# Institute of Public Care

## Postgraduate Certificate in Strategic and Operational Leadership in Social Care

## Programme and Student Handbook 2026-2027

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# 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 Health, Science and Technology 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.

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

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 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 programme is studied over a fifteen-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 which is not mandatory but highly recommended. 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 (PDP) detailing your learning needs. Your programme sponsor will need to agree the personal development plan from their knowledge of you in the workplace to ensure that it includes appropriate development objectives. 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.

You will then have stimulating 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
- Start the 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
- 4 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.
- Ability 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**. 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 agreement. 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.

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 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 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.

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 judgments 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.

n 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. 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/.

On completion of marking, your provisional grade 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.

### 4.3.1. Fairness in Assessment

University assessment processes ensure that assessment is rigorous, of an appropriate standard and fair, https://www.brookes.ac.uk/regulations/your-study/fairness-in-assessment.

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.

A sample of assessments is moderated by an internal moderator to ensure that equal standards are applied to all students. Following internal moderation, a sample of work is reviewed by our External Examiner, appointed from an outside organisation, to ensure that the standards applied are comparable to those at other institutions: https://www.brookes.ac.uk/regulations/your-study/fairness-in-assessment.

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

## 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.

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

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 all activities and opportunities relating to teaching, learning and assessment.
- 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 other commitments e.g. work.
- Proactively engage with sources of student support e.g. your Academic Adviser and Administrator, regarding all aspects of your University life.
- Seek advice and feedback from your Module Leaders or your Academic Adviser promptly, across the entirety of the academic year
- 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 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.
- Working with others, create and publish an assessment schedule, at programme level on Moodle programme landing pages.
- 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 Advisor 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 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.

### 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 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.

## 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. 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 |

## 6.2. 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.

## 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 - 4 hours
- Individual coaching sessions – 6 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 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 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 webpages 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 May 2016 and revalidated in 2026.

## 7. 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.

### 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. 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 | Research literacy |

| Learning Outcomes | Graduate Attribute |
|---|---|
| to identify new or revised approaches to practice; and to critically evaluate problems and generate recommendations which contribute to strategic decision making. | |
| 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 |

## 7.2. 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.

## 7.3. 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

## 7.4. 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.

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 2,500 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.

## 7.5. Module validation history

This module was first approved in May 2016 and revalidated in 2026.

# 8. 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.

## 8.1. Module learning outcomes

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

| Learning Outcome | 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. A critical 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 light of local and national social, economic, political and cultural perspectives. | Active citizenship |

## 8.2. 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.

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

## 8.4. 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.

### 8.5. Validation history

This module was first approved in May 2016 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 results of the evaluations are discussed as part of the Subject Committee.

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.

## 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. IPC tutors 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 Course 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

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.

### 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. 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.

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. 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, 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 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/.

### 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. 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 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 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

# Trusted partner in public care

The Institute of Public Care is part of Oxford Brookes University. 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.

## For more information


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