

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	MSc Child Protection and Adult Safeguarding
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University (High Wycombe)
Faculty	Faculty of Society & Health
Name of Final Award	Master of Science, MSc
NQF/FHEQ Level of Qualification	Level 7
QAA Subject Benchmark Statement(s)	QAA Master's Degree Characteristics (2010) QAA Framework for Higher Education Qualifications (2014)
UCAS Code	N/A
Course Code(s)	MW1CPA1 MW1CPA2
Mode of Delivery	Full Time & Part Time
Length of Study	MW1CPA1 – 1 year (i.e. 11 months) MW1CPA2 – 2 years
Number of Intakes	1 – September
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	N/A
Month and Year valid from	01 September 2017
Publication & Revision Dates	01 June 2017 / January 2018 / August 2020 / September 2021

Programme Introduction

The *MSc Child Protection and Adult Safeguarding* is an innovative, interdisciplinary and evidence-based programme that seeks to improve students' knowledge about the swiftly-changing context of safeguarding. It develops students' skills in acquiring information at the forefront of the arena, and improves their ability to critique this knowledge. The interdisciplinary nature is a key asset, by encouraging students to make connections and learn with others from a range of backgrounds and interest. This design allows students to develop a comprehensive understanding of challenges in providing and leading safeguarding services and practice. The course team are drawn from across the Faculty of Society and Health, further embedding the interdisciplinary nature. Their engagement with research and scholarship mean that the course content retains currency and uses real-life examples to make the content and learning more realistic.

Distinguishing Features of the Programme

This programme is of interest to anyone currently practising (or aspiring to practise) safeguarding (both children and/or adults) in local government/social services, police service, healthcare, and voluntary and NGO organisations wishing to broaden their areas of expertise and those interested in developing a career in safeguarding practice. It seeks to prepare students for the next stage in their career, whether advancement or a transition into a new role.

Distinguishing Features

- Innovative programme with few competitor programmes (and none local) because of its interdisciplinarity and complete Master's scope.
- Interdisciplinary nature of content and course team
- Timetabling of sessions to reduce impact on jobs (most sessions are scheduled for Tuesday & Wednesday afternoon and evening)
- Connection of students to local organisations for potential dissertation projects
- Reputation of BNU for safeguarding (derived from safeguarding conference and various evaluations)
- Students are able to selectively engage with safeguarding content to focus on an area of professional interest.
- This programme has strong links with a range of local and regional service providers, which encourage connections between students, academics and organisations for evaluations or further career options.

Admission Requirements

The minimum entry requirements for the programme are as follows:

Students will normally have completed a first degree (2.1 classification or above) or equivalent. Consideration will be given to applicants who do not hold a full degree but that have:

- demonstrated academic competence at an undergraduate level, or
- a substantial practice background or considerable experience in public/third sector organisations, and will
- normally be in employment within the public sector.
- a role that requires performing at undergraduate level.

Applications and interviews will be used to determine applicant's ability to perform at Level 7. When applications and previous education are unclear indicators of ability, applicants can be asked to complete a short written task to determine their ability to complete a task to the level expected for a L7 applicant.

Recognition of Prior Learning

Students will have the opportunity through the Accreditation of Prior Learning Panel for exemption with APEL or APCL.

Employability Statement / Career Prospects

This programme seeks to assist students to improve their knowledge and skills to improve their employment prospects. In particular, the programme seeks to prepare students for the next stage of their careers, which usually involves a transition or promotion. Particular job roles for a graduate might include policy developer, researcher, team leader, programme manager, lead for safeguarding in an organisation or safeguarding board business manager. These roles will be undoubtedly focus on working with cases of both extreme and/or entrenched (or multi-generational) abuse and neglect. In healthcare, these roles will include responsibilities for preventing, identifying and responding to abuse and neglect at both operational and strategic levels. Connection between the programme and the careers service will improve students' expectations, including seeking further academic qualifications, such as doctoral study. The course team will engage with the Bucks Careers Service, and highlight to students relevant services, including Career's Fairs.

Professional Statutory and Regulatory Body Accreditation

N/A

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the *MSc Child Protection and Adult Safeguarding* programme are to:

- Encourage students to develop a critical understanding of the complex practice of safeguarding vulnerable adults and children.
- Provide students with the skills necessary to participate in the development of social policies and services, particularly those relating to safeguarding and child protection.
- Enable students to work with others to design and deliver effective safeguarding interventions and to advise on respectful and inclusive policy development.
- Improve students' knowledge about how leadership and organisational culture influences safeguarding settings.
- Enable students to develop further competence and flexibility in their professional practices, whilst appreciating the legal and ethical responsibilities of working with stigmatised, marginalised or disenfranchised individuals, groups and communities.
- Facilitate a critical understanding of the impact of difference, diversity and social inequalities on people's lives, and the implications these issues have for working practices. Thus, promoting practise in a non-discriminatory, non-oppressive manner.
- Enhance students understanding of research literature and methodologies, and to encourage a critical review of existing research.
- Develop mastery of the subject of safeguarding to promote independent and autonomous practice.

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 7 MSc, a graduate will be able to:

Programme Learning Outcomes		
K	Knowledge and Understanding	Core Modules Level 7
K1	A critical understanding of the impact of safeguarding services upon service users	SW712, SW713
K2	A systematic understanding of relevant social policies, and to critically evaluate the policy context of safeguarding within England.	SW712, SW713, PF754
K3	An advanced knowledge and understanding of research methods	SW714/TL724
K4	A conceptual understanding of the importance of reflexivity for practitioners.	SW713, PF754
C	Intellectual/Cognitive Skills	
C1	Skills of self directed learning, critical thinking, originality, innovation and self evaluation;	PS748
C2	A critical application of knowledge and theoretical elements of child protection or adult safeguarding to their work, assisting them to make more effective decisions and strengthening their practice.	SW712, SW713
C3	An ability to evaluate complex information, which is potentially incomplete, in order to devise a suitable strategy for a research project.	SW714/TL724, PS748
C4	Critically reflect about their impact as a practitioner.	SW713, PF754
P	Practical Skills	
P1	An advanced ability to work in interdisciplinary settings.	SW713, PF754
P2	Skills for undertaking independent research and evaluation	SW714/TL724, PS748
T	Key/Transferable Skills	
T1	Present information in a range of manners, including: written reports, presentations, and verbal discussions.	SW713, SW714/TL724, PS748
T2	An ability to acquire information in a quickly changing environment, which may sometimes be incomplete.	SW712, SW713, PF754, PS748
T3	An advanced understanding of leadership, and how this relates to their own roles as current or future leaders or safeguarding services.	PF754, PS748

On successful completion of Level 7 PG Cert a graduate will be able to demonstrate achievement of the following learning outcomes:

- A critical understanding of the impact of safeguarding systems and services upon service users
- An advanced knowledge and understanding of research methods
- A conceptual understanding of the importance of reflexivity for practitioners.
- A critical application of knowledge and theoretical elements of child protection or adult safeguarding to their work, assisting them to make more effective decisions and strengthening their practice.
- An advanced ability to work in interdisciplinary settings.

The above learning outcomes will be demonstrated by the achievement of 60 credits at Level 7 for this programme.

A **Postgraduate Certificate (PGCert)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 60 credits at Level 7. The following modules will count towards achievement of this award:

- SW714 Research Methods and Safeguarding/TL724 Research and Impact in Learning & Teaching
- SW712 Comparative Safeguarding Studies
- SW713 Critical Practice in Safeguarding

On successful completion of Level 7 PGDip a graduate will be able to demonstrate achievement of all learning outcomes for except the dissertation learning outcomes.

The learning outcomes will be demonstrated by the achievement of a combined total of 120 credits at Level 7. The above learning outcomes and modules will be included in the achievement of the PGDip.

The following modules will count towards achievement of this award:

- SW714 Research Methods and Safeguarding/TL724 Research and Impact in Learning & Teaching
- SW712 Comparative Safeguarding Studies
- SW713 Critical Practice in Safeguarding
- PF754 Leadership, Management and Professional Issues

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

There are two areas for engagement with this programme, and this particular student demographic, which require explanation. It is designed as a multidisciplinary Masters programme, both from the student and the academic perspective. It will have students enrolled from a variety of professional backgrounds, undertaking modules led by lecturers from as diverse a set of professional backgrounds as can be realistically provided, so as to emulate the interdisciplinarity of the current safeguarding arena. Sharing several modules with other postgraduate programmes within the School will also enhance the interdisciplinary approach. Secondly, students that undertake this course will likely come from one of the two broad safeguarding areas: adult safeguarding, or child protection, even though the modules will cover both areas. They will be allowed to concentrate on their area of expertise in the modules, so as to enhance their understanding of their chosen area by having focussed case studies, and flexible assessments that can be 'tailored' to their area.

In addition, at Level 7, students are expected to be highly self-motivating, and will be expected to undertake large amounts of independent study and research, which will be facilitated by the approaches used in the modules. Students should be prepared to refine their analytical and critical evaluation skills and their critical application of their knowledge, taking into account wider contexts. Students will be encouraged to undertake group work to develop work for a professional context.

It is expected that a student will complete all of the core modules and research methods before beginning their dissertation. There is a strong linking between *Applied Research Skills* and *Data Analysis and Interpretation*, meaning students will likely need to have completed the former to undertake the latter.

Workshops

- Computing – Workshop activities particularly focus on the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data and the data management software used by qualitative researchers (Nvivo), and the use of referencing management software (EndNote, Zotero, etc.).
- Seminars – several modules will use a discussion format which will encourage students to engage in a variety of forms of discussion, including small group and large group.

Activities

Much of this programme will use activity-based learning, assisting the students to develop their knowledge and skills via tasks, whether individual or in groups. These will allow the opportunity for formative feedback to be provided to assist students to identify gaps in understanding. Students will engage in a variety of other activities, including analysis of key readings, exercises on systematic literature reviewing and critiquing journal articles, group discussions, debates, videos and practical activities.

The University uses Blackboard™ as a Virtual Learning Environment (VLE); this is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. In some instances, this will be offered as an alternative to classroom interaction between students and lecturers will be used as an additional resource in conjunction with traditional classroom teaching. The facilities available through the use of this VLE include:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture hand-outs, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.
- Hosting Blackboard *Collaborate* recordings of lectures to assist blended-learning.

How will students be assessed?

Summative assessments are designed to test the achievement of the learning outcomes. Some modules also include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors and/or their peers, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods will be employed on this course, as follows:

- *Annotated bibliographies* – these will encourage students to develop their critical and comprehensive understanding of the literature, and to develop their ability to thematically link literature.
- *Essays* will allow students the opportunity to acquire a range of knowledge and present it in a coherent, considered manner about a specific topic. The essays in this programme are used to determine students' ability to gather, analyse and synthesise a broad array of knowledge and to present it understandably.

- *Reflexive Logs (and Blogs) and online discussions* – these will enable students to develop their reflexive learning skills that are crucial to the professional practice of community psychology. The use of Blogs will enable students to develop their IT skills whilst also addressing summative issues in their learning.
- *Oral Presentations* will permit students to demonstrate their communication skills.
- *Case studies* will enhance students' engagement across disciplinary boundaries within class, and the written analysis will assist them to deal with complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and to communicate their conclusions clearly.
- *Examinations* will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. The examinations here is unseen; however, there is significant discussion about the types of questions used, and practice exams are undertaken during teaching sessions to develop student confidence.
- *Secondary Research Reports* will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes, policies and debates inherent in the material, and to present a rational, coherent, information-based argument and evidenced based solutions to problems.
- *Research Proposals* will provide students with the opportunity to demonstrate the breadth and depth of their understanding of research methods, ethical considerations and the principles at the centre of community psychology.
- *Primary Research Reports* will allow students the opportunity to put research methods training into practice thus facilitating 'deep learning'. They will be able to demonstrate their understanding of different research tools essential to the practice of their discipline.

Work-Based / Placement Learning

Work-based Learning is not applicable to this programme.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS**Table 1: Programme Structure Table**

Programme Title		MSc Child Protection and Adult Safeguarding							
Course Code		MW1CPA1							
Mode of Study		Full Time							
Credit Value		UK	180		ECTS		90		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore/[O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Level 7									
Semester One									
SW714 OR TL724	Research Methods and Safeguarding OR Research and Impact in Learning & Teaching	7	1	C	30		100%		1
SW712	Comparative Safeguarding Studies	7	1	C	30		100%		1
PF754	Leadership, Management and Professional issues	7	1	C	30		100%		1
Semester Two									
SW713	Critical Practice in Safeguarding	7	1	C	30		100%		2
Year Long									
PS748	Postgraduate Dissertation	7	1	C	60		100%		SB

Programme Title		MSc Child Protection and Adult Safeguarding							
Course Code		MW1CPA2							
Mode of Study		Part Time							
Credit Value		UK		180		ECTS		90	
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore/[O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Level 7									
YEAR ONE									
Semester One									
SW714 OR TL724	Research Methods and Safeguarding OR Research and Impact in Learning & Teaching	7	1	C	30		100%		1
SW712	Comparative Safeguarding Studies	7	1	C	30		100%		1
Semester Two									
SW713	Critical Practice in Safeguarding	7	1	C	30		100%		2
YEAR TWO									
Semester One									
PF754	Leadership, Management and Professional Issues	7	2	C	30		100%		1
Year Long									
PS748	Postgraduate Dissertation	7	2	C	60		100%		SB

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	377	523	N/A	900
Year Two	88	812	N/A	900
Total	465	1335		1800

*These hours should be calculated based on the hours stated in the module descriptors.

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations Academic Assessment Regulations and procedures as detailed on the University website.

Calculation of the award is 100% at Level 7.

The following modules will be non-compensable:

- PS748 Postgraduate Dissertation

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Postgraduate Certificate	PGCert Child Protection and Adult Safeguarding	60 Credits
Postgraduate Diploma	PGDip Child Protection and Adult Safeguarding	120 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme: *(Amend as appropriate)*

- Academic Assessment Regulations
- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Master's Degree Characteristics (2010)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- University Academic Qualifications Framework
- Academic Assessment Regulations
- Recommendation and feedback from external subject academics and industry professionals

- Intercollegiate Documents:
- RCPCH (2014) Safeguarding children and young people: roles and competences for health care staff. London: Royal College of Paediatrics and Child Health.
- NHS England (2016) [Draft] Adult Safeguarding Levels and Competencies for healthcare professionals. London: NHS England.

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks. Department of Social Work and Integrated Care.

Annual Review and Monitoring

This programme will be monitored annually through the University's Programme Review and Enhancement process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2021

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