the design, delivery and management of your course. Please familiarise yourself with the contents and to talk to us if you have any questions. This is not the only handbook available to you. Alongside this handbook there is also the University Handbook, which gives you information about the University's policies and regulations as well as student support and wellbeing services available to you.

The Postgraduate Certificate is studied over a fifteen-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 which is not mandatory but highly-recommended. 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 (PDP) detailing your learning needs. Your line manager will need to agree the personal development plan from their knowledge of you in the workplace 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. The 360-degree assessment will help you formulate the PDP. The PDP will not be graded individually and will not contribute to your final grade, but it is mandatory and you will not pass the first assignment without completing this.

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
- Start 360-degree assessment and personal development plan (PDP)
- 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
360 and PDP completed

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 (PDP)
- 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, the 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 learned 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 and analysis of the implications for your team and/or organisation.
- Demonstrate a critical understanding and analysis of the principles and theories of managing practice quality in social care and how they apply to your team and/or organisation.

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, recommended not mandatory).
- Have a minimum of three years' post qualifying experience.
- Occupy a frontline 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 line manager and employer review the agreement in appendix 1 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).

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 Administrators – ipc_courses@brookes.ac.uk 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.

Given that the taught sessions are facilitated rather than lecture-style, we do not routinely record sessions in order to promote engagement and open conversations. In addition, Artificial Intelligence notetakers are not permitted to join sessions in place of students. Individual sessions with an Academic Adviser may be recorded on request if this supports student learning.

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 mandatory 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 mandatory submission of a personal development plan (PDP).

An online group briefing session and one individual 'virtual' tutorial 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 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 (an online session) 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
- 0% – 49% is a Fail

Your work will be assessed on a percentage basis and a grade will be given. https://www.brookes.ac.uk/regulations/completion/award-classification.

Your mark for each module will be the weighted average of the marks given to the assessment criteria. A module grading matrix is available for you to download from

the University's Virtual Learning Environment (Moodle), which defines the performance levels 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 three 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. Please see the University policy on Resits and Retakes for more information: https://www.brookes.ac.uk/students/your-studies/resits-and-retakes/.

4.3.1. Fairness in Assessment

The university's fairness in assessment processes ensure that assessment is rigorous, of an appropriate standard and fair, and a key role in this is that of the internal moderator and the External Examiner, who ensures that the standards used to assess students are comparable with other universities:

- Each assessment is written so that students can show they have achieved the learning outcomes for the module and for the whole programme, and the range, type and timing of assessment have been carefully chosen to enable students to become independent and reflective learners.
- Tasks and questions are set by the Module Leader, internally moderated (checked by another member of staff) and sent to the External Examiner to ensure that they are appropriate for assessment of the module learning outcomes and that the instructions and marking criteria are clear.
- Student work is marked, then a sample of assessments is moderated by an internal moderator to ensure that equal standards of marking are applied to all students. Following internal moderation, a sample of work is reviewed by our External Examiner so that they can monitor standards and ensure that the marking is consistent.
- The University adopts a policy of anonymous marking where possible. However, in this programme, due to the nature of the summative assessments your assignments will not be able to be marked anonymously.
- The Examination Committee comprises the IPC Director, Module Leaders, tutors and the External Examiner. It meets regularly to approve the assignment results. It is the role of the Examination Committee to grant final approval of the individual marks on each module and to recommend the awarding of final qualifications. On

completion of marking, therefore, 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.
- At the end of each academic year External Examiners submit reports to the University which are published on the Programme's Moodle Site. The name of the External Examiner and institution/organisation at which they are employed is included in the report, but this information is provided for transparency and not for the purposes of direct communication with the External Examiner.

4.4. Exceptional circumstances

You should submit your assignments by the deadlines set. However, the University recognises that, on occasions, you may be affected by serious personal difficulties which may affect your ability to engage with your studies, and negatively impact your performance in assessments. If you are experiencing exceptional circumstances beyond your control, which are impacting your studies and affecting your performance in assessment, you may be eligible for an allowance, such as the extension of a deadline or the opportunity to retake an assessment.

Generally, IT-related problems are not considered valid grounds for exceptional circumstances. This is because students are expected to back up their work.

If you are experiencing exceptional circumstances beyond your control, which are impacting your studies and affecting your performance in assessment, you may be eligible for an allowance, such as the extension of a deadline or the opportunity to retake an assessment. Information on different types of exceptional circumstances allowances and the procedures to follow in order to make an application are available on our student web pages. Please make your application as soon as possible. Do not leave it until after the submission deadline has passed.

5. What we expect from you

5.1. Oxford Brookes University Shared Commitments Policy

We ask students to:

- Attend all scheduled sessions - the link between attendance and academic success is well proven.
- Engage with and complete all activities and opportunities relating to teaching, learning and assessment, whether group or individual.
- If we are working online, we expect students to keep their cameras on and contribute to group discussions and exercises, similar to if we were working together in person.
- Take responsibility for planning your time to meet deadlines and other learning commitments.
- Attend scheduled meetings with your Academic Adviser when invited to do so.
- Find a sustainable balance between your University work and work commitments.

- Proactively engage with sources of student support, e.g. your Academic Adviser, Administrator, the library (use of electronic and physical resources, including books, journals and databases) regarding all aspects of your University life and seek advice promptly
- Support your Student Representatives and participate in systems which will lead to improvements in the quality of learning and teaching.

In order to improve the learning experience for you, staff at Oxford Brookes University will:

- Publish module guides and programme handbooks on Moodle at the start of a course.
- Wherever possible, provide initial versions of reading lists for all modules to students via a link to Talis Aspire at the beginning of the course. There is no expectation that reading lists are set in stone as many module leaders update them dynamically during the module.
- Where possible make grades and feedback on assessed work are available to students within fifteen working days. Where this is not possible, module leaders should communicate the expected timeline with students.
- Engage with the module information audits each semester to ensure the correct assessment information is recorded.
- Create and maintain module Moodle pages in each programme using a consistent layout with key information such as assignment briefs, Talis Aspire reading lists, weekly content and deadlines held in the same locations.
- Conduct mid-module evaluations and action the issues raised as appropriate. Feedback to students about the actions taken at the next appropriate point.
- Communicate outcomes of Student Representative contributions to subject committee meetings in an appropriate and effective way e.g. via email to the cohort, via the Programme landing page in Moodle; and ideally within two weeks of the meeting.

5.2. Academic practice

As a student at University we expect you to apply yourself in a professional manner with a good attitude for learning and the motivation to apply your learning independently with additional reading and activities outside of your scheduled taught time. Your modules have been broken down into different learning hours and many hours within this module are classified as Independent Study and the completion of a work-based project. This means the responsibility lies with you to complete the work expected between taught times.

There is help and support available for you if you are struggling to manage your time. Your Academic Adviser can direct you to our Student Support team or the Centre for Academic Development. There are also online web pages available with everything you need to know through the student pages on the website.

You must demonstrate academic integrity in your studies and in the work you produce. A range of support and guidance is available to help you do this, so please ensure you are aware of the expectations before embarking on an assessment.

Plagiarism and other forms of cheating are taken very seriously, as this has the potential to undermine the value of the University's awards.

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.

All allegations of cheating will therefore be investigated by the Student Investigation and Resolution Team, through the Academic Conduct procedures. A range of penalties may be imposed for those found to have breached the regulations, including expulsion or the removal of an academic award for the most serious cases.

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 Health, Science and Technology requires you to declare this at the front of your work, giving the name of the person who did this for you.

5.3. Artificial Intelligence and its use in this assessment

It is recognised that the use of generative AI tools are present in all aspects of our life, predictive text for emails is just one example of this. Generative AI tools such as Copilot and Gemini may be of benefit to a number of individuals and understanding their limitations, risk of bias and presentation of inaccurate information is a key graduate skill that needs to be developed. It is important for students to develop AI literacy while at university: to know how to use and apply AI; to critically assess AI outputs; to understand and evaluate the impact of AI; to be aware of ethical issues, bias and accuracy; to check terms and conditions and ensure data privacy.

However, you should use such tools with caution and following guidance from your module tutors. If you use AI, you must provide an acknowledgements section in your assignment to explain the AI tools used and how you used them (see Oxford

Brookes Acknowledgement of AI guidance). All students who use AI for their assignment must complete the 'Use of Artificial Intelligence' course available on Moodle. After taking it, please upload your Certificate of Completion as an appendix in your assignment template.

This is similar to referencing your sources in your reference list. In the declaration, you need to specify which tools you have used and how you have used them in your assignment (for example, what you asked the tool to do). You should also check with your Module Leader to see if and how AI tools can be used for your assessment as there are appropriate and inappropriate uses of AI for this assignment.

Unacknowledged, deceptive use of AI tools is not allowed, and may lead to an academic conduct investigation. For further guidance, please check the above link to Acknowledgement of AI, talk to your Academic Advisor, your module tutors and refer to the Oxford Brookes AI Guidance for Students (a CAD developed resource) and the Moodle course Use of Artificial Intelligence.

5.4. Confidentiality

IPC is required to report on student 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.

5.5. 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.

6. 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.

6.1. 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

6.2. 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.

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 - 66 hours
- Preparation for and undertaking of summative assignment - 110 hours

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

6.4. 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 subheadings, 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.

6.5. Module validation history

This module was first approved in 2010 and revalidated in 2026.

7. Module 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 WFPC7002 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.

7.1. 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

7.2. 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.

7.3. 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 - 56 hours
- Preparation for and undertaking of summative assignment – 120 hours

7.4. 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 subheadings, 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.

7.5. Module validation history

This module was first approved in 2010 and revalidated in 2026.

8. 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.

8.1. Module learning outcomes

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

Learning outcomes	Graduate Attributes
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

8.2. 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.

8.3. 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

8.4. 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. It is expected that unless there are highly exceptional circumstances, all students will deliver a presentation on the case study.

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 subheadings, 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.

8.5. Validation history

This module was first approved in 2010 and revalidated in 2026.

9. Your voice

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 Director. The team will hold regular internal meetings to discuss any urgent changes and the management of the programme, and the results of the evaluations are discussed as part of the Subject Committee.

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 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 Director or the Module Leader 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.

9.1. Student representation

We encourage students to become involved with their course via a system of Student Representation. Students who have completed this Certificate in the previous 12 months will be invited to an annual focus group where you can speak to the Course Director and offer your input into the ongoing development of this course. Your Module Leader will be able to give you further information.

You will also have the opportunity to input to course development sessions and evaluations by Social Care Wales. Your Module Leader will be able to give you further information on this too.

9.2. Complaints and appeals

We hope that your time with us is a happy one, and your programme of study lives up to your expectations, but we understand that things sometimes go wrong, and we welcome the opportunity to put them right. If an aspect of our provision falls below expectations, please bring it to the attention of a member of IPC staff. If they cannot resolve the problem through these local procedures, there is a formal University complaints process through which your complaint will be investigated by the Student Investigation and Resolution Team.

An academic appeal is an appeal against the decision of an examination committee and may be made on limited grounds (excluding academic judgement). If you believe that an assessment was not conducted in accordance with the regulations governing the programme and have evidence that one of those grounds applies, you may make an appeal through the procedure which you can find on the Student Investigation and Resolution webpages. The Brookes Union Advice Service provides independent advice on many aspects of your student experience, including how to make a complaint or academic appeal.

10. Student support

10.1. Your teaching team and administrators

10.1.1. IPC Course Director

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

10.1.2. 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 534093 and by email at ipc_courses@brookes.ac.uk.

10.1.3. Module leader

The lead for this programme is Senior Consultant and tutor Caroline Dowson. Caroline is responsible for the overall co-ordination and delivery of programme and can be contacted on 01865 790312 and by email at carolinedowson@brookes.ac.uk.

10.1.4. Academic Adviser

The purpose of Academic Advising at Oxford Brookes is to encourage all students to reflect on their academic development, identify appropriate academic, professional and personal development opportunities. Through this function, Academic Advising promotes effective engagement with learning and informed academic decision-making across the student lifecycle.

You will be allocated an Academic Adviser. Your Academic Adviser is a key source of academic advice and guidance throughout your course. Ask your Academic Adviser if you are unsure about any of the requirements of this programme or if situations arise which affect your ability to study or to undertake work for assessment. You will have one ‘virtual’ tutorial with your Academic Adviser per module, although you can also ask for additional support if necessary.

Attendance at scheduled Academic Advising tutorials will be logged for monitoring purposes, to support student participation and enable early identification of support needs.

Where a student’s needs extend beyond the scope of the Academic Adviser role or the adviser’s expertise, Academic Advisers will ensure that students are directed to appropriate University services and support, in accordance with institutional guidance.

10.2. Study support

As well as the team in IPC, we have a range of professional services teams, who are committed to helping our students to make the most of their University experience and achieve their best possible results.

The Student Central Advice Team can help with all sorts of queries; and information about processes and procedures relating to your course, such as what to do if you need to take time out.

The Centre for Academic Development can provide advice and guidance to enable you to study effectively and do your best in assessment. They offer one to one tutorials and online resources and workshops on a range of academic study skills which will help you express your own ideas and reach your full academic potential. It's worth having a browse on the Centre for Academic Development home page to get an idea of what they have to offer. The Centre also offers an online Moodle course on academic integrity so that you can learn about good academic practice and avoid making common mistakes which could lead to allegations of plagiarism.

If you have a disability or a specific learning difficulty which means you may be entitled to reasonable adjustments to enable you to complete your assessments fairly, please contact the Inclusive Support Service for an assessment of your needs.

Other services include Inclusive Support and Counselling.

Be proactive, and please do take advantage of the advice and guidance on offer – don't wait until you feel that you are struggling to keep up with your studies. We have an extensive support network for students at Brookes - find out more about the support available on the Student Support page.

10.3. Safeguarding

Individual sessions with Academic Advisers (tutors) and coaches are confidential. The only exception to this is where there are safeguarding concerns. In the event that a student discloses information that suggests that they or someone else is at risk of harm, information may be shared in line with our safeguarding procedures.

10.4. Learning resources

10.4.1. 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, and 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.

Your username 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/.

10.4.2. Library

The library will be an important service to you during your time at university and you will need to become acquainted with how it all works. Find out how to contact the library for support. The library pages are packed with useful guides and services to help you make the most of the library collections. In addition, there are librarians who know a great deal about the different subjects. You can find course-specific help on the library's course resource help page for your subject area.

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/.

Your module leader will make the reading lists for your modules, showing the resources they need you to access, available in Moodle (under each module's Key Resources section). You can also find the reading lists via the library's reading lists page. If you type your module number into the search box on that page, you will find the reading list for that module.

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 e-mailing healthcarelibrarians@brookes.ac.uk.

10.4.3. Centre for Academic Development (study skills)

The Centre for Academic Development (CAD) offers a wide range of opportunities to help you reach your academic potential. The Think Space programme of events offers regular opportunities to enhance the skills needed for your course, with a wide

range of topics covered including academic research and writing, working with statistical data, time management and motivation. If you are new to studying in the UK, you might be particularly interested in the Centre's credit and non-credit bearing modules that will introduce you to the language and academic culture at Brookes. The Centre also offers online resources, along with 1:1 tutorials in study skills.

10.5. 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/.

Appendix 1

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 course 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.

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

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

……………………..………......……....…Date

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For more information

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