Programme Specification for Postgraduate Certificate in Leading Culture Change in Safeguarding

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	PG Cert
5.	Programme title	Leading Culture Change in Safeguarding
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Blended learning of flexible-and-distributed learning (FDL) and twilight face-to-face teaching on the University of Worcester site
8.	Mode of attendance and duration	**Attendance** Per module: active engagement with 10 online learning activities, five twilight face-to-face teaching sessions, five stand-alone pieces of reflective or reflexive writing and independent development of a professional online portfolio **Duration** Two years part time (one module per year, two modules in total)
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA (2020) Characteristics Statement: Master's degree
11.	Date of Programme Specification preparation/ revision	May 2018; February 2019 – AQU amendments. August 2019 – AQU amendments to Section 19. October 2019 - removal of requirement for essay from entry criteria. August 2020 – AQU amendments (fitness to practice procedures statement). September 2020 benchmark statements amended

12. Educational aims of the programme

This course provides a dynamic learning environment for current and aspiring leaders in children's and adult safeguarding practice, including statutory and non-statutory services in health, justice, education, sport and community sectors. Reflection on knowledge and networks enables students to challenge themselves and current practice in order to lead culture change in safeguarding. The course supports the democratization of safeguarding practice.

Students gain in-depth specialist knowledge of safeguarding practice and organisational cultures. They develop new networks of practitioners who are keen to advance the field. Students learn how to apply research and their own reflexive leadership to challenging practice situations in order to create a sustainable community of safeguarding practice. Students engage critically with regulatory frameworks' expectations of outstanding leadership and management of safeguarding work and position themselves as critical contributors to the creation of local and national cultures of safeguarding learning, leadership and vigilance.

This course re-engages busy practitioners with the processes of learning in relation to safeguarding and protection work, where practice is deconstructed as knowledge and knowing, and reconstructed as knowledge building by a community of safeguarding practice. Students reflect on the underpinning models of learning, including analysis of published safeguarding reviews and evaluations of current restructured services. Given the lifespan and multi-sector safeguarding approach of the course, students do not automatically look to develop single-agency cultures of learning (silos) but rather learn how local services and resources can be integrated to safeguard and protect all local people effectively, sustaining a community of practice.

This course enables students to envision ideal cultures of vigilance and to propose the actions they can take individually to lead the creation of such a culture in their local authority.

The course aims to support students to:

1. gain in-depth, specialist knowledge of safeguarding, learning and organisational culture and to apply this knowledge to themselves and practice in order to advance culture change in safeguarding;

2. access current research on safeguarding, learning and culture change and learn how to apply research to challenging practice situations;

3. build networks of reflective and reflexive safeguarding practitioners that endure beyond the end of the course to ensure that culture change in safeguarding is the focus of a sustainable community of safeguarding practice;

4. integrate experience, information and practice goals to articulate and propose practicable transformations of practice within regulatory frameworks;

5. produce an online portfolio that demonstrates their ability to reflect on knowledge, reflect in practice and reflect for leadership of safeguarding and protection work in line with regulatory frameworks.

Who is this course for?

This Postgraduate Certificate in Leading Culture Change in Safeguarding intentionally brings together practitioners, academics and others who are interested in making change and becoming change-makers in safeguarding practice. It develops leaders who can evaluate how practice may be capable of safeguarding children and adults, who can envision unconventional alternatives and who can propose how we ourselves can make change happen. The course challenges students to find ways beyond regulations to develop new cultures characterised by wise interpretation of information and experience, professional challenge to conventional practice and rule making. It is a course for those who want to rock the boat but without falling out of it.

Current and informal debate and discussion of culture change in safeguarding sometimes takes place in the corridors and car parks of professional workplaces. Leading Culture Change in Safeguarding relocates these conversations to the heart of our learning experience so that we can share our ideas and expertise in order to generate the energy necessary to effect culture change. Discussions focus on *what can be*, going far beyond critique of what currently is.

This course is for resilient dreamers, capable of formulating and taking decisive action as part of a community of safeguarding practice.

13. Intended learning outcomes and learning, teaching and assessment methods

On successful completion of the course, students should be able to:

	Knowledge and Understanding
1	critically analyse legislative and inspection frameworks with reference to organisational culture
2	exemplify qualities of excellence and outstanding practice at strategic, operational and, reflexively, at personal individual levels within this culture
3	demonstrate an in-depth understanding of a critical development in safeguarding

	Cognitive and Intellectual skills
4	critically evaluate learning theories (including reflection) with reference to serious case reviews and near misses
5	evaluate leadership of safeguarding strategy and operation in light of published service user feedback and experience

	Skills and capabilities related to employability
6	critically engage with specified course values (in particular reflective and inclusive practice) to articulate an in-depth understanding of what a learning culture may mean with reference to safeguarding
7	critically evaluate the place of learning in relation to any human welfare organisation's safeguarding policy and procedure
8	critically analyse a culture of vigilance in a multi-disciplinary context of safeguarding and protection work with reference to inspection frameworks and models of leadership

	Skills and capabilities related to employability
9	communicate effectively, clearly and coherently their own role in a learning culture with reference to their reflective writing and the responsibility they took in being an active participant in the module.
10	articulate a reflexive evaluation of one's leadership of a culture of vigilance as a decision maker in challenging situations and communicate this effectively using a range of media.

Learning, teaching and assessment

Learning and teaching

The course is designed to support students balance busy working lives with part-time study and private lives. It blends online learning with face-to-face discussion and debate to support students to produce critical, reflective writing that accurately represents their postgraduate learning on this course.

It is important that students recognise that the course is not delivered in a conventional lecture-style format of timetabled classes. Instead, students are expected to manage their time with a degree of flexibility.

Online learning

Students engage in two separate virtual learning environments (VLEs). Comprehensive induction to both VLEs is arranged by the module leaders. Online learning activities are presented to the whole group in VLE1. Students engage with them independently to prepare to discuss and debate it at twilight, face-to-face sessions.

Students also engage with VLE2 – an online portfolio. The portfolio provides the structure for students to write or record audio visually their independent reflections on the material in VLE1 and the twilight debates and discussions.

Face-to-face evening discussion and debate

In-between student engagement with VLE1 and VLE2, students attend twilight, evening sessions with other students on the course and make a positive contribution to the debates and discussions.

The course's pedagogic design directs students from *knowledge* to *knowing* to *knowledge creation* through:

- independent engagement with VLE1;
- socially through face-to-face inter-disciplinary discussion and debate;
- independent construction of practice development (through personal reflective and reflexive writing) in VLE2.

Contact time

In a *typical month* during the semester, students are expected to engage with two online learning activities, attend a face-to-face evening debate and discussion and compose a 600-word personal reflection on learning that is submitted to the student's online portfolio. Typically contact time will be structured around:

6 x hours of interaction with online learning activities in VLE1
6 x hours of working on this material to prepare for the face-to-face evening teaching session
3 x hours of discussion and debate within small and large groups at an evening teaching session at the Hive
10 x hours of personal reflection on learning leading to a 600-word piece of writing uploaded to the student's online portfolio in VLE2

This applies to both modules across the duration of the course.

Independent study

The course's blended learning approach provides students with a significant degree of flexibility. Students are expected to manage their own time and energy to ensure they access online learning activities academically. Similarly, students are expected to manage their time in order to draft personal reflections on learning and to upload these to the online portfolio. Only the evening teaching sessions at the Hive are scheduled for a fixed time during any one week.

Learning and teaching schedule

The following table gives an indication of a typical schedule of the course. It shows a pattern of online learning, face-to-face twilight teaching and independent reflective writing in students' online portfolios.

The pattern is as follows:

- Two online learning activities (OLAs) are posted to the course's first virtual learning environment (VLE1).
- Students access these activities to prepare for the face-to-face (F2F) debate at twilight teaching (TT) sessions at the Hive.
- Following the OLAs and F2F sessions, students then independently submit their own personal reflection on their learning (PRL) in the second virtual learning environment (VLE2), which is an online portfolio.

The pattern is repeated five times for each module in order for students to produce the five 600-word personal reflections on learning that comprise the final 3000-word summative assessment.

Students' development is supported by scheduled personal and academic tutorials (PAT) throughout the year.

EXAMPLE TIMETABLE																
WEEK		1	2	3	4	5	6	7	8	9	10	11	12		13	14
INDUCTION	VLE 1	OLA1	OLA 2			OLA 3	Progression Week	OLA 4			OLA 5	OLA 6		Christmas		13	PAT
	TT			F2F1					F2F 2				F2F 3				
	VLE 2				PRL 1					PRL 2					PRL 3		

Assessment

Both modules assess a student's reflective online portfolio. Each student portfolio has distinct areas for modules PCSC4001 and PCSC4002. Consequently, it is made clear to students where to upload the writing to be assessed by each module. All work is assessed according to the specific module's assessment task, intended learning outcomes and marking criteria for taught postgraduate work.

Students upload five pieces of writing to their individual online portfolios for each module. Draft versions of individual pieces of writing are uploaded to the online portfolio following engagement with material posted in VLE1 and the subsequent face-to-face discussion and debate. There are five opportunities in each module to respond reflectively to the group's debates and discussions.

PCS4001 requires five pieces of *reflective* writing to be uploaded to the PCSC4001 area of each student's portfolio. PCSC4002 requires five pieces of *reflexive* writing to be uploaded to portfolio. All pieces of writing should run to no more than 600 words each. Taken together, the five pieces make up 3000 words of student writing for each module. PCSC4001 assesses the 3000 words submitted to that area of the portfolio. PCSC4002 assesses the 3000 words submitted to that area of the portfolio.

All work is assessed according to the specific module's assessment task, intended learning outcomes and marking criteria for taught postgraduate work. None of the assessment is anonymous during formative and summative assessment. All second marking and moderation of marks is undertaken anonymously.

Formative tasks

The summative assessment for PCSC4001 and PCSC4002 is to produce a 3000-word reflective portfolio. These 3000 words are comprised of five separate 600-word personal reflections on learning that are written throughout the academic year. As illustrated in section 13 of this programme specification, students must engage in two online learning activities and a face-to-face debate in order to prepare sufficiently to produce each 600-word reflection. Module tutors can read draft work in the students' online portfolios and offer constructive feedback that supports students to submit final drafts that meet the requirements of each task.

In addition, students are supported by regular opportunities to engage with their personal and academic tutors, who challenge them to produce Masters-level work appropriate to the aims of the course,

Summative assessment tasks

YEAR 1

PCSC4001: Learning cultures in safeguarding: Reflective organisations

Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking
Reflective Portfolio	3000 words	100%	1-5	No
Task	Upload five 600-word pieces of reflection to the allocated PCSC4001 space in your online portfolio, in response to the individual tasks set in our module. At least one of these uploads should be audio visually presented and run to an equivalent length of time to a 600-word piece of writing (about 10 minutes). These 3000 words will be assessed according to the module's intended learning outcomes.			

YEAR 2

PCSC4002: Cultures of vigilance: Reflexive leaders

Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking
Reflective Portfolio	3000 words	100%	1-5	No
Task	Upload five 600-word reflexive pieces to the allocated PCSC4002 space in your online portfolio, in response to the individual tasks set in our module. At least one of these uploads should be audio visually presented, and run to an equivalent length of time to a 600-word piece of writing (about 10 minutes). These 3000 words will be assessed according to the module's intended learning outcomes.			

14. Assessment strategy

The course welcomes students from a diverse range of academic and practice backgrounds. What unites us is a commitment to consider culture change in safeguarding arrangements for children and adults and to reflect on the role of learning and leadership in effecting practicable, ethical and sustainable culture change to improve children's and adults' wellbeing and their protection from harm.

By inviting students to reflect on five key themes in each module, each student (inclusive of their respective practice and academic backgrounds) is challenged to develop a portfolio. The portfolio records their personal response to each theme with reference to academic learning (as

prompted by the online learning activities in VLE1), professional debate and discussion (as prompted by the twilight teaching at The Hive).

The portfolios contain evidence of individual, personal reflections on learning. They show how each student is learning from material that has been shared across the student group and using their own learning to consider how it might be ethically applied to their own respective circumstances – in children's services, sport activities, adult social care, for example.

In other words, what is being assessed in individual learning with respect to each student's personal and professional safeguarding challenge to consider leading culture change in their own circumstances, rather than their ability to synthesise and represent canonical knowledge.

The online portfolio embeds student employability within the assessment strategy. Each student can choose to share the portfolio with current or prospective employers or colleagues and continue to develop it when the course has been completed. It enables tutors to offer formative feedback in a flexible way that can be accessed by students at any time and place, through its virtual environment.

The decision to design assessment round five 600-word reflections rather than a single 3000-word essay or report is to support students balance work and study in a meaningful and sustainable way. By focusing students on the task of regular formative activity throughout the module rather than cramming work at the end of the semester, students are encouraged to see assessment as something that is embedded throughout each module rather than an event that takes place only at the end of the module. It emphasises the quality of students' reflections, requiring succinct synthesis and clear writing, rather than focusing on the quantity of words that students can write. This weighting towards a clear balancing of breadth and depth in five different aspects of safeguarding supports students to write the kind of pithy but insightful text that would be valued in safeguarding practice.

Assessors assess both the PCSC4001 and PCSC4002 areas of the portfolio against the respective modules' intended learning outcomes and Masters-level marking criteria. These will enable assessors to award grades from A (excellent) to G (bad fail) to each part of the portfolio.

15. Programme structures and requirements

		Status Mandatory (M) or Optional (O)	
Module Code	**Module Title**	**Credits**	**PG Cert**
PCSC4001	Learning cultures in safeguarding: Reflective organisations	30	M
PCSC4002	Cultures of vigilance: Reflexive leaders	30	M
PG Certificate To be awarded the **Postgraduate Certificate in Leading Culture Change in Safeguarding**, students must successfully complete 60 credits at Level 7.			

16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ.

This course is aligned with the QAA's descriptors for awards at Level 7 study. Students are expected to engage with the complexity of safeguarding and protection systems and propose creative ways for forward for practice effectiveness.

Students will be challenged to acknowledge safeguarding and protection work as requiring sensitive decision-making in often unpredictable situations and that knowledge of current procedure and compliance with it may be necessary but is insufficient to the safeguarding and protection of people across their life courses.

[QAA (2020) Characteristics Statement: Master's degree](#)
https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12

17. Support for students

Induction

All students are supported to engage with the course's blended learning design through a comprehensive induction. A range of induction opportunities are available to students who are offered a place on the course so that they can choose a time and place that suits their work and life commitments. These include evening and weekend opportunities.

All induction events cover the same material ensuring consistency and equality of opportunity for all students. Induction focuses primarily on student access to the course's two virtual learning environments and how to use them appropriately as well as expectations of student conduct at twilight discussions and debates.

Course handbook and module outlines

The course leader ensures all students are aware of learning, teaching and assessment expectations. A student course handbook provides other relevant and important information to support student engagement with the course. Each module leader provides students with a current module outline and reading list.

Formative feedback assessment

Module tutors will provide ongoing formative feedback on draft writing that students upload to their online portfolios in a timely manner. This feedback highlights areas of strengths as well as areas for development, to support students to submit 3000 words of writing in each module that addresses the assessment task and the module's intended learning outcomes.

Personal Academic Tutor system

Each student is allocated a personal academic tutor (PAT). The PAT supports students' academic progress and continued personal and professional development to ensure that each student manages and overcomes the diverse challenges thrown up by part-time postgraduate study. Normally, students can expect between two and four hours of individual, one-to-one time with their allocated PAT in any academic year.

18. Admissions

Admissions policy

The course seeks to recruit practitioners, professionals, volunteers or those with significant interest in current safeguarding protection practices and challenges, reflecting the needs of a diverse student group. Recruitment to the programme is guided by the principle of our perception of applicants' ability to benefit from, and succeed on the course; therefore, applicants will be required to submit a critically reflective essay as part of the selection process.

Entry Requirements

Although recent preparatory study at an appropriate level is highly recommended (e.g. 2:2 (Hons) degree), applicants are considered based on prior evidenced academic/ professional/ personal safeguarding experience. There is no requirement for applicants to be in relevant work or to have the support of their employer. Entry to the course favours applicants who:

- demonstrate a disposition to reflect on safeguarding practices and a reflexive perspective on safeguarding;
- demonstrate a commitment and motivation to safeguarding.

Applicants are required to have a minimum IELTS score of 6.5 (or equivalent in an approved test) if English is a second language or if educated not wholly or mainly in the medium of English.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Applications are submitted directly to the University using the institution's application form available on the course webpages. When completing the application form applicants should demonstrate their ability to:

- critically reflect on academic, professional or personal experience of safeguarding, with particular emphasis placed on work with children and adults;
- articulate commitment, motivation and the reasons for applying to the course;
- demonstrate understanding of the child protection system and challenges facing adult care and family support;
- commit to learning and leading on safeguarding practices.

For further information on other acceptable qualifications, please see the following link: UW Admissions Policy

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
Postgraduate Certificate in Leading Culture Change in Safeguarding	Passed a minimum of 60 credits at level 7, as specified on the award map

The Postgraduate Certificate in Leading Culture Change in Safeguarding is unclassified.

20. Graduate destinations, employability and links with employers

Leading Culture Change in Safeguarding offers a safe place for critical academic enquiry about the mechanisms of effecting culture change within local, regional and national safeguarding practice in both children's and adult services. It supports students to learn about how organisations can reflect on current needs and adapt strategy and operations to meet them. It also supports students to consider reflexively what part they play individually in fostering cultures of vigilance within their own organisation and network.

The course consciously positions students as individuals and as a network as capable of applying knowledge, knowing and knowledge-building to make a positive contribution to practical safeguarding dilemmas and difficulties. The course enables students to know how to resolve thorny safeguarding issues in addition to knowing what they are. This know-how is based on in-depth and critical knowledge of regulatory and inspection frameworks as well as statutory guidance. Graduates of the course progress with a critical understanding of current regulation and an ability to articulate it in a variety of workplaces.

Leading Culture Change in Safeguarding admits applicants who are already currently involved in day-to-day safeguarding practice as well as those who can demonstrate in interview a considerable enthusiasm for learning and a desire to seek employment in roles that require substantial responsibility for safeguarding practice, either operationally or strategically.

The course's part-time structure enables students the safety to build a community of safeguarding learners and leaders capable of being reflective and reflexive. It also provides

sufficient time over two years to enable students to consider or propose valid proposals for culture change and the time to see such change begin to take place.