

# Certificate of Credit in Care Purchasing and Brokerage

Assignment Support Session  
12<sup>th</sup> October 2022

# Agenda

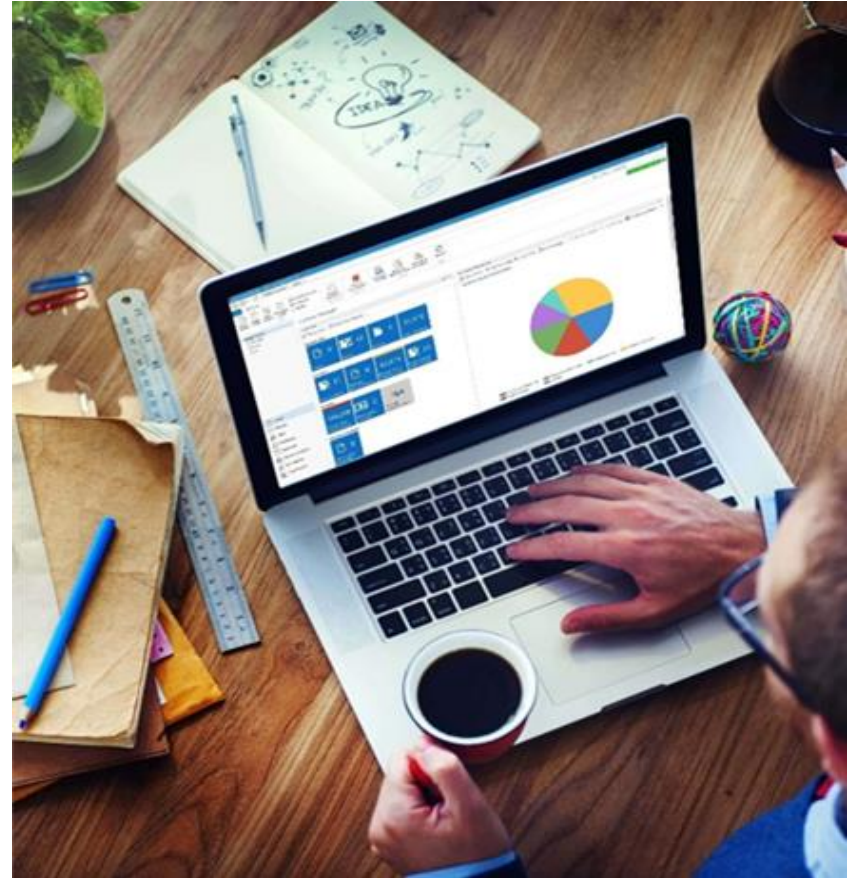
- Introductions
- Assignment support process
- The assessment task and criteria; hints and tips
- Critical analysis and reflection
- Next steps



# Introductions

# A reminder of why we're here

You can choose to accredit your learning from this short course and gain a formal undergraduate level accredited award – worth 10 CATS credits – to help with your Continuing Professional Development (CPD). To do this you will need to attend additional support sessions and complete an assessed piece of work-based learning



# Institute of Public Care



# Assignment support process

# Assessment support

- Online group briefing - covering assessment criteria, resources, Moodle (University's virtual learning environment).
- Two individual 'virtual' tutorials with an academic advisor to discuss content and plan your assessment and the second to review and discuss your 'first draft'.
- Your work will be assessed on a percentage basis and you will receive detailed and constructive feedback based on the assessment criteria.

# Key dates

- Support Session: today!
- Tutorial 1: w/c 7<sup>th</sup> November 2022
- Tutorial 2: w/c 5<sup>th</sup> December 2022
- Submission deadline: 9<sup>th</sup> January 2023



# Assessment task and criteria

# Assessment Task

- You have one assessment task, which is linked to your job role and so can be tailored to meet your needs and those of your employing agency.
- You will be asked to write a **reflective commentary** that describes a care placement / placements you have made, how you managed the process **and what new practice you implemented**. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were. We suggest that you use the following headings to structure your commentary:
  - Introduction
  - Managing the referral
  - Procuring the placement
  - Contract management and monitoring
  - Personal learning

Between 1,800 – 2,300 words

# Assessment criteria

a) Demonstrate knowledge and awareness of the national context for care purchasing and brokerage including relevant statutory duties and regulatory arrangements	20%
b) Demonstrate appropriate brokerage and purchasing practice. Provide evidence in appendices	30%
c) Evaluate the effectiveness of the brokerage and purchasing activities undertaken	25%
d) Provide a reflective commentary that demonstrates personal development and learning.	25%

# 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%

# Assignment hints and tips

- Look at the guidance for students in the assignment template.
- If possible, pick a placement / placements that are live examples within the timescale for the assignment – i.e. between September and December 2022.
- The placement should enable you to demonstrate implementation of care purchasing and brokerage good practice.
- If you didn't have direct involvement in some aspects of the placement eg contract monitoring, comment on what you '*would do*'
- Think carefully about how you will structure your assignment when you write it up.

# Assignment hints and tips continued

- Ensure that you clarify your role in the placement(s).
- 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 placement(s).
- Keep a 'learning log' to help jog your memory when reflecting on and writing the assignment.
- Review the course slides, look at the course materials and reading list for further information – wider reading and research is a plus (but not compulsory).
- Reference your sources, particularly any legislation, internal documents and course materials.

# Sample assignment

# Read the example assignment

What did you notice about:

- **Content**
- **Presentation**





# Critical Analysis & Reflection



In his own mind, Jerry quickly mastered the art.

# Being critical

Is about:

- Critical thinking - objective analysis and evaluation undertaken to inform your judgement
- Critical writing - presenting your conclusions in a clear and well reasoned way to persuade others

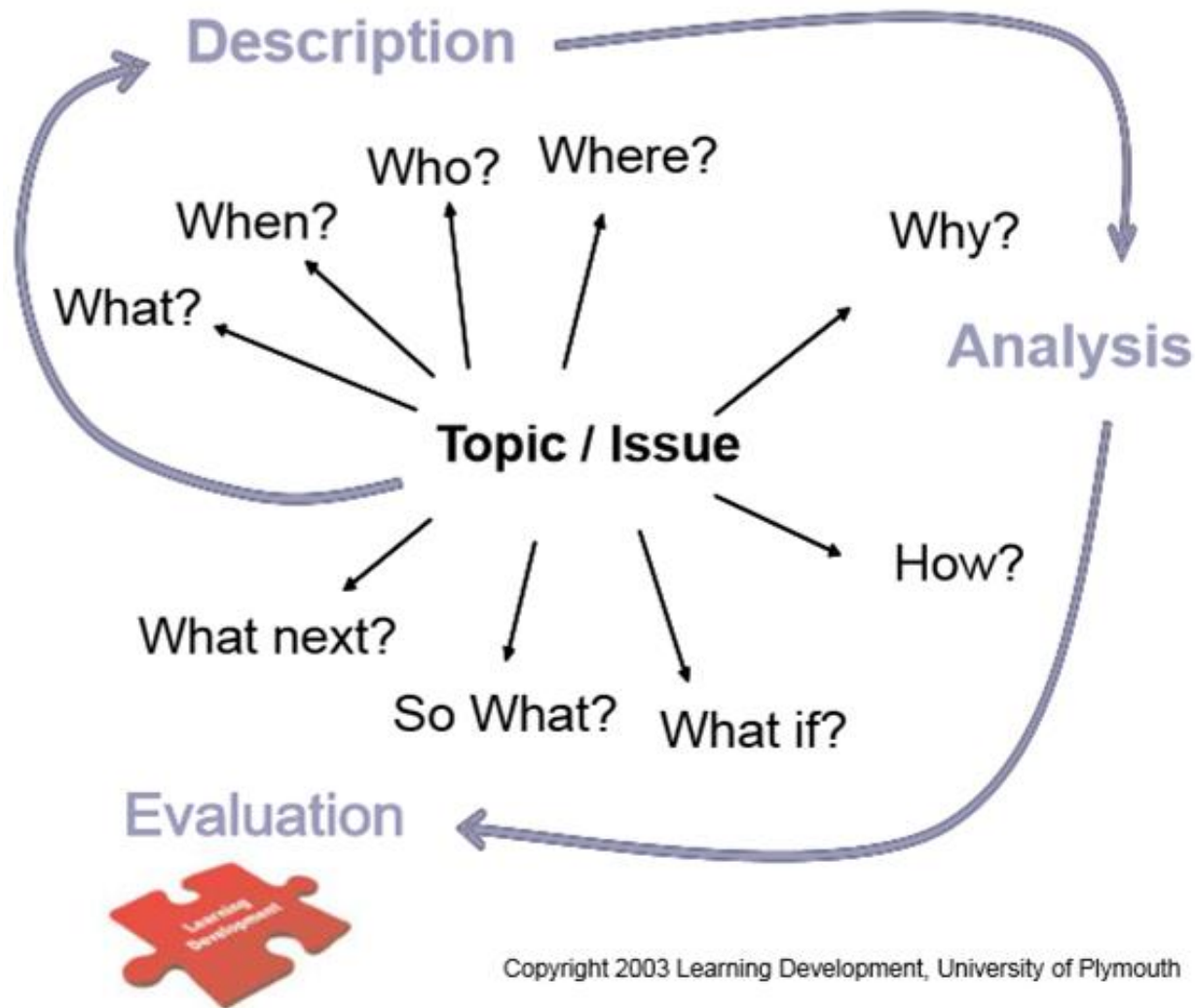
# Applying critical thinking

Driscoll adapted and applied 3 key questions for reflective practice:

- WHAT – the description of the event
- SO WHAT – the analysis of the event
- NOW WHAT – the proposed actions following the event

[http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical\\_reflection/models/driscoll.html](http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/models/driscoll.html)

# Model to Generate Critical Thinking



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# Reflective questions (Holm and Stephenson, 1994) (1)

- What was my role in this situation?
- Did I feel comfortable or uncomfortable? Why?
- What actions did I take?
- How did I, and others, act?
- Was it appropriate?
- How could I have improved the situation for myself, others?
- What can I change in the future?

## Reflective questions (Holm and Stephenson, 1994) (2)

- Do I feel as if I have learnt anything new about myself?
- Did I expect anything different to happen? What and why?
- Has it changed my way of thinking in any way?
- What knowledge from theory and research can I apply to this situation?
- What broader issues, for example, ethical, political or social, arise from this situation?
- What do I think about these broader issues?

## Criteria (d)

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

### Guidance:

- Reflect on what you have learned personally from undertaking the work.
- What did you do (or try to do) differently / what else might you do in the future?

Note: You might want to use a model such as [Driscoll's model of reflection](#) or the [Gibbs reflective cycle](#) to help you do this.

# Referencing



# Why reference?

**Evidence**



**Credibility**



**Traceability**



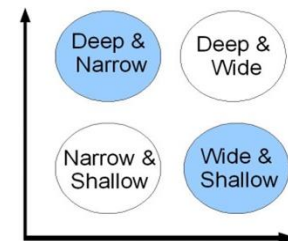
**Authority**



**Reliability**



**Reach and Scope**



**Politeness**



Williams & Carroll, 2009

# How and what to reference

- Examples of sources: legislation, policy/strategy/guidance documents, internal Council documents, course materials and reading list
- Use the Harvard style of referencing
- 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

# Examples

For reference list at the end:

- Lyall, S. and Ali, A. (2016) South East Together, common outcomes framework and measurement approach. New Economics Foundation. Available at: <https://present.brighton-hove.gov.uk/mgConvert2PDF.aspx?ID=98573> (accessed: 15th June 2021)

In text this is cited as (Lyall and Ali, 2016)

- International Association for Contract and Commercial Management (IACCM) (2015) Ten Pitfalls to Avoid in Contracting. Available at: [https://s3.eu-central-1.amazonaws.com/iaccmportal/resources/files/8414\\_j11652-10pitfalls-16pp-2015-06-08-web.pdf](https://s3.eu-central-1.amazonaws.com/iaccmportal/resources/files/8414_j11652-10pitfalls-16pp-2015-06-08-web.pdf) (accessed: 16th June 2021)

In text this is cited as (IACCM, 2015)

# Submission

# 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 be referred.
- 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.

# Moodle – Brookes Virtual Learning Environment

- Contains resources:
  - Course materials
  - Reading list
  - Student handbook and other sources of help
- Submit your work using Assignment Template
- Feedback and results are sent to you on Moodle. You can redirect messages to your usual email address
- There are a series of videos and documents to [help you use Brookes Virtual](#).

# Tutorial groups

**Group One**, tutor Clare Dodwell:

Emmanuel, Mark, Lucy, Laura, Leanne, Lisa

**Group Two**, tutor Sue Wise:

Frederica, Julie H, Sabrina, Ben, Jacqueline



# Theory to practice – your placement example

- In your groups: start to think about a placement/placements you might use for your assignment
- What were the key activities you carried out and how did you apply good practice?
- What worked well / what was challenging and what changes might be needed?

# Next steps

- Any questions?
- Start thinking about a placement/placements you might use
- First tutorial



# Contact us



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