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# Certificate in the Principles of Commissioning

**Assignment Support  
Group Session**

Namaste مرحبا Bem Vindo Selamat Datang  
Willkommen  
Namaste Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا  
Bienvenidos Benvenuti Welkom Bienvenue  
Welcome Croeso  
Bienvenue Bienvenidos مرحبا أهلا وسهلا  
Selamat Datang Welcome Croeso Namaste  
Willkommen Bienvenue Bem Vindo  
добре дошъл Benvenuti Willkommen  
Καλώς ήλθατε

# Agenda

- Introductions
- Assignment support process
- Assignment task and criteria
- Hints and tips
- Unpacking the Criteria
- Logistics and technicalities
- Academic Advising Groups / Planning your assignment



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# Introductions

# Working online – what we expect from you



Give yourself the space to learn and engage with the course



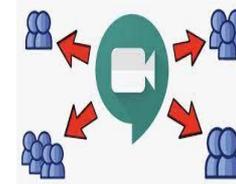
Respect and professional confidentiality



Raise your 'virtual hand' if you would like to contribute or ask a question



This is still a learning environment – be present, join in and contribute



Be prepared to go into breakout rooms and self manage activities and contributions



Keep your camera on where possible



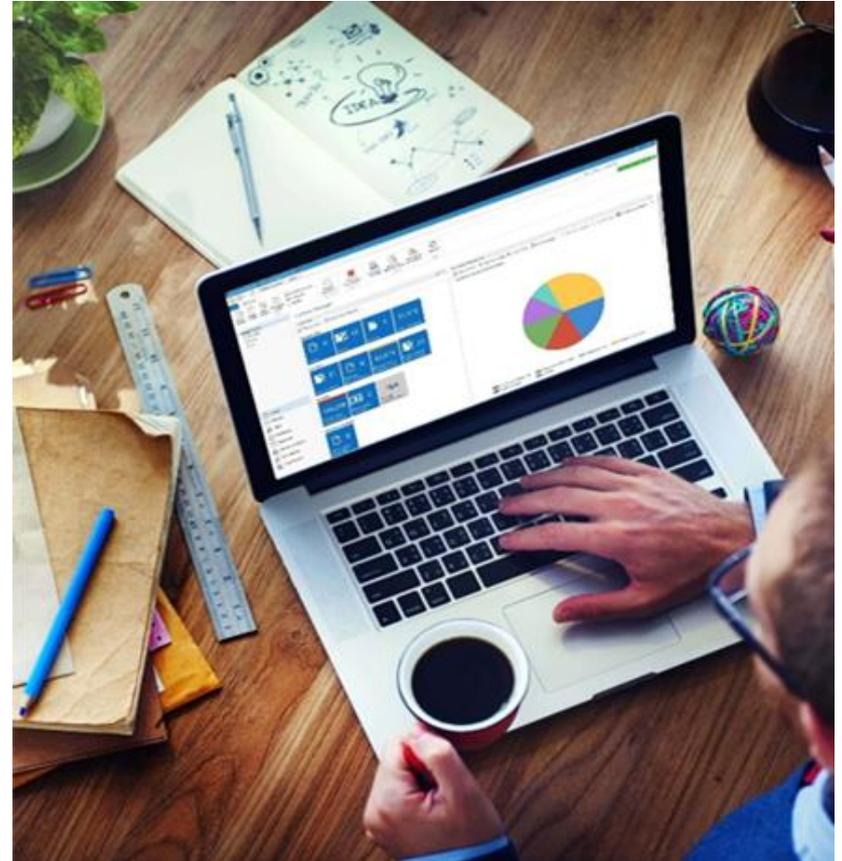
Mute your microphone when not contributing to reduce background noise



Be on time for the modules and from breaks

# A reminder....

- An opportunity to accredit your learning and gain a qualification
- Level 4 University Certificate – worth 10 CATS credits
- Requirement to write an essay to demonstrate your learning from the course, and future ambition for its application
- **What does completing this assignment mean to you?**



# Institute of Public Care – Commissioning Cycle



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# Assignment support process

# Assignment Support

## Today!

- A group session – covering the assignment task, criteria and requirements;
- The university support offer and hints / tips on completing the assignment – e.g., models of reflection

## In addition:

- A 1:1 tutorial with your Academic Advisor – to discuss your progression with the assignment and offer feedback prior to submission
- Ongoing support with your Academic Advisor via email, if required
- IPC Programme Admin team

# What is the Role of an Academic Advisor?

*“Academic advising takes place in “situations in which an institutional representative gives **insight or direction** to a student about an academic...matter. The nature of this direction might be to **inform, suggest, counsel, discipline, coach, mentor, or even teach**”*

Kuhn (2008)

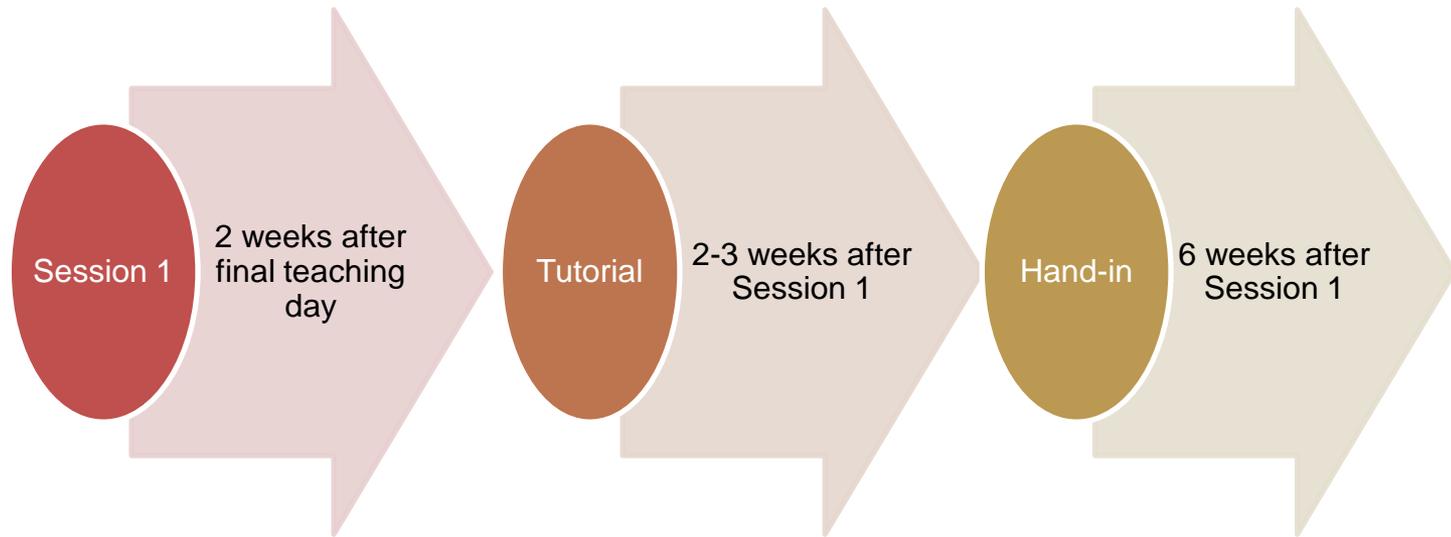
*“Academic advising is a process of information exchange that empowers students to realise their maximum educational potential. The advising is **student-centred** and will result in the student gaining a **clearer understanding of themselves, and the experience of higher education**’*

Quoted on Academic Advising: Campus collaborations to foster retention (1999)

# Academic Advising Policy

- [This policy](#) establishes a clear governance structure, reporting protocols and lines and accountability
- The purpose of Academic Advising at OBU is to enable all students to take **responsibility for their academic progress, grow self awareness of their academic abilities** and where necessary aid students in identifying appropriate academic, professional and personal development **opportunities and support**

# Assignment support process

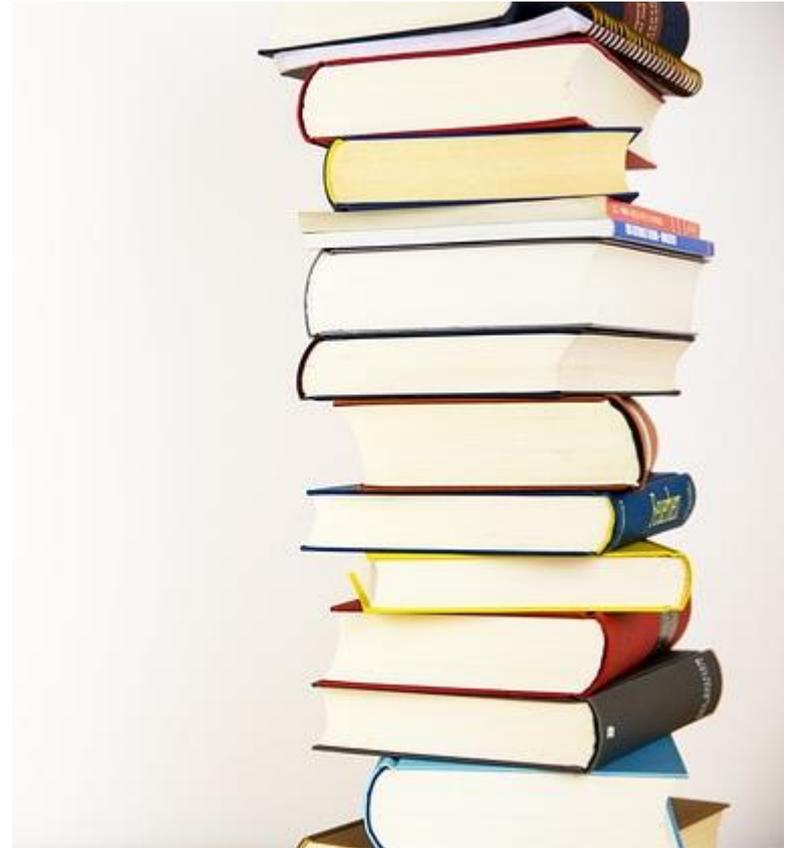


# Key dates

- Session 1:
- Tutorial:
- Submission deadline:

# Course reading list

which can be accessed  
[HERE](#)



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# Assignment Task and Criteria

# The Assignment Task

*Write a reflective commentary that describes a commissioning activity you have undertaken and how you managed the process. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were, and any lessons there have been for your future practice.*

Word count is a minimum of 1,800 words and a maximum of 2,200 words

# Word limits

Assignment title

2,200

Safe  
limit

Assignment text

1,800

Reference list

Appendices (if used)

# Assessment criteria

|  |            |
|--|------------|
| a) Demonstrate knowledge and awareness of the different stages and activities of the commissioning cycle | <b>25%</b> |
| b) Demonstrate understanding of appropriate commissioning principles and practice                        | <b>25%</b> |
| c) Evaluate the effectiveness of the activities undertaken   | <b>25%</b> |
| d) Provide a reflective commentary that demonstrates personal learning and development                   | <b>25%</b> |

# Grades and marking

The assessment will be graded as:

- Pass (40% and over)
- Did not Pass (under 40%)

You must achieve a pass grade (i.e., 40%) in each criterion to pass the overall assignment

You can resubmit an assignment once more if you do not pass on the first attempt

# Assignment hints and tips

- Look at the guidance for students in the **assignment template**
- Look at the **grading matrix** to see what the markers will be looking for per criterion.
- Pick a commissioning activity you are **currently** involved in, so it is fresh in your mind and part of your day job
- Pick a commissioning activity where you play a **key role**, so you are considering your own practice, as well as the organisation's.
- The activity should **enable you to demonstrate your knowledge and understanding of commissioning or purchasing best practice** from the Principles of Commissioning Course
- **Plan for your 1:1 tutorial** – e.g., send your Academic Advisor a draft version or skeleton outline of your planned assignment for feedback ahead of submission

# Assignment hints and tips continued

- Look at the **reading list** and use the research / documents here to support your understanding / demonstration of your understanding of the Principles of good commissioning practice
- Think carefully about how you will **structure** your assignment when you write it up
- Ensure that you clarify **your role** in the activity
- Be specific and detailed about what you did and how you went about it – **write in the first person**
- Reflect on both your and the organisation's **learning** from the project
- **Reference your sources**, including any IPC course materials, carefully and consistently
- **Appendices** can be used to evidence your practice if you wish, but must not be used to signpost the reader to another document

# Example Assignment topics

- Chairing a contract monitoring meeting
- Arranging an individual placement via a framework agreement
- Reviewing the outcomes or quality of a service provision
- Hosting a consultation event
- Completing part of a needs assessment or asset mapping
- Researching evidence-based interventions to meet a need
- Designing an outcomes-based service via a logic model
- Collaborative working with the Provider market to resolve a gap or issue in provision

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# Unpacking the Assignment Criteria

# Criterion (a) 25%

- a) Demonstrate knowledge and awareness of the different stages and activities of the commissioning cycle

## Guidance:

- Introduce the commissioning cycle to demonstrate your knowledge / learning from the course
- Introduce the commissioning activity you will be writing about in the context of the wider commissioning cycle. Outline which stage(s) this activity is part of, and how it helps inform excellent commissioning practice across the whole cycle.
- Reference the stages/ commissioning activities that came before – what led to your activity, and what you think will happen next / be informed by your activity in the context of the cycle

# The IPC Commissioning Cycle



# Criterion (b) 25%

b) Demonstrate understanding of appropriate commissioning principles and practice

## Guidance:

- Describe the specific principles of good commissioning practice for the identified activity
- Outline why this is good practice by providing reference to the course materials, as relevant, and cite any relevant research / reading from the associated reading list.

# Criterion (c) 25%

c) Evaluate the effectiveness of the activities undertaken

## Guidance:

- Describe what you did – i.e., your specific commissioning activities or actions
- Evaluate the strengths and weaknesses of your activities.
  - What went well, less well and why? Consider this in line with good commissioning practice.
  - What were some of the challenges or barriers to implement good practice?
  - Based on the above, what might you do to improve the practice in the future – for your teams and organisation?

# Criterion (b): Option to support evaluation

Strengths

Weaknesses

Opportunities

Threats

<https://www.visual-paradigm.com>

# Criterion (d) 25%

- d) Provide a reflective commentary that demonstrates personal learning and development

## Guidance:

- Reflect on what you have learned personally from undertaking the course and this assignment - including how you felt and your personal experiences and learnings, and how your practice will change in the future. You might also wish to consider future developmental or training opportunities.

# Models to support personal reflection



# Models to support personal reflection

## Kolb's Reflective Model



# Overall guidance

- Effectively and coherently communicate your points. Use a structure and layout that makes your submission easy to follow. Proof-read before submission.
- Ensure you cite all your references in the body of the text, and via a reference list at the end. Use the Oxford Brookes Harvard Referencing Style.

# Why reference?

Evidence



Credibility



Traceability



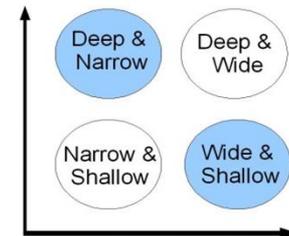
Authority



Reliability



Reach and Scope



Politeness



Williams & Carroll, 2009

# Which of the following might be considered as plagiarism if the source is not referenced?

- Copying someone else's written work.
- Using someone else's information & ideas which were given verbally.
- Summarising in your own words a point made by someone else.
- Quoting the exact words used by someone else.

# How and what to reference

- Examples of sources: legislation, policy/strategy/guidance documents, internal Council documents, course materials and research / papers from the Reading List
- **Use the Oxford Brookes Harvard style of referencing (see guidance document)**
- Within the assignment text:
  - Cite each source giving brief details (author and year)
- In the reference list at the end:
  - List only those sources referred to in the assignment text
  - Give full details on each source

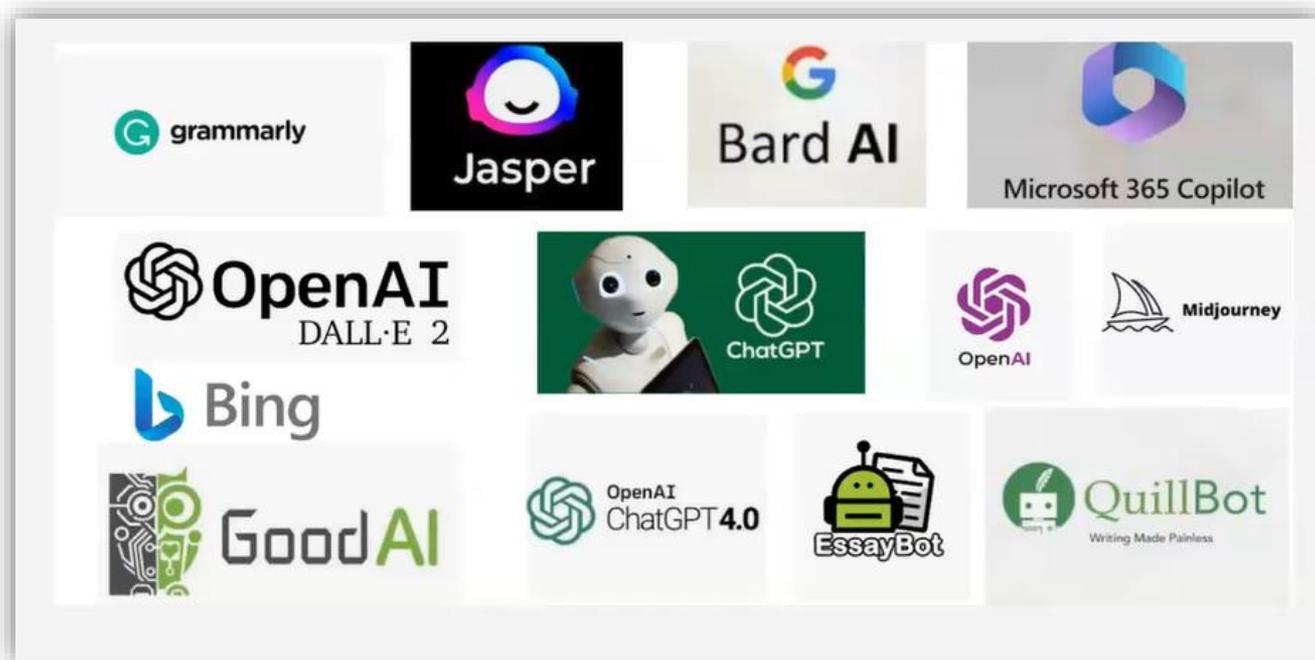
# Use of Artificial Intelligence

- **“Embrace and Adapt”**
- AI can provide learning opportunities if used cautiously, critically and reflectively
- **BUT** it has limitations including falsified or misrepresented references, biased information and risks your own critical thought and voice being removed, if used inappropriately.

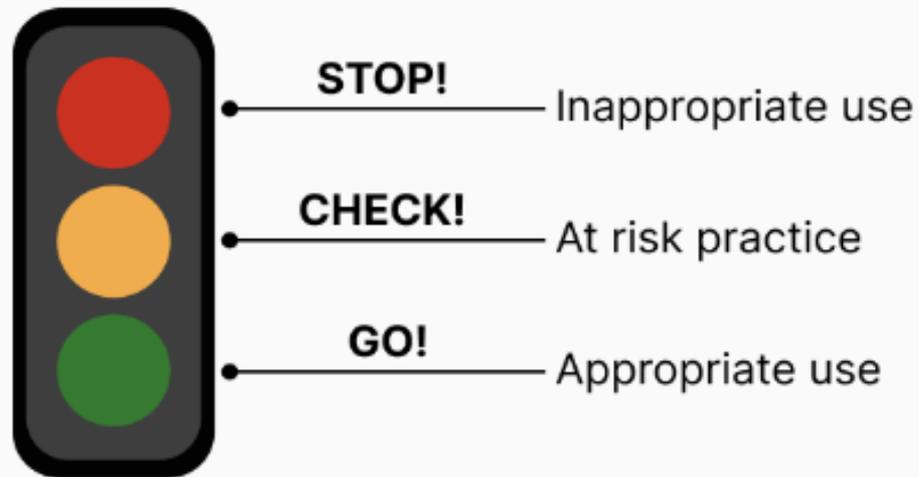


# AI is continuously evolving

- JISC National Centre for AI (2023) – Generative AI Primer ***“This is a fast-moving space, and the information here is likely to age quickly!”***



# Appropriate, at risk practice or inappropriate use?



[Link to moodle course](#)

# Appropriate, at risk practice or inappropriate use?

| ✔ Appropriate use   | ? At risk practices  | ✘ Inappropriate use  |
|---|--|--|
| ✔ Ethical use where the student is still the author of the assignment                                       | ? Relying on AI tools for a significant part of the assignment | ✘ Unethical use where the student is no longer the author of the assignment  |
| ✔ Transparent use where the student makes clear where and how they have used AI in their assignment.        | ? Not making all use of AI tools clear                         | ✘ Deceptive, hidden use where the student uses AI but does not declare it with their assignment                                |
| ✔ Helping the student get started with the assignment with planning or ideas                                | ? Using AI tools to generate a part of the assignment          | ✘ Putting the whole assignment task into an Artificial Intelligence tool and using what is generated with little or no changes |
| ✔ Helping the student with small changes in the development of their assignment such as correcting spelling | ? Using AI for a lot of the development of an assignment       | ✘ Asking an AI tool to generate a reference list instead of the student doing research   |
| ✔ Helping the student with proofreading/checking before submission of the assignment                        | ? Using AI to re-write an assignment at the final stage        | ✘ Using AI tools to answer exam questions  |
| ✔ Using AI tools with instruction or guidance from the tutor  | ? Using AI in ways the tutor has not recommended               | ✘ Using AI when the assignment instructions state that AI must not be used   |

# Advice from OBU

## Use AI with CAUTION (a useful acronym):

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Check your prompts. The information you get out is only as good as the requests you put in.

Approach any information the AI tool produces cautiously (be a critical reader).

Understand that Large Language Models (including ChatGPT) are designed only to summarise, predict and generate texts. They won't do the thinking for you.

Take the time to verify any claims made and check the reliability of any sources.

Identify any use of AI tools (including large language models such as Chat GPT) in the student declaration form (below). Always declare your use of AI tools and explain how you used them.

Observe the principles of Good Academic Practice at all times.

Never submit chunks of text produced by AI as your own work. You may be in breach of the academic conduct regulations.

# Using AI (appropriately) for your assignment

- You will need to declare the use of AI using the [Oxford Brookes University Artificial Intelligence Declaration Form](#)

This asks you:

- What kind of assessment are you submitting?
- What AI tool(s) did you use for this assessment?
- How did you use the AI tool(s) (*please write a sentence*)

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## STUDENT DECLARATION FORM - Use of AI tools in Assessment

You only need to use this declaration form if you have used AI tools in your assessment.

**If you are a student who receives DSA and/or has an ISP, you do not need to declare assistive technology that aligns to the ISP or is part of DSA.**

If you use any AI tools for your assessment, you need to state your use in this declaration form when you submit your work. The university is using a form for this to help understand how students are using AI in their learning and assessment. In this declaration, you need to specify which tools you have used and how you have used them in your assignment (for example, what you asked the tool to do). You should also check your module guidance or with your Module Leader to see if AI tools can be used for your assessment(s) as there may be some assessments where AI tools cannot be used.

**IMPORTANT:** You will be emailed a receipt copy of your completed declaration. You must then paste this receipt declaration into an appendix at the end of your assignment before you submit your work, so your Module Leader can see your declaration information within your submission.

For guidance on using AI, please complete the new [Moodle course on Artificial Intelligence](#) and check the [Centre for Academic Development advice](#).

# For further advice / guidance

- Complete the [moodle course](#) on The Use of Artificial Intelligence (Academic Integrity module)
- The [Centre for Academic Development](#) page on AI
- The university's [Academic Conduct Regulations](#)

Or using your 1:1 tutorials with your AA

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# Logistics and Technicalities

# Moodle – our Virtual Learning Environment

The screenshot displays the Moodle LMS interface for the course "PG Certificate of Credit: Institute of Public Care: Certificate of Credit [Institute of Public Care, Bath] (ZH51/PGASSO)".

**Header:** Oxford Brookes University Moodle. Navigation links: Staff Help, Student Help, Library, Careers. User profile: Amy Harmsworth.

**Course Title:** PG Certificate of Credit: Institute of Public Care: Certificate of Credit [Institute of Public Care, Bath] (ZH51/PGASSO)

**Navigation:** Dashboard / My courses / PG Certificate of Credit: Institute of Public Care: Certificate of Credit [Institute of Public Care, Bath] (ZH51/PGASSO). A "Turn editing on" button is visible.

**Left Sidebar (Course Tools):**

- PG Certificate of Credit: Institute of Public Care: Certificate of Credit [Institute of Public Care, Bath] (ZH51/PGASSO)
- Participants
- Badges
- Grades
- Dashboard
- Site home
- Calendar
- Private files
- Content bank
- My courses

**Main Content Area:**

- [IPC Student Discussion Forum](#)
- [Announcements](#)
- Open all / Close all
- 1 [Help and frequently asked questions \(FAQs\)](#)
- [IPC Student FAQs](#)
- Common questions and queries for IPC students - please refer to these FAQs before contacting IPC.

**Right Sidebar (Course Information):**

- Panopto**
- Live sessions**  
No live sessions
- Completed recordings**  
No completed recordings
- Links**  
[Course settings](#)  
Download recorder ([Windows](#) | [Mac](#))
- Reading list and course participant notes**  
[IPC Certificate of Credit \(ZH51\)](#)

# Submission

- Submit work electronically – assignments must be submitted to the VLE (Moodle).
- Assignment must be submitted on the assignment template which you can download from Moodle.
- Assignment not correctly submitted may not pass.
- Assignments will be dealt with confidentially by the University; but follow your own organisation's confidentiality rules in your assignment.
- References to people: use job titles or a first name or 'colleague' or 'X', 'Y' etc.

# Submission deadline

- Work must be handed in by the set deadline.
- Deadlines can only be extended in very exceptional circumstances, with applications being made in writing, in advance of the submission, on the appropriate form, with supporting evidence.
- See information on Exceptional Circumstances in student handbook or Moodle.

# Turnitin

- Turnitin can help you check your referencing is correct – and you must put the text of your assignment into Turnitin as part of submitting your assignment
- Turnitin checks your assignment against those of other students and internet sources
- Submit only the text of your assignment, not the template
- Check your % score. There is no ideal score. High scores do not necessarily indicate plagiarism. Low scores do not necessarily indicate absence of plagiarism
- You must enter your Turnitin originality score on the assignment template

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# Starting to plan your assignment

# Tutorial Groups

Group 1 -

Group 2

# Your assignment

## In your tutorial groups:

- Start to think about an upcoming commissioning activity you can write about for your assignment
- What is on your work plan over the next 6 weeks?
- How might this link with the commissioning cycle?

# Next steps

- Any questions?
- Speak to your manager about protecting time for this assignment
- Prepare for your first tutorial



**Good Luck!**



# Contact us



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