Programme Specification for:
PG Cert Enhancing Professional Practice: Working with Offenders

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	PG Cert
5.	**Programme title**	Enhancing Professional Practice: Working with Offenders
6.	**Pathways available**	N/A
7.	**Mode and/or site of delivery**	Each module in this programme will be delivered in intensive block sessions. Formats for the block sessions will either be a 2/3 day block session occurring twice a semester or five day block session once a semester. The total taught hours for each module will be 30
8.	**Mode of attendance**	This is a part time programme involving study conducted over intensive weekday or weekend block sessions.
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	The course is in line with Ministry of Justice: Core Competency Framework (April 2008) and draws on a number of Skills for Justice Occupational Standards (NOS) SFJ AA1 (2011) SFJ EA2 (2009), EA4 / EB3 (2006) and SFJ EF101/ EF 201 (2009)
11.	**Date of Programme Specification preparation/ revision**	November 2012 August and October 2014 (Regulations) August 2016 (Regulations amended - Section 20)

12.   EDUCATIONAL AIMS OF THE PROGRAMME

This is a professional development programme for practitioners working with offenders – including those in Probation, Prison Service and Youth Justice. The programme aims to up skill practitioners through postgraduate study, enabling them to advance their careers, achieve high levels of performance and enhance ethical decision making in relation to the priority areas identified by West Mercia Probation Services including:
- Assessment of individual's mental health and well being
- Promoting social justice and social inclusion
- Safeguarding individuals at risk of harm in the context of domestic violence.

In a changing and uncertain world these will remain key social issues in the 21st century. The programme will focus on the range of multi-dimensional skills and knowledge needed to work with offenders in an interdisciplinary framework.

Specifically, this programme aims to enhance in students:

- capacity to promote equality and value diversity

- ability to make accurate measurements, observations and interpretations, and reaching conclusions and making short-term plans for meeting the individual's health and well being needs.
- ability to make plans to address the risk within a multi-agency framework where risk of harm or abuse has been investigated and confirmed.
- ability to support and protect individuals at risk in the community
- ability to maintain and develop own knowledge, skills and competence.

13.   INTENDED LEARNING OUTCOMES AND LEARNING, TEACHING AND ASSESSMENT METHODS

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

1. Demonstrate an understanding of the importance of defining domestic violence and critically evaluating existing definitions including those used in own workplace

2. Articulate the social and environmental factors which contribute to social exclusion, including the particular needs of individuals who may be socially excluded or stigmatised.

3. Critically evaluate good practice frameworks and the ethics of intervention and consider them within multi agency working contexts

4. Demonstrate critical thinking in the analysis and interpretation of data from research and secondary sources.

5. Make informed judgements on complex ethical and professional issues in relation to working with offenders and act appropriately.

6. Reach conclusions about the individual's health and well-beingthat are valid given the information available, consistent with current legislation and good practice guidelines and are consistent with anti-discriminatory practice
7. Assess the offending behaviour and associated risks of individuals who have mental health problems.

8. Evidence their development as reflective practitioners and their ability to use and interpret various sources of evidence to improve performance and success.

9. Demonstrate scholarship in constructing reasoned and coherent arguments and show substantial autonomy and self-direction in their learning and in the planning and implementation of tasks in their professional practice.

10. Be creative in the use of information and communication technologies to retrieve, communicate and evaluate information.

The teaching is designed to offer a challenging learning experience within an independent learning culture. It aims to develop practitioners who are able to reflect on current and prior experiences to integrate theory and practice. There will be opportunity for participants to reflect on and share their knowledge, experience and practice through facilitated interaction with their peers and across professional disciplines. It will do so by sharing modules from existing Masters programmes in Psychology and Domestic Violence. Blackboard as a virtual

environment will be used to maintain interaction with peers to build a cohort identity and a community of practice.

14.   ASSESSMENT STRATEGY

The assessment strategy will reflect the range of practical and academic skills required by practitioners whilst promoting reflection, reflexivity and critical thinking. The assessment strategy is geared to enhancing the student experience and will be aligned to the University's Assessment Policy in following ways:

- Provision of a range of assessment methods – including essays, reports, reflective journals, e-portfolios, research projects, individual and group presentations.
- Each module will have summative assessment. All assessment criteria and postgraduate grade descriptors will be linked to learning outcomes for the module which can be accessed in the module guides which will be provided.
- High quality feedback will be provided to provide support for performance enhancement
- Each module will have a balance of formative and summative assessments which will be appropriate for each module and designed to measure a diversity of competencies.
- Marking will be anonymous where possible
- Internal and external moderation will be consistent with policies guidelines.

Examples of learning, teaching and assessment methods used:

Teaching	Assessment
Interactive Lectures	Peer assessment
Case study	Case study
Practice base speakers	Portfolio
Peer observation	Presentation
Appreciative workshop	Poster presentation
Seminar	Reflective journal
Directed study	Essay
Roleplay	Evaluation Report
Group discussion	
Individual and group tutorial	

Each student will be allocated a personal academic tutor who will be available to offer formative assessment and feedback within individual tutorials.   Further structures for formal and formative assessment will include opportunity for peer feedback and review.

15. PROGRAMME STRUCTURES AND REQUIREMENTS

This course comprises three mandatory modules, which must be completed and passed to successfully achieve the award.

The table below describes the mandatory modules and structure of the programme.

	LEVEL 7		Status (M) Mandatory,
Module Code	**Module Title**	**Credits**	**PG Cert**
MPSY 4010	Psychology of Mental Health	20	M
MDVM 4004	Safeguarding Adults, Children and Young People in the context of Domestic Violence	20	M
MSYW 4004	Assembling Diversity	20	M

16. QAA AND PROFESSIONAL ACADEMIC STANDARDS AND QUALITY

This award is located at level 7 of the FHEQ. The programme is fully aligned with the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ 2008). It meets the HE qualifications descriptors at level 7 and the generic statement of outcomes.

The course also adheres to the QAA Code of Practice with particular reference to sections 10 (Admissions to Higher Education), 7 (Programme design, approval, monitoring and review, and 6 (Assessment of students).

A number of key documents have been used as a source of reference to inform this programme:

- Skills for Justice Core Competency Framework (April 2008)
- Skills for Justice: National Occupational Standards:
  - Common Standards - SFJ AA1, SFJ AE1 (April 2011)
  - Community Justice - EA4, EB3 (November 2006)
  - Preventing and Tackling Domestic and Sexual Violence - SFJ EF101, SFJ EF201 (June 2009).
  - Custodial Healthcare - SFJCHFH4 (December 2011)
- The QAA 'Masters Degree Characteristics March 2010
- QAA Subject Benchmark Statement: Criminology March 2007
- University of Worcester curriculum design policy

17. SUPPORT FOR STUDENTS

Students will be allocated a personal academic tutor on commencement of the course whose role will be to provide academic support. The tutor will be a member of the course team.

The personal academic tutor will:

- Respond to requests for support and help with problems which affect academic work either at subject level or by referral to other university facilities
- Provide information for and assist in the drafting of references

Personal development planning (PDP) will be supported by personal academic tutors through tutorials which will identify learning and development needs and develop action plans as required.

Inclusion

The University of Worcester is fully committed to ensuring equal opportunities. The university has an equal Opportunities policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The University aims to create an environment which enables students with disabilities to participate as fully as possible in all aspects of student life. Policies and initiatives are in place, which aim to foster equal opportunities in all areas of University life. A flexible approach to teaching, learning and assessment, assists this process.

Students who are diagnosed with dyslexia or a similar condition, may be eligible to receive a Disability Support Allowance. Information is currently available from the Disability Support Service. The service will also advise about software support, study skills and allowance should be made for dyslexia.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

18.   ADMISSIONS

Admissions Policy

This course is seeking to recruit experienced and qualified practitioners who work in or manage services for offenders. The programme is committed to attracting a diverse workforce. It welcomes workers from a variety of allied professions who are keen to develop an inter-professional dialogue.

Entry Requirements

A good honours degree in a relevant subject and/or a professional qualification plus at least two year's professional experience in working with offenders, for example in Probation, Prison Service, Social work or Youth Justice.

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 where there is evidence of a close relationship between previous learning and the learning outcomes and content of the modules. 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

19.   METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Methods of evaluating the course include:
Ongoing tutor assessment via observation, question and answer, discussion and tutorial
Peer assessment
Peer observation of teaching
Student evaluation (modular and end of course)
Course Management Committee
External Examiner reports
Annual Evaluation Report
Learning and Teaching Committee
Periodic Review

Information gathered from the above methods of assessment is taken into account to improve the quality and standards of teaching and learning.

20.   REGULATION OF ASSESSMENT

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

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.
- Some modules have attendance requirements.
- 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 5 days 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 5 days but within 14 days 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map

PG Cert awards are unclassified.

21. **INDICATORS OF QUALITY AND STANDARDS**

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Periodic review panel report for the MA/PG Cert Dynamics of Domestic Violence (2010) expressed appreciation of the course's transformational nature, which facilitated personal and professional development. The panel also placed confidence in the soundness of the management of the academic standards of the award.

The quality of the course can also be identified by the progression and employment routes for graduates of the course

22. **GRADUATE DESTINATIONS, EMPLOYABILITY AND LINKS WITH EMPLOYERS**

Graduate destinations

This course will provide a sound base for progression to furtherpostgraduate study. It is intended to develop a post graduate diploma in this subject area and opportunities to use the credits from this course towards other Masters courses would be available.

Student employability

This programme will enhance employability by:

1. Providing post graduate qualification for experienced workers to support career progression.
2. Supporting the development of skilled competent staff able to work flexibly while maintaining professional integrity and discipline.

3. Preparing workers with advanced professional skills needed to work in the current interdisciplinary and multi-agency context.

Links with employers

This course has been developed in conjunction with West Mercia Probation Trust and is designed to enhance professional practice in working with offenders. Most students, who study on this course, will already be in employment and embark on the course to enhance their career prospects, or further their professional competences. All students will be able to use the course to widen their intellectual horizons.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course.