**Certificate of Credit in the Principles of Commissioning**

**Assignment Template**

**Please fill in your details here:**

|  |  |
| --- | --- |
| **Student name:** |  |
| **Student number:**  *(also enter in header)* |  |
| **Date assignment due:** |  |
| **Date submitted on VLE:** |  |
| **Student word count:** | Please state your word count here |
| **Important Note:** | Your submission, excluding the reference list and appendices, must be no less than 1,800 words and no more than 2,200 words: no tolerance is given. This is a mandatory criterion i.e. your assignment will not be passed if it does not adhere to the word count. |

**Assessor to complete:**

|  |  |
| --- | --- |
| **Word count:** | State word count and any comments |

**Instructions to Students**

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.

The criteria used to assess the assignment are:

1. Demonstrate knowledge and awareness of the different stages and activities of the commissioning cycle
2. Demonstrate understanding of appropriate commissioning principles and practice
3. Evaluate the effectiveness of the activities undertaken
4. Provide a reflective commentary that demonstrates personal learning and development

You must submit your assignment by the deadline given. Submit your assignment as a WORD document using the blank pages of this template.

The assignment must be between **1,800 and 2,200 words** as no tolerance is given.

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. The word count **does not include** images of the commissioning cycle or models of practice (e.g., images from the Principles of Commissioning course materials, or models of reflection, for example)

We require you to submit the assignment text to Turnitin and to report your Turnitin originality score on your statement of originality below.

**Ensure that you complete the front sheet details above and the statement of originality below.**

**Please include your full name within the filename when you save this template.**

Details of the relevant regulations are in the Student Handbook.

Ensure that you keep both an electronic and a hard copy of your assignment.

IPC will endeavour to provide you with your provisional grade and feedback of the assignment within three weeks, following the submission deadline.

**Assignment Statement of Originality**

Except for those parts in which it is explicitly stated to the contrary, this work is my own. It has not been previously submitted for assessment at this or any other higher education institution.

**Checklist**

Please check the following statements are true. Tick each box (or write YES):

|  |  |
| --- | --- |
| I have referenced all research from my source material (if used) |  |
| I completed this work without any unauthorised help |  |
| I have submitted my work to Turnitin |  |

Please state your Turnitin originality score below and sign the declaration (or write YES if you do not have an electronic signature):

|  |
| --- |
| Please state your Turnitin originality score here: |
| Student signature: |

**Use of Artificial Intelligence**

|  |  |
| --- | --- |
| Please confirm if you used any Artificial Intelligence technology to support the writing of your assignment |  |
| IF YES, please confirm you have completed the [Oxford Brookes University Artificial Intelligence Declaration Form](https://docs.google.com/forms/d/e/1FAIpQLSfjGiLTf7NEGMVeaZe62ufUxUs7kmw6HayzYTNKKioz_D3G2Q/viewform) |  |
| IF YES, please confirm you have emailed your academic advisor a copy of your declaration form and added this as an appendices in this assignment document |  |

**Extract from** [**Definitions of cheating**](https://www.brookes.ac.uk/getmedia/72455e91-3c60-4724-9e82-eb2e861304ee/Cheating-definitions-Mar21.pdf)

All assessments are intended to determine the skills, abilities, understanding and knowledge of each of the individual students undertaking the assessment. Cheating is defined as conduct (whether successful or not) aimed at deceiving the University into acknowledging a false level of attainment by a student. Any form of cheating is strictly forbidden under the University regulations but, in order to assist understanding of what is meant by ‘cheating’, a number of specific forms are described here:

* *Submitting other people's work as your own* – either with or without their knowledge. This includes submitting work you have paid for as your own.
* *Collusion* - you must not collude with others to produce a piece of work jointly, copy or share another student's work or lend your work to another student when it is likely that some or all of it will be copied.
* *Falsification* – the invention of data, its alteration, its copying from any other source, or otherwise obtaining it by unfair means, or inventing quotations and/or references.
* *Plagiarism* – taking or using the words, ideas or work of others as your own. To avoid plagiarism you must make sure that quotations from whatever source are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. It is not enough just to list sources in a bibliography at the end of your essay if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work.

**Assessment Scheme**

**Guidance for students/Assessor’s Feedback:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment scheme | | Pass | Did not Pass | Guidance for students | Weighting |
| a) | Demonstrate knowledge and awareness of the different stages and activities of the commissioning cycle |  |  | Introduce the commissioning cycle to demonstrate your knowledge.  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. | 25% |
| b) | Demonstrate understanding of appropriate commissioning principles and practice |  |  | Describe the specific principles of good commissioning practice for the identified activity  Outline why these represent principles of good practice for commissioning by providing reference to the course materials, as relevant, and cite any relevant research / reading from the associated reading list. | 25% |
| c) | Evaluate the effectiveness of the activities undertaken |  |  | Describe what you did – i.e., your specific commissioning activities.  Evaluate the strengths and weaknesses of your activities e.g.:   * What went well, less well and why? * 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? | 25% |
| d) | Provide a reflective commentary that demonstrates personal learning and development |  |  | 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.  You might want to use a reflective framework such as Driscoll’s model of reflection or the Gibbs reflective cycle to help you do this. See [top tips on reflection](https://www.brookes.ac.uk/students/academic-development/online-resources/reflection/). | 25% |
| **General Guidance to support a well -presented and referenced essay**  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 Harvard Referencing Style. | | | | | |

**Assessor’s comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Summarise the strengths and possible improvements of the submission, including any suggested action such as proof read more carefully.  Clearly state which assessment criteria have been met and the provisional grade awarded. | | | |
| Assessed by |  | Date |  |

**The marking and moderation process**

Your work will be assessed in accordance with the university’s regulations that seek to ensure fairness, accuracy and clarity of feedback. In judging the quality of your work, assessors follow the assessment criteria outlined above. They also follow IPC’s [Marking and Moderation](https://ipc.brookes.ac.uk/files/Course-handbooks/IPC_Marking_Moderation_Policy.pdf) policy and abide by the University’s assessment regulations. When your work is submitted it will go through the following process:

1. It will be initially assessed and given a provisional grade by a member of the IPC assessment team.
2. It may then be subject to moderation i.e. an internal examiner will mark it and, in discussion with the first assessor, confirm the provisional grade. A sample of assessments are moderated by an internal examiner.
3. We strive to give you feedback within three weeks. You will receive this feedback via the Virtual Learning Environment (Moodle).
4. Once a provisional grade has been agreed upon it will be finalised at the next Examination Committee meeting.
5. Your work may also be selected to be in the sample sent to our External Examiner – an academic from another university – who comments on the fairness, quality and consistency of the internal assessment of our programmes as a whole.

If you are concerned about your feedback, arrange to speak to your Academic Adviser to help you better understand the reasons for the assessment judgement and our feedback. If you think that there was a flaw in the assessment process, you can submit an Academic Appeal. More information about the appeals process can be found at [Student Investigation and Resolution Team](https://www.brookes.ac.uk/students/sirt/). However, please be advised that the University does not "re-mark" work and you cannot request an appeal on the grounds that you disagree with the academic judgement of the Examination Committee.

**Assignment Title Page**

*Insert on this page the title of your assignment – not included in word count*

*Write your assignment here – this should be between 1,800 and 2,200 words -* ***all*** *words are counted*

**Reference List**

*Insert your reference list here – not included in word count*

**Appendices**

*Insert supporting evidence as appendices here, they are not included in the word count.* ***You will only be able to upload one file to the assignment drop box in the VLE (Moodle)****. Therefore EITHER copy and paste appendices here OR embed the file(s) here (recommended).*

*Please note the Institute of Public Care’s* [*Confidentiality Policy*](https://ipc.brookes.ac.uk/files/IPC-_Confidentiality-_Policy.pdf)*: do not submit as appendices material that includes confidential information, such as the names of people who use services.*

*Click on the icon below for instructions on how to embed a file:*

