Certificate of Credit in Commissioning and Purchasing for Public Care

Assignment Support:
Session 2

Today's session

- Checking in

- Task and assessment criteria – recap

- Critical Reading and Research skills

- Your commissioning project

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Checking in

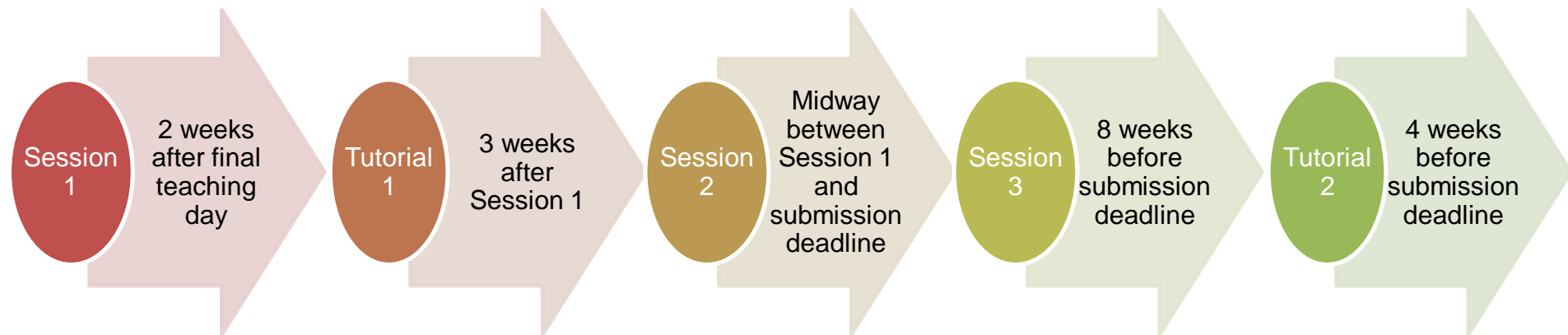What's been happening since we last met?

The IPC Commissioning Cycle

Assignment support process

Assignment support process

Session 1 → 2 weeks after final teaching day

Tutorial 1 → 3 weeks after Session 1

Session 2 → Midway between Session 1 and submission deadline

Session 3 → 8 weeks before submission deadline

Tutorial 2 → 4 weeks before submission deadline

Key dates

Assignment support

- Session 1:

- Tutorial 1:

- Session 2:

- Session 3:

- Tutorial 2:

Submission deadline:

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Assessment criteria

Assignment task

Submit a written assignment which explains and reflects upon a commissioning or purchasing project that you have undertaken. The rationale for the work must be clearly set out in the context of national policy, best practice, and draws on a critical analysis of the relevant current commissioning and purchasing arrangements in your local organisation or service.

Supporting information will be expected that gives evidence of the project activities. The project must have been accepted by your line manager as appropriate to the needs of your organisation, and have been undertaken during the course.

Minimum of 4,000 words and a maximum of 5,000 words.

Work will be assessed using the assignment template.

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Project and assignment timescales

Course start

Hand-in date
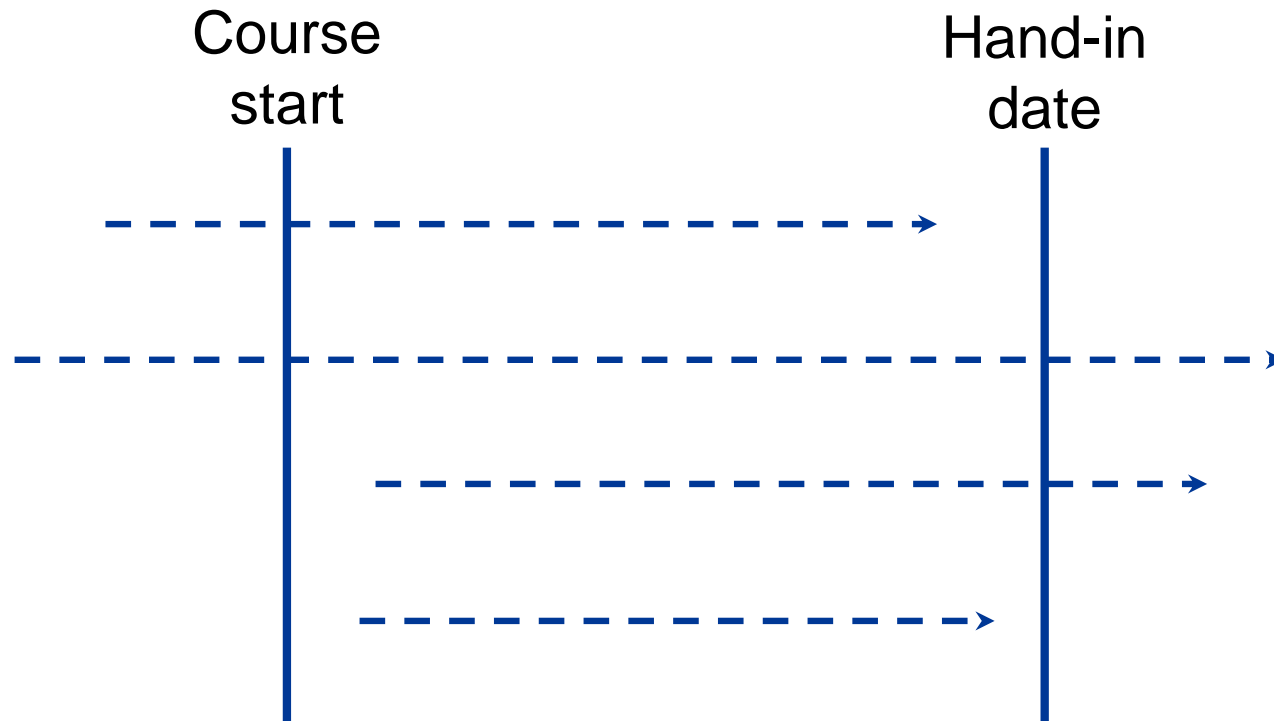
Assessment criteria

a) Provide a rationale for the development of the project, drawing on a critical understanding of commissioning and purchasing good practice and national guidance	**20%**
b) Demonstrate appropriate commissioning or purchasing practice	**20%**
c) Critically evaluate the effectiveness of the activities undertaken and their impact on commissioning or purchasing practice within your service and/or organisation	**20%**
d) Provide a reflective commentary that demonstrates personal development and learning	**20%**
e) Present your work clearly	**10%**
f) Demonstrate good academic practice applicable to the work-based project	**10%**

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Grades and marking

The assessment will be graded:

- Fail 0-29%

- Refer 30-49%

- Pass 50-59%

- Merit 60-69%

- Distinction 70% or above

You can resubmit an assignment once more if you do not pass on the first attempt – maximum grade for resubmission 50%

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Planning and writing your assignment

Oxford Brookes University Study Advice

- **What exactly have you been asked to do?** *Read the question / title carefully. Write it out. Circle key words.*

- **The practicalities –** *What are the learning outcomes? (tells you what we hope you will learn from the project) What is the assessment criteria? (what we are looking for in your work).*

- **The early stages –** *What do you know already? Brainstorm, project plan / outline.*

Oxford Brookes University Study Advice

Get reading and researching!

What do you need to know? And how will you find out?

- Pick 3 texts, or key chapters to start with (see the reading list)

- Follow up with more specific articles when you know what you need to know

- Make brief notes as you go

- Record your sources and page references

Research and Reading

As part of your assignment, you are expected to demonstrate good academic practice by:

- Demonstrating evidence of independent study / research / reading regarding your commissioning project that is relevant and up to date

- Your subsequent commissioning practice / activities will be informed by your research and reading, demonstrating you have tried to apply evidence based good practice

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Researching / Reading Critically

"Critical reading involves developing a **deep understanding** of the content of a text as well as **an analysis of the author's claims, evidence, arguments and conclusions**. It involves examining the text to identify the main ideas and perspectives, but it also includes **interpreting and evaluating the strength of the argument and conclusions**"

(RMIT University, 2015)
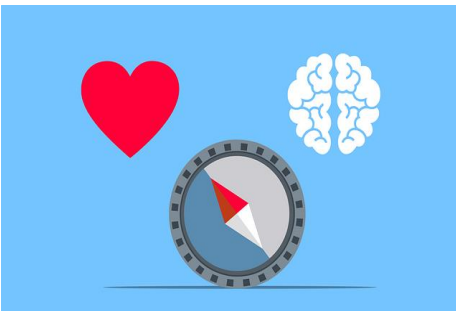
How to read / research 'critically'
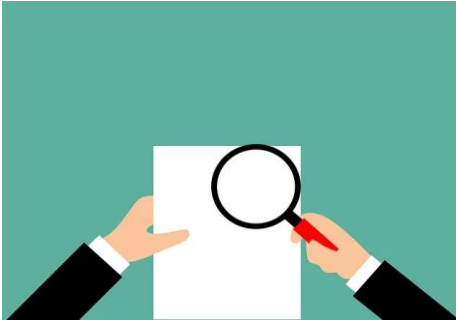
Identify the main argument
- What is the author trying to say, or asking you to accept?
- Is their point reasonable?
- Do they use emotive or biased language?
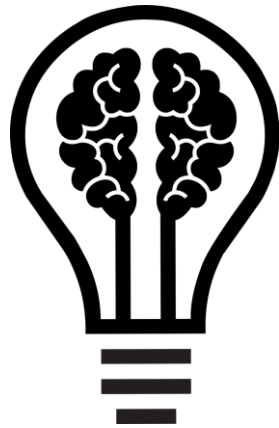
Identify the evidence used in support
- Is the evidence from a credible source?
- Is the evidence relevant to the main argument?
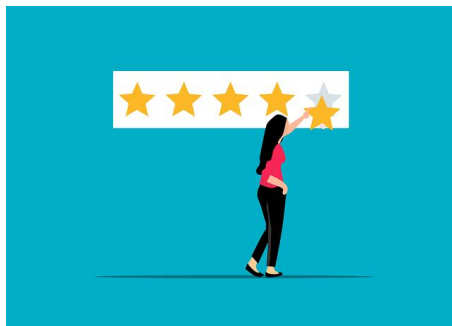- Is there any additional evidence that would weaken the main argument?

Consider the logic
- Are the main points directly and logically linked to the argument?

How to read / research 'critically'

Have any assumptions been made?
- Are there assumptions / perspectives that underpin the argument? What are they?
- Are there assumptions based on a theoretical perspective?

Your evaluation
- What are the strengths and weaknesses of this text?
- Does it make an important contribution to the field?
- Are you confident it will support you in your practice?

Where to start?

- Google is often a good place to start!

- Using the [Oxford Brookes library search engine](#) & the [course Reading List](#)

- Think about what literature & research to include?

- Understanding peer reviewed documents and 'grey' literature.

Don't reinvent the wheel!

- Has someone else already explored this topic and summarised it?

- Check other sources such as House of Commons Library.

- National Institute for Health & Care Research (NIHR) website

- Social Care Institute for Excellence

- The Kings Fund

- Research reports will contain other references which can be useful sources to follow up.

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Assignment Planning and Writing

Brookes Centre for Academic Development

https://www.brookes.ac.uk/students/academic-development/online-resources/

Centre for Academic Development

www.brookes.ac.uk/students/academic-development/

Email:
academicdev@brookes.ac.uk

Phone:
01865 484406

Twitter:
@BrookesAcDev

Online study skills tutorials

Email to book a 40 min one-to-one session on topics such as critical thinking, referencing, planning, structuring, maths and stats…

Daily drop-ins

Drop-in via Zoom from 12 -1pm Mon-Thurs. No need to book. Ideal for quick questions.

A-Z online study resources

The best academic resources on key skills for you to access when it suits you.

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Enhance your study success at the Centre for Academic Development

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UNIVERSITY

Online individual tutorials: free and confidential!

Workshops

Online Resources

Visit us online at:
https://www.brookes.ac.uk/students/academic-development/

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Enhance your Academic English at the Centre for Academic Development

Are you a Brookes student whose first language is not English?
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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.
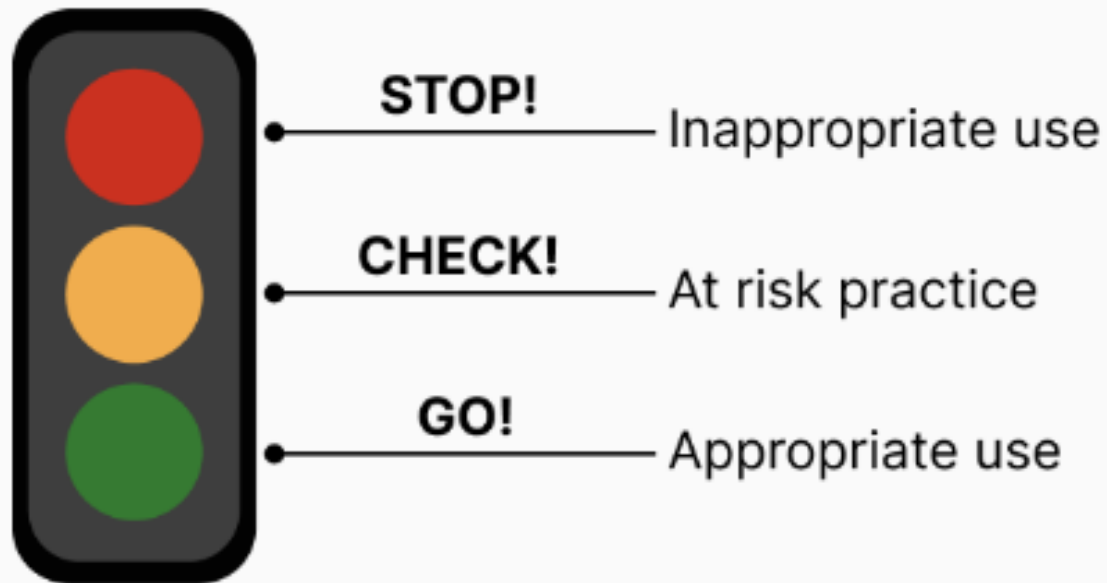

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AI is continuously evolving

JISC National Centre for AI (2023) – Generative AI Primer
"This is a fast-moving space, and the information here is likely to age quickly!"
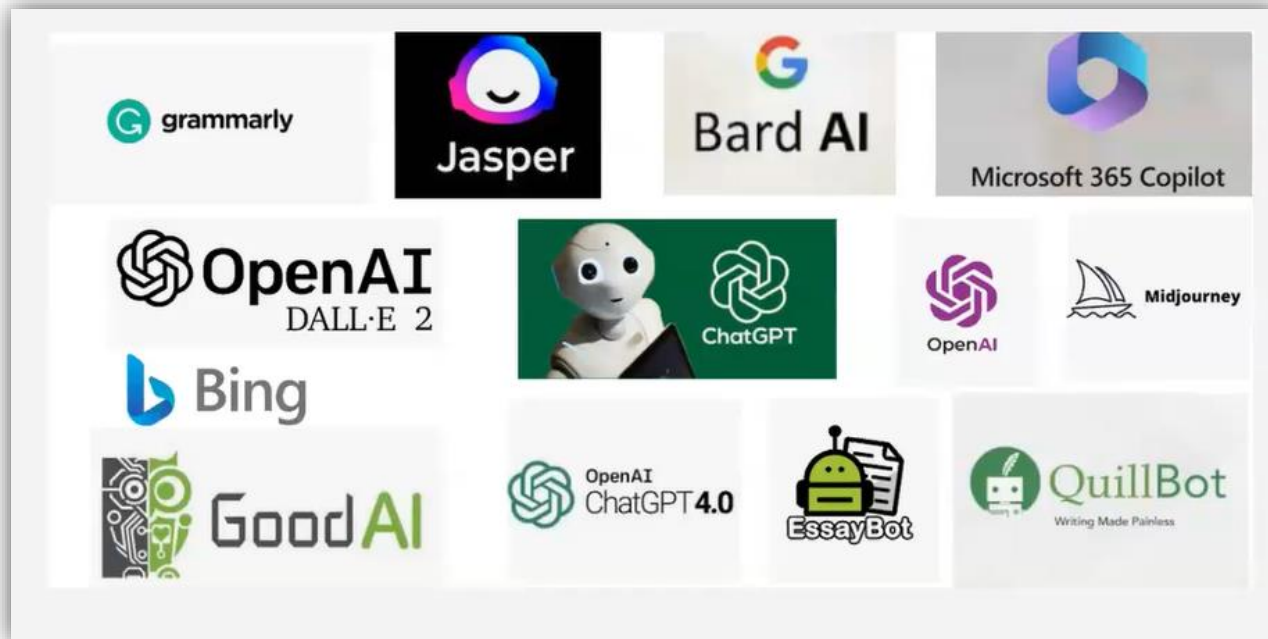
Appropiate, at risk practice or inappropriate use?

[Link to moodle course](#)

Appropiate, 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):

- **C**heck your prompts. The information you get out is only as good as the requests that you put in.

- **A**pproach any information the AI tool produces cautiously (be a critical reader).

- **U**nderstand the Large Language Model (including ChatGPT) are designed only to summarise, predict and generate texts. They won't do the thinking for you.

- **T**ake time to verify any claims made and check the reliability of any sources.

- **I**dentify any use of AI tools (including large language models such as ChatGPT) in the student declaration form (below). Always declare your use of AI tools and explain how you used them.

- **O**bserve the principles of Good Academic Practice at all times.

- **N**ever submit chunks of text produced by AI as your own work. You may be in breach of the academic conduct regulations.

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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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Your Commissioning Project

Your project

- How's it progressing?

- What good commissioning practice / research have you found to inform your assignment so far?

- How will this inform the types of project activities are you undertaking / will undertake?

- Any advice you can offer each other?

Next steps

Key dates

- Assignment support

- Session 1:

- Tutorial 1:

- Session 2:

- Session 3:

- Tutorial 2:

- Submission deadline:

Contact us

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