

OXFORD
BROOKES
UNIVERSITY



institute of
public care

Certificate of Credit in Care Purchasing and Brokerage

Assignment Support Session

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 – Commissioning Cycle



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:
- Tutorial 1:
- Tutorial 2:
- Submission deadline:

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.

Word count is between 1,800-2,200 words

Assessment criteria

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

Marking

- The assessment will be graded passed or not passed.
- You must achieve 40% in each criterion to pass.
- 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.
- Pick a placement / placements that are live examples within the timescale for the assignment.
- 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 assignments

Read the example assignment/s

What did you notice about:

- Content
- Presentation



Evaluation



Criteria (c)

Evaluate the strengths and weaknesses of the placement activities you carried out:

- What went well?
- What didn't go so well?
- What organisational changes might be needed?

Reflection



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?

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?

Referencing

Why reference?

Evidence



Credibility



Traceability



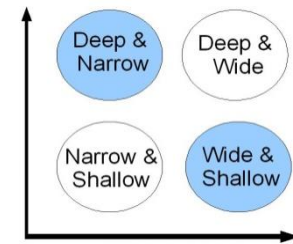
Authority



Reliability



Reach and Scope



Politeness



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

Use of Artificial Intelligence

“Embrace and Adapt”

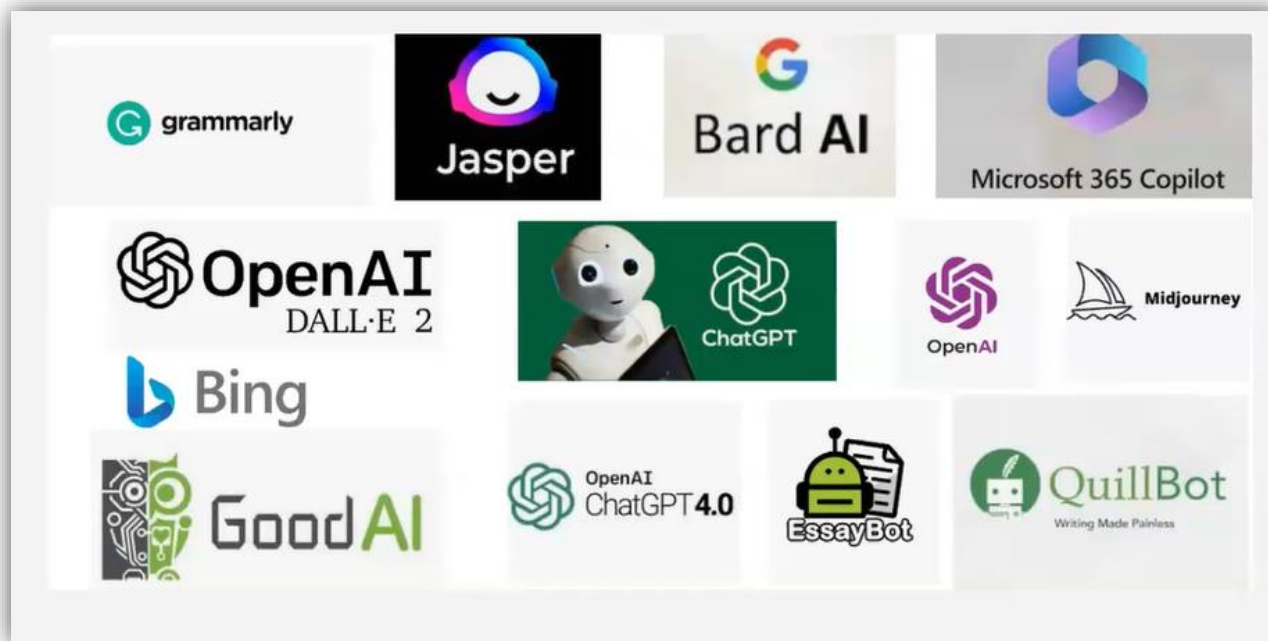
- AI can provide learning opportunities if used cautiously, critically and reflectively
- **BUT** it has limitations including falsified or misrepresented references, biased information and risks your own critical thought and voice being removed, if used inappropriately.



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):

- **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.

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*)

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

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:

<https://rl.talis.com/3/brookes/lists/1FAE723E-A0E7-A511-A0D9-4E87091B196D.html>

- 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:

Group Two:

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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