

NOTE TO PROGRAMME LEADS:

Please refer to APQO guidance note (G2.2) on completing the PS template.

PROGRAMME SPECIFICATION

for the award of

MSc/ PGDip/ PGCert Child Welfare and Wellbeing

Managed by the Faculty of Health and Life Sciences

Date approved:	January 2016
Applies to students commencing study in:	September 2016 Onwards

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

Extend list as necessary.

*Date of meeting of Faculty AESC, validation panel, or other authorised body at which changes were formally approved.

**Give brief outline of what has been updated and why (e.g. section 4.2 updated due to changes in PSRB requirements).

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award:	Postgraduate Certificate: Child Welfare and Wellbeing Postgraduate Diploma: Child Welfare and Wellbeing Master of Science: Child Welfare and Wellbeing
Programme title:	Child Welfare and Wellbeing
Interim exit awards and award titles available:	Postgraduate Certificate: Child Welfare and Wellbeing Postgraduate Diploma: Child Welfare and Wellbeing
Brookes course code:	HL76
UCAS code:	
JACS code:	L510
HECoS code:	See guidance note G2.2, section 1
Mode of delivery:	Distance learning (full-time) Distance learning (part-time)
Mode/s and duration of study:	Full Time Mode – normal duration 1 year, maximum duration 5 years Part Time Mode – normal duration 3 years, maximum duration 5 years
QAA subject benchmark statement/s which apply to the programme:	N/A
Professional accreditation attached to the programme:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

This postgraduate programme focusses on children, young people and families. It attracts health, education and social work/ care professionals and other graduates working with children, young people and their families at either a practice or policy level. The programme is offered as distance learning only and is intended to attract EU, international and home students from the national and local geographic areas.

The overall aim of this distance-learning based Masters programme is to challenge and extend the knowledge base, skills and attitudes of those working (or planning to work) in the multi-professional field of child welfare and well-being. It will focus in particular on a critical analysis of the evidence-base for working with children and families and will provide students with the opportunity to conduct a piece of investigative research to further understanding and/or development of a specific area of child welfare practice.

The programme team believe that by learning together in an inter-professional environment, students will build a better understanding of how different sectors can and must work together to improve the well-being of children and young people. The programme team value learners as partners within programme delivery, and will work with them as colleagues and peers throughout the programme. Implicit within this is the recognition and appreciation of the knowledge, skills, experience, abilities and strengths brought by each learner to a group of professional colleagues. It is these attributes, which will contribute to, and enhance the quality of debate within the programme. Further to this, the concept and principles of adult learning are central to the educational beliefs of the programme. Thus, the programme team identifies the importance of the individual person within the educational process and the journey of life-long learning from both a personal and professional perspective. The importance of inter-professional learning and mutual learning are pivotal in achieving this.

Staff profiles for members of the core teaching team can be found on Department website at <http://pswph.brookes.ac.uk/staff>
<http://www.swph.brookes.ac.uk/research/children-and-families>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates for the Postgraduate Certificate, Postgraduate Diploma or Master in Science will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

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|---|
| <ul style="list-style-type: none">define and critically assess current evidence on what works in supporting and safeguarding children and young people (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">critically review relevant theoretical models underpinning child welfare and safeguarding practice (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">critically examine the impact of policy, legal frameworks and lessons from research in promoting the welfare of children and young people (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">demonstrate a critical understanding of the concept of 'vulnerability' as applied to children and young people (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">evaluate evidence-based, developmentally appropriate, psycho-social interventions with children and young people (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">demonstrate an ability to construct a coherent academic argument and present it in an extended piece of writing. (PGCert, PGDip, MSc) |
| <ul style="list-style-type: none">use evaluation strategies to monitor, review and audit evidence-based interventions for substance misuse, children living in conflict and children in care (PGDip, MSc only) |

- analyse, synthesise and articulate knowledge about children and young people from a wide variety of sources and theoretical perspectives. **(PGDip, MSc only)**
- carry out and evaluate their own research, or submit a systematic review or literature review to further understanding and/or development of a specific area related to children, young people and family wellbeing. The research design used may vary considerably, but the student will be required to justify an appropriate methodology **(MSc only)**

3.2 RESEARCH LITERACY

- deploy skills in research utilisation, in critical analysis of research and in exploration of the applicability of research to work with children and young people **(PGCert, PGDip, MSc)**
- critically appraise a variety of sources of knowledge and evidence to inform assessment and intervention practices with children and young people **(PGCert, PGDip, MSc)**
- identify, locate, critically analyse and synthesise relevant research material **(PGDip, MSc only)**
- demonstrate a critical appreciation of research methods and methodology **(PGDip, MSc only)**
- critically review and reflect on their own practice in child welfare and well being **(PGDip, MSc only)**
- carry out and evaluate their own research, or submit a systematic review or literature review to further understanding and/or development of a specific area related to children, young people and family wellbeing. The research design used may vary considerably, but the student will be required to justify an appropriate methodology **(MSc only)**

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- recognise own beliefs and values, and how they influence the development, planning, delivery and evaluation of evidence-based working with children and young people **(PGCert, PGDip, MSc)**
- identify factors which increase the ability of professionals to work effectively across professional and agency boundaries **(PGCert, PGDip, MSc)**

3.4 DIGITAL AND INFORMATION LITERACY

- utilise a range of digital tools for learning, online participation and assessment **(PGCert, PGDip, MSc)**
- show developed skills in information retrieval from a range of digital sources **(PGCert, PGDip, MSc)**

3.5 ACTIVE CITIZENSHIP

- demonstrate critical, analytical and reflective skills for use in assessment, planning and decision making **(PGCert, PGDip, MSc)**
- demonstrate the ability to apply strategies to promote user involvement through exploration of children, young people and family experiences **(PGCert, PGDip, MSc)**
- demonstrate skills in concise and effective communication through regular participation in online debate and discussion **(PGCert, PGDip, MSc)**
- challenge professional and organisational boundaries to improve the delivery of interventions/care and outcomes for children, young people and family wellbeing **(PGDip, MSc only)**

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

4.1.a Master of Science

The award requires successful completion of 5 Level 7 single modules from a bank of 6 acceptable modules, 1 compulsory Level 7 single module and 1 compulsory Level 7 triple module

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P45000	Risk and the Protection of Children	20	7	Acceptable	Coursework 100%
P45001	Evidence – Informed Interventions in Child Welfare	20	7	Acceptable	Coursework 100%
P45002	Foundations in Child Welfare and Wellbeing	20	7	Compulsory	Coursework 100%
P45003	Substance Misuse	20	7	Acceptable	Coursework 100%
P45004	Vulnerable Children and Young People	20	7	Acceptable	Coursework 100%
P45005	Child Protection Practice	20	7	Acceptable	Coursework 100%
P49210	Advanced Research Design	20	7	Compulsory	Coursework 100%
P49215	Dissertation	60	7	Compulsory	Coursework 100%

4.1.b Postgraduate Diploma

The award requires successful completion of 1 compulsory Level 7 single module and 5 from a bank of 6 acceptable Level 7 modules.

Module Code	Module Title	Credits	Level	Status*	Coursework: Exam ratio
P45000	Risk and the Protection of Children	20	7	Acceptable	Coursework 100%
P45001	Evidence – Informed Interventions in Child Welfare	20	7	Acceptable	Coursework 100%
P45002	Foundations in Child Welfare and Wellbeing	20	7	Compulsory	Coursework 100%
P45003	Substance Misuse	20	7	Acceptable	Coursework 100%
P45004	Vulnerable Children and Young People	20	7	Acceptable	Coursework 100%
P45005	Child Protection Practice	20	7	Acceptable	Coursework 100%
P49210	Advanced Research Design	20	7	Acceptable	Coursework 100%

4.1.c Postgraduate Certificate

The award requires successful completion of 1 compulsory Level 7 single module and 2 from a bank of 5 acceptable Level 7 modules.

Module Code	Module Title	Credits	Level	Status*	Coursework: Exam ratio
P45000	Risk and the Protection of Children	20	7	Acceptable	Coursework 100%

P45001	Evidence – Informed Interventions in Child Welfare	20	7	Acceptable	Coursework 100%
P45002	Foundations in Child Welfare and Wellbeing	20	7	Compulsory	Coursework 100%
P45003	Substance Misuse	20	7	Acceptable	Coursework 100%
P45004	Vulnerable Children and Young People	20	7	Acceptable	Coursework 100%
P49210	Advanced Research Design	20	7	Acceptable	Coursework 100%

4.2 PROGRESSION AND AWARD REQUIREMENTS

Exit Awards

MSc., Child Welfare and Wellbeing

PG Dip Child Welfare and Wellbeing

PG Cert Child Welfare and Wellbeing

Programme Structure:

- This distance-learning Masters Programme comprises a total of 6 'M' level modules and a triple 'M' level 18,000-20,000-word dissertation (180 credits).
- The Postgraduate Diploma involves completing 6 'M' level modules (120 credits)
- The Postgraduate Certificate requires 3 'M' level modules (60 credits).

4.3 PROFESSIONAL REQUIREMENTS

There are no professional requirements.

SECTION 5: TEACHING AND ASSESSMENT

Teaching and Learning

The teaching, learning and assessment strategy of the programme reflects its interprofessional, student-centred, child and family-centred and practice-oriented approach. The programme is entirely distance – learning and is delivered by way of a structured programme of varied learning activities delivered on a weekly basis through the individual module Moodle site, supported more general information sharing, learning support and student to student interaction through the programme Community Pages.

Opportunities for sharing existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, a variety of teaching and learning strategies are used during on-line learning. These include:

- directed study workbooks and e-learning activities
- guided reading
- online discussions
- independent research and assignment preparation

Typically, a student taking a 20 – credit single module will undertake 100 hours of guided study based on online workbooks or e-learning activities, spend 30 hours in online discussions and postings and 70 hours on independent study and assignment preparation.

Linking Teaching with Research

The programme team place great emphasis on linking teaching and research, this is particularly important when the central focus of the programme is the study of effective evidence-based interventions with children and families. Research and an on-line research based environment is also vital for assisting

students to base judgement and decisions on sound evidence. For this it is important for students to develop skills in critically appraising others' research as well as designing and conducting their own research. Lecturers on the Programme Team are engaged in research and scholarship within the subject areas of the programme curriculum. This enables teaching to be informed through current research, as well as enabling students to understand and appreciate research within the context of their professional practice and work experiences with children, young people and families. This current research knowledge and expertise enables students to be well supported when undertaking their research dissertation projects.

Assessment

The assessment strategy is informed by the Brookes Assessment Compact in terms of each module having formatives and summatives, moderation process, objective marking, provision of qualitative feedback and quantitative marks by reference to the assessment grid.

Assessment normally takes the form of a single 3000 - 3500 word assignment comprising a critical analysis of one aspect of child welfare policy or practice which relates to the student's own country of origin (or selected country), work or sphere of experience. The assignment is intended to encompass critical appraisal of the scientific knowledge, as well as the evidence-base to inform child welfare and identify ways of improving practice.

Additionally, students on some modules are assessed through project work assigned as part of the module. The assessments provide students with an opportunity to synthesise and demonstrate their learning of the evidence base around child welfare and wellbeing, as well as meeting the specific module learning outcomes. Assignments are individually graded, however, each assignment is intended to contribute cumulatively towards the overall aims and learning outcomes of the Programme, thus reflecting the University's philosophy of 'life-long learning' and long term understanding and achievements. Students are also expected to assess their own participation in course work and e-group activities through self-assessment exercises. The self-assessment strategy encourages students to be responsible for their own learning and to promote self-awareness in determining their own level of knowledge.

The programme handbook provides a commentary for students on how the Graduate Attributes are developed through the programme. In addition, students can expect to be introduced to the concept of Graduate Attributes during induction, and will have tutorial discussions with their academic advisor, particularly in their first year, which will focus on identifying module content and activities leading to their acquisition of Graduate Attributes, and their experience of them.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

All students entering the Programme should possess the following:

- An Honours Degree, or a professional qualification equivalent to a first degree.

However, applicants who do not meet the minimum requirement for formal qualifications (as above) are assessed on their skills and knowledge to decide if these are appropriate to enable them to do the course. Each candidate is assessed on individual merit, experience and ability. Potential applicants (before being admitted) may be asked to fulfil any of the following (depending on individual background and information / document(s) already forwarded with the admission form).

They will be required to select and submit one of the following:

A comprehensive portfolio of relevant prior work experience such as:

- copies of documents showing work undertaken / completed while in previous or current appointments
- copies of job description already fulfilled

- evidence of training / workshops / seminars / conferences attended and the work or paper presented by applicant at workshop / seminar / conference

A statement that the work submitted to the programme committee is relevant study / piece of academic written work undertaken either alone or with others

A reflection in essay format on previous work undertaken (of 4 to 5 pages on A4 sheet) such as postings or diary activities. Applicants must demonstrate they are able to study at post graduate level.

Applicants whose home language is not English must demonstrate that their level of English is appropriate for study at postgraduate level. In addition to the applicants must have one of the following or an equivalent qualification acceptable to the University as set out in the list produced by the International Centre for English Language Studies (ICELS):

- British Council IELTS: level 6.5 or above (with 6 in written English);
- Cambridge Certificate of Proficiency in English: grade C or above;
- O-level English Language, or GCSE English Language: grade C or above;
- Oxford Brookes University English Language Entrance test - pass.

Due to the nature of this course, each student will need reliable access to the internet, usually through a good broadband connection. The student will need to have good IT skills and be proficient in the use of the internet and online communication. (See below for minimum computer requirements).

Computer specifications

The minimum computer specifications for study using Moodle are as follows:

	PC	Macintosh
Hardware requirements	<ul style="list-style-type: none"> • 1GHz CPU • Windows XP or later • 1Gb of RAM • 40Gb hard disk • Broadband internet access • Graphics Card with at least 128MB of memory • Sound card • Microphone and speakers or headphones 	<ul style="list-style-type: none"> • 1Ghz Processor • Mac OS X or later • 1Gb of RAM • 40Gb hard disk • Broadband internet access • Graphics Card with at least 128MB of memory • Sound card • Microphone and speakers or headphones
Software requirements	<ul style="list-style-type: none"> • Microsoft Office XP or later • Java 2 Runtime Environment version 1.6.0_05 (or the latest version) 	
Recommended Browser	<ul style="list-style-type: none"> • Mozilla Firefox Version 3.0 	
Recommended Browser Plug - Ins	<ul style="list-style-type: none"> • Apple Quick Time • Shockwave, Flash & Authorware • Adobe Acrobat Reader • Real Networks RealPlayer • Microsoft Media Player 	

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

DBS checks are not required for this programme unless a student undertakes empirical research with children and young people.

SECTION 7: PREPARATION FOR EMPLOYMENT

Students on this programme and its predecessor have frequently, but not universally, been qualified professionals, or established employees in careers such as social work, nursing, health visiting, teaching, youth work, VSOs and many others. As such, it is intended to broaden, deepen and challenge a student's existing knowledge base and lay firm foundations for continuing professional development, career change and the taking on new responsibilities within existing careers.

For those students who are not established in professional careers, whilst it does not offer a professional qualification, it does prepare students to then go on to professional training and a professional career in one or more of the areas outlined above.

Whilst, as a distance learning programme, it is not normally possible to offer opportunities for students to interact directly with employers, and no placements are included in the programme, the curriculum content reflects best practice in current employment contexts. It has been developed in partnership with employers. The teaching team are themselves experienced practitioners and managers, and many of the students will be able to share their own experiences as employees and as managers.