

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MSc Child Protection and Adult Safeguarding
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Social Work
Award Title (including separate Pathway Award Titles where offered):	MSc Child Protection and Adult Safeguarding
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate Postgraduate Diploma
Accreditation details:	
Length of programme:	1 year 2 years
Mode(s) of Study:	Full Time Part Time
Mode of Delivery:	Distance learning
Language of study:	English
QAA Subject Benchmark(s):	No subject benchmarks
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	MSCPASDF / MSCPASDP
UCAS Code(s):	
Approval date:	September 2023
Date of last update:	March 2024

2. Programme Summary

The MSc Child Protection and Adult Safeguarding is an innovative, interdisciplinary and evidence-based programme that seeks to improve your knowledge about the swiftly-changing context of safeguarding. It develops your skills in acquiring information at the forefront of the arena, and improves your ability to critique this knowledge. The interdisciplinary nature is a key asset, by encouraging you to make connections and learn with others from a range of backgrounds and interest. This design allows you to develop a comprehensive understanding of challenges in providing and leading safeguarding services and practice. The course team are drawn from across the University, 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.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Encourage learners to develop a critical understanding of the complex practice of safeguarding vulnerable adults and children and develop mastery of the subject of safeguarding to promote independent and autonomous practice
2. Provide learners with the skills necessary to participate in the development of social policies and services, particularly those relating to safeguarding and child protection
3. Enable learners to work with others to design and deliver effective safeguarding interventions and to advise on respectful and inclusive policy development while improving learners' knowledge about how leadership and organisational culture influences safeguarding settings
4. Enable learners 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 by facilitating 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
5. Enhance learners understanding of research literature and methodologies, and to encourage a critical review of existing research

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate critical understanding of the impact of safeguarding services upon service users.
K2	Articulate a systematic understanding of relevant social policies, and to critically evaluate the policy context of safeguarding within England.
K3	Demonstrate an advanced knowledge and understanding of research methods.
K4	Exhibit conceptual understanding of the importance of reflexivity for practitioners.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Demonstrate skills of self directed learning, critical thinking, originality, innovation and self evaluation.

C2	Critically apply knowledge and theoretical elements of child protection or adult safeguarding to their work, assisting them to make more effective decisions and strengthening their practice.
C3	Critically evaluate complex information, which is potentially incomplete, in order to devise a suitable strategy for a research project.
C4	Critically reflect about their impact as a practitioner.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Demonstrate an advanced ability to work in interdisciplinary settings
P2	Apply skills of research and understanding of research methodologies in undertaking independent research and evaluation.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Present information in a range of manners, including: written reports, presentations, and verbal discussions.
T2	Demonstrate an ability to acquire information in a quickly changing environment, which may sometimes be incomplete.
T3	Show an advanced understanding of leadership, and how this relates to their own roles as current or future leaders or safeguarding services.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through demonstrating critical understanding of safeguarding processes through an understanding of the policy context of safeguarding and accessing relevant research. (K 1-4)

Demonstrating an ability to critically apply learning gained from various modules to enable considered and safe decisions making in highly complex safeguarding situations with an ability to promote sound policy within organisations around safeguarding issues. (C 1-4)

Students will also be enabled to use skills and values gained from the programme to work effectively in interprofessional settings and use research skills to engage in independent research. (P 1-2)

Finally, students will develop key skills of presentation, report writing and leadership which will enhance their employability and career progression. (T 1-3)

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- We usually expect candidates to have a second-class honours degree in a related field or discipline. We also consider candidates with professional qualifications and directly relevant work experience. As this isn't a practice-based course, you don't have to be currently working with vulnerable people to be accepted as a student.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<p>Level 7</p>	<p>Full time</p> <p>Core Modules:</p> <p>HSC7015 Comparative Safeguarding Studies – (20)</p> <p>HSC7021 Critical Practice in Safeguarding – (20) OR HSC7017 Critical Perspectives in Safeguarding – (20)</p> <p>HSC7018 Reflective Practice and Supervision in Safeguarding – (20) HSC7019 Safeguarding Legislation: Children and Families – (20) HSC7020 Safeguarding Legislation: Adults and Mental Health – (20) HSC7013 Dissertation – (60)</p> <p>Option Modules:</p> <p>HSC7016 Leadership, Management and Professional Issues – (20) OR HSC7014 Essential Skills in Motivational Interviewing – (20)</p>	<p>PGCert awarded on completion of 60 credits PGDip awarded on completion of 120</p>
<p>Level 7</p>	<p>Part-time</p> <p>Year 1</p> <p>Core modules</p> <p>HSC7015 Comparative Safeguarding Studies - (20) HSC7019 Safeguarding Legislation: Children and Families – (20) HSC7020 Safeguarding Legislation: Adults and Mental Health – (20) HSC7018 Reflective Practice and Supervision in Safeguarding – (20) HSC7021 Critical Practice in Safeguarding – (20) OR</p>	

	<p>HSC7017 Critical Perspectives in Safeguarding – (20)</p> <p>Option modules HSC7016 Leadership, Management and Professional Issues – (20) OR HSC7014 Essential Skills in Motivational Interviewing – (20)</p> <p>Year 2 Core modules HSC7013 Dissertation - (60)</p>	
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

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 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. 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. □
- All lectures delivered on line will be recorded to enable students to review them again later

Assessment

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.□

Contact Hours

Learners can expect to receive up to 324 hours of contact time depending on modules selected.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Master's Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																					
Comparative Safeguarding Studies – (20)	X	X					X				X							X	X		
Critical Practice in Safeguarding – (20) OR Critical Perspectives in Safeguarding – (20)	X	X					X				X							X	X		
Reflective Practice & Supervision in Safeguarding – (20)				X		X			X										X		
Safeguarding Legislation: Children & Families – (20)	X	X					X				X							X	X		
Safeguarding Legislation: Adults & Mental Health – (20)	X	X					X				X							X	X		
Dissertation – (60)			X					X				X					X				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Option Modules:																					
Leadership, Management and Professional Issues – (20)												X							X		
Essential Skills in Motivational Interviewing – (20)	X	X		X		X	X		X		X						X				