Quality Assurance
Masters, Postgraduate Diploma, Postgraduate Certificate in Safeguarding Adults: Law, Policy and Practice
Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

This programme specification applies to students starting the programme from September 2017 onwards.

Names of programme(s) and award title(s)	MA in Safeguarding Adults: Law, Policy and Practice
	PGDip in Safeguarding Adults: Law, Policy and Practice
	PGCert in Safeguarding Adults: Law, Policy and Practice
Mode of study	Full time / part time/modular
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration:	One year full time / two years part time/up to five years modular

Details of professional, statutory and regulatory body (PSRB) (If appropriate):
http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/
External Examiner(s) names: https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

1. What is the philosophy of the Programme?
The MA in Safeguarding Adults programme enables students to examine the law, policy and practice relating to adult safeguarding. It will utilise a variety of theoretical perspectives in order to interrogate case law, statute and law reform processes, policy documents, work practices, guidance and research. It adopts the interdisciplinary focus of the Law School's other existing Masters' programmes.

The aims of this programme are to introduce key principles of interdisciplinary, socio-legal research methods and scholarship, facilitate the development of higher-level critical analysis and develop the students' capacity for original thinking in relation to the complex issues arising in socio-legal scholarship. More specifically, the programme aims to:
- Develop a practical and theoretical understanding of safeguarding adults
- Develop a critical awareness of the social and political contexts in which law and practice is located.
- Develop a critical perspective in the assessment and evaluation of research, law scholarship, policy and practice in adult safeguarding.
- Develop critical and analytical skills in order to interrogate practical legal problems and to justify decisions.
- Develop the ability to work independently in a coherent, focused and productive way.
- Encourage inter-disciplinarity via the student experience (that is, inter professional student groups, learning and teaching provided by a range of academics, professionals and policy makers.)

The programme is structured in a way that allows students to maintain full-time employment while studying, with teaching for each module taking place over an intensive 3-day period. The programme, therefore, is designed to appeal to both the 'conventional' postgraduate student and those already engaged professionally in this area of activity, in social work, health, the legal profession or otherwise.

The intended learning outcomes of the programme are for students to be able to demonstrate:
- Coherent and extended comprehension of the modules studied;
- Critically reflective knowledge of a range of legal and non-legal theories, principles, conceptual frameworks and methodologies;
- An ability to analyse legal principles and institutions from perspectives that draw on alternative theoretical, doctrinal or historical analyses;

- Subject specific and non-subject specific research skills, in particular those demanded by an extended self-directed study project;
- A systemic and interdisciplinary analysis of the relationship between legal institutions and society in the context of one or more broad areas of socio-legal scholarship;
- Creative thinking about the complex issues relating to research in law and society and an ability to communicate those issues to specialist and non-specialist audiences;
- An ability to evaluate current research within the law and society paradigm, including an evaluation of the range of methodological issues used in socio-legal scholarship and, where appropriate, to propose new hypotheses, syntheses and arguments;
- An ability to evaluate and respond to criticism and alternative arguments;
- Where relevant, an ability to critically reflect on the relationship between theory and practice and integrate academic knowledge with professional practice.

This programme will equip students for further study in the form of a postgraduate research programme, such as a PhD, by providing comprehensive research training and an introduction to key socio-legal thinkers and scholarship. It will also provide students who wish to practice in the area of adult safeguarding (whether as lawyers, social workers, health professionals or administrators) with a higher-level qualification which it is anticipated will assist in gaining employment or furthering their career within those related occupations.

The programme will provide subject specific skills, including the ability to:
- Apply, with the use of independently gathered research, legal and non-legal knowledge to a range of complex problems relating to law and practice in adult safeguarding.
- Manipulate a range of sources, recognising their relative values.
- Recognise, assess and rank particular arguments and, where appropriate, provide a reasoned choice between a number of possible solutions or arguments.
- Work effectively in a group to solve problems or to advance a learning objective
- Negotiate a range of electronic information management tools
- Take responsibility for and manage general learning development

Graduate attributes
Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed. Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele.

2. How is the Programme taught?
The MA in Safeguarding Adults is a modular programme that is delivered through a combination of intensive 3-day blocks of teaching and directed independent study. The teaching sessions are scheduled in this way to minimise disruption to employment and other responsibilities, allowing students to combine this programme with employment. Each module consists of tutor-led group discussions, lectures, and self-directed research. In addition to the subject-specific content of each module, there is also guidance and advice on Masters-level study skills, such as advanced legal research and developing critical analysis and critical writing skills.

All modules (save for the dissertation) are taught through 20 hours of contact time, delivered as an intensive three-day 'block' of teaching. Before they begin the taught modules, students will receive initial guidance on how to identify, locate and use materials available in libraries and elsewhere (including electronic sources). They will also be provided with an introduction to studying Law at Keele University via an online information pack and pre-course reading list.

During each taught module, students will take part in lectures, tutor-led seminars and discussions, small group exercises, and case studies. Each module is accompanied by extensive independent study and throughout the course students are encouraged and required to undertake independent reading to both supplement and consolidate the classes and to broaden individual knowledge and understanding of the subject. Each elective module is assessed through written work.

Guidelines are provided for the production of coursework assignments and dissertations and these are reinforced by seminars and individual supervision, which focus specifically on essay planning and writing, and research methodology. Detailed written and, if requested, oral feedback is provided on all course work. There is also time set aside during each

module and outside of the modules, if preferred, for students to consult individually with teaching staff and receive guidance and feedback on assessment and module performance.

While away from Keele, between teaching blocks, students will benefit from directed reading, additional resources posted on the KLE together with a KLE based discussion page for 'virtual' interaction between students.

The programme is delivered on an inter-disciplinary basis by an international faculty, which has a diverse body of expertise and qualifications in a number of disciplinary areas of practice and research. The bulk of the teaching will be provided by members of the Law and Social Work Schools with contributions from expert academic staff in other disciplines, including Health, Gerontology and Sociology. Individual staff biographies can be found at: http://www.keele.ac.uk/law/staff/. The course also includes a significant number of sessions delivered by external speakers who are expert in their field as a practitioner or researcher.

The programme leader is Professor Alison Brammer, Senior Fellow of the HEA, who has extensive experience of both legal practice and academic research in relation to social work generally and adult safeguarding in particular. She is the author of a standard textbook 'Social Work Law' and legal editor of the 'Journal of Adult Protection'. She has for many years led the MA programme in' Child Care Law and Practice' at Keele.

3. What is the Structure of the Programme?
In order to achieve the MA qualification, students must first successfully complete four taught modules, each assessed by 5000 word essay, before undertaking a course in research training and producing a dissertation of between 15,000 – 20,000 words. Each taught module is worth 30 credits, while the dissertation module, which includes research training, is worth 60 credits. To achieve an MA, 180 credits are required. Credit cannot be given for the dissertation module unless all taught modules are completed and passed successfully.

Whilst it is likely that most students will study over two years, students have the flexibility to choose whether to complete the entire programme in one year as a full time student or to take one of our flexible part time pathways. If part-time, students may choose any of the following options:
- Take all four taught modules in year one and the dissertation in year two
- Take two modules per year for two years and the dissertation in year three
- Take one module per year for four years and the dissertation in year five
- Take another combination of modules over any period of time up to four years, followed by the dissertation.

If students do not wish to take the dissertation module, they may complete their studies after satisfactory completion of four taught modules (120 credits) with a Postgraduate Diploma (PGDip), or after satisfactory completion of *any* two modules (60 credits) with a Postgraduate Certificate (PGCert). Students who wish to finish after only one module may apply to have those credits applied to a different programme at a later date.

The compulsory core modules, 'The Emergence of Safeguarding Adults' and 'Safeguarding Adults: Interventions', set the scene for the programme by introducing students to the principles of law and practice surrounding vulnerable adults and inviting an examination of the theoretical basis for state intervention. These modules also introduce students to the research skills and critical analysis necessary for the successful completion of a Masters programme, with a particular focus on interdisciplinary socio-legal research methods.

Thereafter, students will take two further elective modules, usually 'Mental Capacity' and 'Safeguarding and Carers', though students may substitute for **either** of these a module from another M level programme offered by the Law School. Availability of these elective modules will depend on timetabling but may include:
- Equality, Discrimination, Minorities
- Human Rights in a Global Market
- Human Rights and Global Politics
- Foundations and Principles of Child Care Law and Practice
- Contemporary Issues in Child Care Law and Practice
- Children and Medicine
- Looked After Children
- Introduction to Moral and Legal Concepts (in Medical Ethics and Law)
- Autonomy and Paternalism (in Medical Ethics and Law)
- Life and Death
- Public Health

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Appraise and evaluate the relationship between legal institutions and society	The Emergence of Safeguarding Adults Safeguarding Adults: Interventions	Essay
Critically evaluate current research within the law and society paradigm; evaluate the origins of scholarship in law and society, evaluate the range of methodologies used in such scholarship, and where appropriate propose new hypotheses	All modules	Essay / case study for the modules and subsequently Dissertation.
Demonstrate original thinking about the complex issues related to interdisciplinary scholarship and an ability to communicate these ideas to specialist and non-specialist audiences	All modules	Essays
Demonstrate self-direction in planning and carrying out research, tackling research problems and implementing research tasks	Dissertation	Dissertation.
Synthesise ideas and themes in law and society research, evidence of developing research and analysis skills to a high level	All modules but particularly the dissertation	Essays, case study, Dissertation

Dissertation module: the dissertation module runs through the whole of the final year. It is mainly comprised of personal study and research under the guidance of an individual supervisor. At the start of the year students will attend a two day research training block which is designed to equip students with the necessary research skills to plan, research and write a dissertation. Students select their own topic, titles being approved by the course team and external examiner. Students submit a dissertation proposal for feedback and at a recall day partway through the year students give an oral presentation to the group on their progress.

Summary schedule of modules – core or option

Module	Core or Option	Credits
The emergence of adult safeguarding	Core	30
Safeguarding Adults: Interventions	Core	30
Mental capacity or Best Interests Assessor	Option	30
Safeguarding and carers	Option	30
Dissertation	Core	60

4. How is the Programme assessed?
The programme is assessed through written work. These assessments test the students' ability to critically analyse current socio-legal scholarship and to apply that knowledge to legal examples or proposed law reform. Through the essays, students will also demonstrate their systemic understanding of the relationship between law and society and apply interdisciplinary socio-legal theory to critique this. These assessments will also evaluate students' ability to demonstrate original thinking and high-level written communication skills. Additional formative assessment within the programme includes class participation and the maintenance of a reflective diary.

The final form of assessment is the dissertation, which is an extended (15,000 – 20,000 words) and in-depth piece of writing that brings together all of the skills that students have learned throughout the programme. As part of the dissertation year students are also required to prepare a dissertation proposal and give an oral presentation. Assessment of the proposal and presentation is as a competency assessment.

Assessment procedures:
All essay assignments and dissertations will be marked by the relevant module leader, and second marked in accordance with university guidelines.

Senior members of academic staff from other universities are appointed to act as external examiners on the Programme, in compliance with the University's guidance and procedures.

Students are also supported through formative (non-mark-bearing) assessment throughout the programme. In addition to those noted above, this takes the form of feedback on participation in group discussions, submission of essay plans to

tutors for feedback ahead of essay submission, and feedback from dissertation supervisors on the choice of title, dissertation proposal and each chapter prior to final submission.

5. What are the typical admission requirements for the programme?
The MA Safeguarding Adults programme is open to graduates with a first or second class honours degree in Law, Health Practice or Social Work or in a related discipline (such as sociology, criminology or politics), or any other person (with or without a degree in another discipline) who can demonstrate appropriate professional qualifications and/or experience. Applications are encouraged form a broad range of interests, expertise and professional backgrounds. Candidates who do not meet the usual criteria will be considered. It may be possible to recognise prior learning (APEL) up to a maximum equivalent of 60 credits, however no APEL will be allowed for a prior Best Interests Assessor module taken at another institution.

Applicants for whom English is not a first language must provide evidence of a qualification in English language. The minimum score for entry to the MA is academic IELTS 6.5 or equivalent. Students who have taken one of the English language qualifications but did not achieve the required grade may be admitted to the programme provided that they study on a pre-sessional English Language course before they start their degree studies.

6. How are students supported on the programme?
Students are allocated a personal tutor, whose role is to assist students with personal or academic problems, to advise on pastoral issues, and to provide individual supervision and feedback on written assignments. Students will have personal meetings with their tutor during and if convenient to the student, between block attendance. Contact is also maintained via telephone and email. The students' reflective diary provides a basis for discussion of learning aims. The dissertation supervisor will offer direct advice and supervision in the production of the dissertation. The course director and the postgraduate director for the Law School are also available to assist students.

All students receive initial guidance on how to identify, locate and use materials available in libraries and elsewhere (including the internet). Guidelines are provided for the production of coursework assignments and dissertations and these are reinforced by seminars and individual supervision, which focus specifically on essay planning and writing and research methodology. Detailed written, and if requested, oral feedback is provided on all course work.

Each module is supported with a designated KLE page which will include materials for students, such as handouts and copies of lecture presentations, links to external resources, such as relevant websites and journal articles. There will also be a monitored discussion forum.

Central university services available to all students include: the central Library together with a dedicated law librarian; an international office; a student counselling service; and a disability office. More information about these services is available in the university prospectus and at https://www.keele.ac.uk/ssds/ (Student Support and Development Services). Students may also join the Keele Postgraduate Association www.keele.ac.uk/socs/kpa

The Law School also offers a small library and a postgraduate study room available to students on this programme.

Students whose first language is not English are offered language classes, facilities and services by the University's Language Centre. Following diagnostic English language assessment, students may be required or recommended to take English language classes offered by the Language Centre. In addition to modules on English for academic study, students have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice. Any student, international or otherwise, can request a 30 min 1-1 session if they need it. Students requiring English language support (on testing) will be allocated to one or two of the following modules:
• ENL-40001: Academic English for Postgraduate Students 1 - semester 1
• ENL-40004: Academic English for Postgraduate Students 1-B - semester 2
• ENL-40002: Academic English for Postgraduate Students 2 - semester 1 or 2

For students required to undertake these English Language modules, determination of progression to the dissertation module (*as outlined above*) will include an evaluation of the student's engagement and performance on the respective English Language modules.

7. Learning Resources
The programme is taught through a combination of contact time, independent study and web-based learning resources.

Keele University Library
The Library has many resources for your subject, both on campus and online. Further information about the library can be found at: http://www.keele.ac.uk/depts/li/

You can access the various materials available on-line using the recommended username and password. Details on these are available from the Library website at: http://www.keele.ac.uk/library/support/access.

Computer facilities
For information about IT Services please consult the IT Services website: http://www.keele.ac.uk/it/. IT Services is located in the library building and is responsible for the computing infrastructure in the university and for the support of all staff and students undertaking academic computing tasks. There are a large number of 'open access' PCs available for students. All student PCs use a standard platform, which includes software such as Microsoft Office, web browsers, and other standard applications students may need. Printing facilities are available in the library building. Students must ensure that they have read form CC.03, which is the Conditions of use of the Computer Facilities. Opening Hours: in order to check if the computer facilities and the Help Desk are open, students should telephone: 01782 733636 or 733838. Further information can be found at: http://www.keele.ac.uk/it/

8. Other learning opportunities
It is possible for students to register on a single module (modular programme of study) for Continuing Professional Development or other purposes. Students may choose to attend the module without completing the assessment but no credits would be awarded for this. Students are advised to contact the postgraduate administrator (law.postgrad@keele.ac.uk) for further information.

There is an active research community within the School of Law and postgraduate students are invited to participate in the wide range of seminars and other research activities, such as workshops and academic conferences held at Keele. A research seminar programme is organised each year, where members of staff present their latest work. There are also other lectures and research seminars organised in other Schools and Research Institutes within the University that may be of interest to you. You will be informed of these via your Keele email address.

9. Quality management and enhancement
The programme is managed by the course review committee, chaired by the course director and consisting of module leaders and tutors. The committee meets annually to review feedback from students, assessment results, external examiners' reports and other relevant information to monitor the course. This committee reports to the Director of Postgraduate Studies and the Postgraduate Committee, which monitor all programmes to review any common issues arising across the programmes or other areas of note that have not been addressed elsewhere.

The programme is reviewed at regular intervals through a combination of module evaluation forms, which are completed by students to give feedback on each module; meetings of the Staff-Student Liaison Committee, a forum for students to raise any ongoing issues that need to be brought to the course director's attention; and informal feedback resulting from conversations between students and module leaders. Each of these forums feed into ongoing reviews of the programme by the teaching team. All tutors in the Law School also participate in regular peer observation of teaching, which is used to identify teaching strengths and areas of development.

10. The principles of programme design
This programme was designed to complement the University's Learning and Teaching and Assessment strategies. In particular, the University's focus on interdisciplinary study in the undergraduate programme is expanded, through this programme, to postgraduate study. It is in keeping with the University's commitment to a flexible postgraduate curriculum and to developing innovative taught postgraduate programmes that draw on internationally recognised research expertise. It was also designed in a way that meets and closely reflects the requirements of the Quality Assurance Agency's Framework for Higher Education Qualifications.

The programme has also been designed with reference to, and in accordance with the guidance set out in the following documents.
- Programme Specification Template Keele University, 2016-17.
- Quality Assurance Agency for Higher Education (QAA), *UK Quality Code for Higher Education*, 2015, Part A: Setting and Maintaining Academic Standards, including Chapter A2 (Reference Points for Academic Standards) and Chapter A3 (Setting Academic Standards and an Outcome-based approach to Academic Standards).
- Keele University Learning and Teaching Strategy 2015-2020

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created	July 2012	
Revision history	28 Nov 2016	For 17/18: minor updates of relevant information in line with latest programme specification; inclusion of Language Centre provision for English language support.
	15 June 2017	Altered Learning Outcomes to comply with approved terminology.

Date approved	15 June 2017	SLTC
	27 June 2017	FLTC