

**Programme Specification for  
MA in Understanding Domestic and Sexual Violence.**

**This document applies to students who commence the programme in or after  
September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	Masters of Arts.
5.	<b>Programme title</b>	Understanding Domestic and Sexual Violence
6.	<b>Pathways available</b>	NA
7.	<b>Mode and/or site of delivery</b>	Blended Learning
8.	<b>Mode of attendance</b>	The programme offers Full Time and Part Time attendance to students with sequential 'face to face' Teaching Blocks.
9.	<b>UCAS Code</b>	NA
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#"><u>QAA Masters Degree Characteristics.</u></a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approval May 2017 August 2017 AQU amendments

## 12. Educational aims of the programme

The Centre for Violence Prevention (CVP) has a vision to become an international centre of excellence in violence prevention research, education and advocacy by bringing together a multidisciplinary team of academics and practitioners in order to develop and disseminate evidence-based practice. Please see the hyperlink for further details: [The Centre for Violence Prevention](#)

The programme comprises three core strands which will be interwoven within the four mandatory modules before a student will undertake the final dissertation.

These are:

i) **Reflective professional practice** - which should inform the student's critical understanding of theory and knowledge with the potential to transfer the acquired knowledge to their professional or research practice. This strand demands that the student challenges aspects of attitudes, norms and values in society or, within their relevant professional organisations which may contribute to the oppression and discrimination of those individuals and communities affected by DSV. Similarly the student should be ideally troubled within their own personal or professional identity and develop a positive appreciation of their role in recognising and responding to DSV.

ii) **Research inquiry skills** - developed by the student over the course of the programme that should enable them to confidently and critically investigate contemporary issues on DSV that are related to their field of personal or professional interests. The student's core ethicality in research practice is further enhanced through a robust understanding of research theory and methodologies which are prevalent to

the study of DSV. The emphasis on the voice of victims, perpetrators and/or practitioners is a key component of research engagement and meaning towards a making a valuable contribution in their personal and professional development.

iii) **Social justice through advocacy** - is a key strand to the programme's provision and this is cultured through discourses of a human rights framework. The complexity of DSV is rightly recognised in terms of the diversity of individual victims and perpetrators and the range of different cultural contexts in which DSV is perpetrated. The student's appreciation of the rights of the individual as a child or adult and, as victim or perpetrator are raised, dismantled, deconstructed and re-examined as part of the philosophical values of the programme.

The educational aims of the programme are to:

1. Provide a stimulating and challenging learning environment in which the student can critically engage in individual and collective examination of the dynamics of Domestic and Sexual Violence (DSV).
2. Promote student engagement with the programme through a commitment to an inclusive ethos that increases access by students from diverse personal and professional backgrounds.
3. Develop the student's critical understanding of key theoretical concepts from historical, legal, economic, social and political disciplines which have influenced current understanding and responses to DSV.
4. Develop an advanced understanding of the complex needs of different service user groups and communities and safe interventions and approaches to needs.
5. Encourage the student to interrogate and examine policy provision and good practice within national and international contexts.
6. Enable the student to continue to develop a strong and positive sense of personal and professional identity through critical reflective thinking and practice.
7. Critically appraise prevention and intervention strategies in responding to DSV.
8. Develop and enhance the student's ability to design and carry out research activities in an ethical manner according to the University of Worcester's guidance and to be prepared to present and publish their findings.

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

The MA programme is developed for graduates and those with relevant professional qualification and experience in the fields of health, education, criminal and social justice, social work or working in the charitable sector, assessing and responding to issues of Domestic and Sexual Violence. The programme is particularly appropriate for individuals who want to improve their knowledge and skills set to intervene more effectively in supporting victim/survivors of DSV, the risk management of perpetrators, or in preventing and reducing the impact of DSV. The programme is distinctive in that it places emphasis on the critical reflective researcher-practitioner to critically appraise the theories of violence. This includes a focus on the functional and structural causation of DSV and post-structuralist theory which gives emphasis to DSV as embodied and contextualised acts of abuse and resistance. Psychological theories,

systems and ecological explanations are also considered, in addition to feminist theories and writings examining issues of causation and volition. The programme should therefore develop the student's understanding in response to the examination of theoretical approaches to DSV and subsequently positively impact on practice responses. The student is encouraged to consider the different national and international, cultural and social contexts of DSV from early childhood to older age.

The programme should provide the student with a range of opportunities to develop and demonstrate advanced knowledge, critical understanding, competent skills, ethical qualities and other desirable attributes for any individual practitioner or researcher working with or aspiring to work with individuals affected by DSV. The learning and teaching opportunities available to students of the MA programme are designed to maximise the potential of each individual to enjoy and embrace their learning experiences. The programme through blended learning provision should offer a range of activities offering teaching skills and assessment of skills within the classroom environment, including face to face lectures, role play scenarios of case study examples, conference and seminar events, online learning activities (OLAs) via discussion fora and virtual learning events on the Virtual Learning Environment (VLE) that is Blackboard (BB). The programme will offer a range of assessment opportunities to students including essays, report writing, poster presentations, individual and/or group oral presentations and case study analysis. There is emphasis on critical reflective thinking and developing current or future practice, each student will be required to engage with an online reflective journal as part of gauging their personal and/or professional development through the course. The journal will not be a formal assessed item. Each student progressing to the full MA award will complete their studies with the submission of a final dissertation thesis.

The following Intended Learning Outcomes (ILOs) have been informed by the Characteristics Statement descriptors for a qualification at Masters (M) level: Masters degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September 2015 (see further at section 16) and adapted for the needs of this programme.

The Learning Outcomes for the Masters in Understanding Domestic and Sexual Violence are as follows:

### **Postgraduate Certificate Award of Mapped Learning Outcomes**

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
1.	Demonstrate a critical awareness and comprehensive understanding of key concepts and controversies in the study of Domestic and Sexual Violence.	DSVM 4001	PG Cert
2.	Critically analyse and synthesize key theoretical underpinnings and their applications to practice and research.	DSVM 4001	PG Cert

<b>Cognitive and Intellectual skills</b>
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3.	Develop advanced critical thinking skills in response to theories, problems and debates within the study of DSV.	DSVM 4001,	PG Cert
4.	Demonstrate originality and critical analytical thinking skills to enhance knowledge and relevance to practice.	DSVM 4001, 4002.	PG Cert

<b>Skills and capabilities related to employability</b>
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5.	Demonstrate an advanced appreciation of ethical principles in relation to professional practice and research with service users and providers.	DSVM 4001, 4002.	PG Cert
6.	Critically appraise a range of sources of knowledge and evidence to inform assessment and intervention approaches to responding to DSV.	DSVM 4002.	PG Cert
7.	Articulate and critically present advanced knowledge and application to problems and issues in responding to the concern of DSV.	DSVM 4001, 4002	PG Cert

<b>Transferable/key skills</b>
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8.	Continue to enhance personal/professional development of critical thinking and decision making skills to complex situations in the context of DSV.	DSVM 4002.	PG Cert
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### Postgraduate Diploma Award of Mapped Learning Outcomes

<b>Knowledge and Understanding</b>
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LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Demonstrate a critical awareness and comprehensive understanding of key concepts and controversies in the study of Domestic and Sexual Violence.	DSVM 4001 4002 4003	PG Dip
2.	Critically analyse and synthesize key theoretical underpinnings and their applications to practice and research.	DSVM 4001, 4003.	PG Dip
3.	Critically evaluate and critique applied research theory and appropriate quantitative and qualitative research methods.	DVSM 4001, 4003.	PG Dip

<b>Cognitive and Intellectual skills</b>
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4.	Develop advanced critical thinking skills in response to theories, problems and debates within the study of DSV.	DSVM 4001, 4003, 4004.	PG Dip
5.	Process and articulate arguments and challenges in a variety of communication media from the field of study of DSV.	DSVM 4003, 4004.	PG Dip
6.	Demonstrate originality and critical analytical thinking skills to enhance knowledge and relevance to practice.	DSVM 4001, 4002, 4004.	PG Dip

<b>Skills and capabilities related to employability</b>
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7.	Demonstrate an advanced appreciation of ethical principles in relation to professional practice and research with service users and providers.	DSVM 4003, 4004.	PG Dip
8.	Critically appraise a range of sources of knowledge and evidence to inform assessment and intervention approaches to responding to DSV.	DSVM 4002, 4004.	PG Cert PG Dip MA
9.	Articulate and critically present advanced knowledge and application to problems and issues in responding to the concern of DSV.	DSVM 4002, 4003, 4004.	PG Dip

<b>Transferable/key skills</b>
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10.	Develop and sustain self-motivation and direction through study to continue as a self-autonomous learner in research and practice.	DSVM 4003 4004.	PG Dip
11.	Continue to enhance personal/professional development of critical thinking and decision making skills to complex situations in the context of DSV.	DSVM 4002, 4004.	PG Dip

**Masters Award of Mapped Learning Outcomes**

<b>Knowledge and Understanding</b>
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<b>LO no.</b>		<b>Module Code/s</b>	<b>Award</b>
1.	On successful completion of the named award, students will be able to:  Demonstrate a critical awareness and comprehensive understanding of key concepts and controversies in the study of Domestic and Sexual Violence.	DSVM 4001 4002 4003	MA

2.	Critically analyse and synthesize key theoretical underpinnings and their applications to practice and research.	DSVM 4001, 4003, 4005	MA
3.	Critically evaluate and critique applied research theory and appropriate quantitative and qualitative research methods.	DVSM 4001, 4003, 4005.	MA

### Cognitive and Intellectual skills

4.	Develop advanced critical thinking skills in response to theories, problems and debates within the study of DSV.	DSVM 4001, 4003, 4004.	MA
5.	Process and articulate arguments and challenges in a variety of communication media from the field of study of DSV.	DSVM 4003, 4004.	MA.
6.	Demonstrate originality and critical analytical thinking skills to enhance knowledge and relevance to practice.	DSVM 4003, 4004.	MA.

### Skills and capabilities related to employability

7.	Demonstrate an advanced appreciation of ethical principles in relation to professional practice and research with service users and providers.	DSVM 4002, 4003, 4004.	MA
8.	Critically appraise a range of sources of knowledge and evidence to inform assessment and intervention approaches to responding to DSV.	DSVM 4002, 4004.	MA
9.	Articulate and critically present advanced knowledge and application to problems and issues in responding to the concern of DSV.	DSVM 4002, 4003, 4004.	MA.

### Transferable/key skills

10.	Develop and sustain self-motivation and direction through study to continue as a self-autonomous learner in research and practice.	DSVM 4003 4004.	MA
11.	Continue to enhance personal/professional development of critical thinking and decision making skills to complex situations in the context of DSV.	DSVM 4002, 4004.	MA
12.	Increased ability to present high quality verbal and written communications following the scholarly conventions of assessment and publication.	DSVM 4003 4005.	MA.

#### 14. Assessment strategy

Students on the Masters programme will experience a diverse range of assessment approaches which should enable each student to demonstrate their developing knowledge, understanding, appreciation and skills competency in responding to the concern of DSV. The University's Assessment Policy is an important point of reference and provides specific guidance on the programme's assessment strategies. The assessment strategy is developed to nurture reflective and reflexive research-practitioners who are confidently expert in adapting and evaluating theoretical concepts and models of DSV. Subsequent to thorough assessment of learning and development, the student should be able to apply their knowledge and skills effectively, incorporating creative problem solving approaches within a wide range of hypothetical professional contexts presented by the tutor, such approaches will facilitate taught skills and performance feedback to each student.

At Masters level study, the student is expected to operate at the high standards to meet the demands of critical thinking, debate and writing through the assessment process of level 7 modules. Each student will be required to contribute to their individual learning and the collective learning of their peer group as required by tutorials, seminars and presentations. The student will be expected to research actively and independently, developing and adapting a critical reading and academic writing strategy, reflecting on the range of literature and research within the field of study of DSV. Formative assessments will be set or negotiated as appropriate within the early stages of each 30 credit module, the Formative assessment should inform the Summative assessment culminating in a robust assessment pattern to demonstrate the acquired advanced learning and development on completion of each module. Each module of the Masters programme will include elements of written assessment, and forms of individual and collective presentation to enhance creative approaches to showcase the student's transferable knowledge and skills. Each item of assessed work will provide the opportunity to demonstrate the sophisticated and critical understanding and knowledge at this advanced level of study as required by the QAA descriptors for Masters engagement of study.

#### 15. Programme structures and requirements

The programme will offer full-time (to be completed in one academic year) and part-time routes of study (to be completed in two academic years).

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MA
DSVM 4001	Theoretical Perspectives on Gender, Violence and Interpersonal Relationships.	30	M	M	M
DSVM 4002	Recognition, Responses and Impact of Violence.	30	M	M	M
DSVM 4003	Preparing for Independent Research	30		M	M
DSVM 4004	Public Health Responses to Violence and Managing Perpetrators.	30		M	M

DSVM 4005	Dissertation	60			M
<b>Total Credits</b>		180			

The Masters programme should recruit from a wide range of professional disciplines and the teaching has traditionally been facilitated via teaching blocks as a means of widening participation and bolstering inclusivity of access. This commitment will continue with an enhanced delivery of blended learning provision to increase recruitment to the programme from a wider range both nationally and internationally.

Each semester Modular Teaching Blocks x 2, of Face to Face (F2F) and blended learning provision is illustrated by the example of DSVM 4001 in the following table:

DSVM 4001 – Theoretical Perspectives on Gender, Violence and Interpersonal Relationships.

**TEACHING BLOCK 1 -**

Thursday - on campus	Friday – on campus	Saturday – off site
Face to Face lectures – all day attendance	Face to Face lectures – all day attendance	Online Learning Activities (OLA) – to be completed at pre-arranged time WITH tutor AND self-directed OLAs to be completed as directed by tutor.
<b>AND</b>		
<b>TEACHING BLOCK 2</b>		
Thursday - on campus	Friday – on campus	Saturday – off site
Face to Face Lectures – all day attendance	Face to Face lectures – all day attendance	Online Learning Activities (OLA) – to be completed at pre-arranged time WITH tutor AND self-directed OLAs to be completed as directed by tutor.

The above table demonstrates that each student would have 4 face to face days for each module of study in one academic semester at the university with their tutors and peers. The face to face contact days for each module will be Thursday and Friday; a Full Time student will be required to attend 8 contact days in 1 academic semester, where as a Part-Time student will attend 4 days in 1 academic semester. The module will also comprise online learning through the Blackboard facility.

**16. QAA and professional academic standards and quality**

This award is located at level 7 of the FHEQ.

*The Framework for HE Qualifications*

The course has been developed following the Descriptor for a qualification at Masters (M) level: Masters degree (UK Quality Code Part A: Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September, 2014) ensuring that programme qualifications adequately represents the standard of



achievement required for Masters programme. The programme Learning Outcomes are mapped onto the FHEQ descriptors to ensure alignment with the descriptors that are within the Course Handbook.

The course incorporates Masters Degree Characteristics that specify the characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment approaches, including the relationship between transferable skills, employability beyond graduation from the Masters programme.

## **17. Support for students**

All students joining the course will be invited to join an induction programme run by the programme tutorial staff of the CVP. This event, usually held immediately before the commencement of the course is to support the transition of every student to this new course of study, including those who have not been engaged in academic study for a significant period of time and offers information about the course, modules, study support, information and communication technology, an opportunity for students to meet their peers and the CVP staff. Please see the following hyperlink for details of Centre staff [CVP tutorial staff](#). The induction event will include a guided tour of the resources and an introduction to booking equipment and technical workshops and our dedicated Subject Librarian will be invited to attend the induction also. Students of the programme will be required to participate in an induction programme and to fully engage with the provisions of Blended Learning which is integral to the student's teaching and learning experience and towards their successful completion of study.

The University has a Diversity and Equality Policy, please see the following links – <http://www.worcester.ac.uk/student-services/index.htm>  
<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm> these equality schemes and action plans promote equality in relation to race, disability, gender, age and sexual orientation.

Students will be encouraged to seek non-academic support as appropriate via Student Services and the Disability & Dyslexia Service, the latter offers support for students who may experience mental health concerns, dyslexia issues or physical impairment or other difficulties which may impact on their teaching and learning experiences and their enjoyment of study at the university.

The University's Information and Communication Technology service provides UW students and staff with support for information technology and media, see hyperlink for further details: <http://www.worc.ac.uk/ict>

The allocated Personal Academic Tutor should be a student's regular point of contact during their time at the University. The tutor is allocated from the course team to ensure a familiarity with the student's programme. The Personal Academic Tutor will also respond to students' requests for support and help with to ensure successful completion of the student's their academic work, either at subject level or by referral to other University facilities. Please see the attached link for further details [http://www.worc.ac.uk/aqu/documents/Personal\\_Academic\\_Tutoring\\_Policy\\_July\\_2015.docx](http://www.worc.ac.uk/aqu/documents/Personal_Academic_Tutoring_Policy_July_2015.docx)

## **18. Admissions**

### **Admissions policy**

The programme is developed to support practitioners and those interested in research who are working with victim/survivors and perpetrators of DSV, and is therefore committed to meeting the needs of a diverse student recruitment group, both nationally and internationally.

### **Entry requirements**

Prospective students will be required to have

- A relevant first degree gained at a 2.1 (or equivalent level) in a health related or social science discipline, or similar subject discipline **or**
- A relevant professional qualification and experience, including but not exclusively, Social Work, Police, Probation, Health and Education **or**
- Current or past experience (a minimum of six months) of working with victims or perpetrators of Domestic and Sexual Violence.

The minimum requirement of six months will be assessed with evidence provided by the prospective student as detailed in the Personal Statement of the application form, this will also be verified by a request for a reference by the service manager or supervisor. Applicants are required to have at least 20 hours experience per week over the six-month period.

The programme encourages and welcomes applications from individuals of good character and personal integrity, who adheres to principles of anti-oppressive and anti-discriminatory practices within their personal and professional contexts. These qualities may be provided as evidence in the Personal Statement as part of the application process for consideration by the Applications Tutor.

Overseas applicants whose first language is not English, will need a minimum IELTS score of 6.5 for the level 7 course.

For further information on other acceptable qualifications, please see the following link: [UW Admissions Policy](#)

### **Disclosure and Barring Service (DBS) requirements**

DBS clearance is not required by the student as they will not be involved in a Work Based Learning module for the programme. However, for the purpose of research with service users in their workplace, this requirement should already have been met by their employer.

If a student who is not in employment wishes to conduct research directly with service users, then they may be required to apply for DBS or Enhanced DBS clearance to satisfy the requirements of the host organisation. The fee for a DBS clearance will be met by the student, but the DBS must be completed through the University of Worcester.

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive practice experience may be considered eligible for recognition of prior learning. The CVP particularly welcomes prospective students who can provide evidence of their interest in the subject of Domestic and Sexual Violence and commitment to their Continuing Professional Development; the student would be required to evidence of relevant training and/or training they have delivered, or access to conference events, and/or engagement with professional supervision and training and mentoring of other less

experienced staff. The student could also provide evidence of leading good practice in their professional contexts, examples of this criterion could include leading or contributing to the development of policy within their agency to improve service provision.

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**

Potential students should apply directly via Registry Services (Admissions) at the University of Worcester, the admission process is based on the assessment of the required information of the course application form. In the case where an applicant *does not* have a relevant first degree or professional qualification, the Programme Leader may invite the applicant to attend for interview, this may be via attending in person, skype or telephone. This applicant will also be subject to the following selection criteria listed as follows:

#### **Admissions/selection criteria for applicants without relevant first degree or professional qualification**

The selection process may invite an applicant to submit a short academic essay which intends to evaluate the applicant's ability to:

- Write clearly, concisely and critically to the required level 7 standard
- Undertake relevant and advanced research to demonstrate an increased knowledge and understanding of the subject
- Evidence ethicality and appropriate professional conduct in response to the question for the essay topic.

### **19. Methods for evaluating and improving the quality and standards of teaching and learning**

The Institute of Health and Society promotes a positive and thorough approach in all aspects of quality assurance and enhancement in all matters concerning course management, development and review. Consequently there is a commitment to promoting and improving the student experience at the CVP via the university's Student Academic Representative (StAR) system. The Masters programme will support quality enhancement of programme delivery through the following elements:

- Annual Enhancement Reports and Plans
- Bi-annual Course Management Committees
- Appointment of StARs for Full Time and Part Time cohorts
- Responding to the External Examiner Reports
- Post Exam Board Modular Reviews
- Appropriate and robust systems of modular assessment, moderation and standardisation
- Peer review of teaching staff and Associate Lecturers
- All teaching staff to have completed the Postgraduate Certificate of Teaching in Higher Education

## 20. 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 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 retake 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.

#### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
PG Cert	Passed a minimum of 60 credits at level 7 from DSVM 4001 and DSVM 4002
PG Dip	Passed a minimum of 120 credits at level 7 from DSVM 4001, DSVM 4002, DSVM 4003 and DSVM 4004
Masters (MA)	Passed a minimum of 180 credits at level 7, DSVM 4001, DSVM 4002, DSVM 4003, DSVM 4004 and DSVM 4005

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

## 21. Indicators of quality and standards

The CVP tutorial team are committed to delivering the highest quality learning and teaching experiences to all students on the MA programme and there are specific provisions that allow for this aspect of quality assurance. These include the promotion of the StAR (Student Academic Representative) system and their input with bi-annual the Course Management Committees (CMC) meetings. The monitoring and scrutiny of

module evaluations and Post Exam Board Review including consideration and responses to the External Examiner annual report. The indicators of our quality assurance and standards are further scrutinised by the Annual Evaluation Report within which the annual Enhancement Plan provides scope to reflect and develop the course delivery for the next academic year. Positive student experiences are highlighted through good tutorial support with emphasis of the Personal Academic Tutoring system, the different teaching and learning experiences, approachable and expert tutors, and the opportunity to enjoy meeting other students from other disciplines and contexts and what they bring to enrich their mutual learning experiences. Commentary from the External Examiner strongly compliments the nature and quality of teaching by the CVP tutorial team and is evidenced as follows: *'The nature of the issues addressed throughout the MA means that those involved are often sharing and reflecting on realities which are challenging and sometimes personal. Staff and students alike demonstrate passion and commitment in the concern to address DV. There is mutual peer support and encouragement. Students often comment how much they learn from one another, bringing experiences and skills from different perspectives and professional practice'* (Orr, 2016).

The Institute of Health and Society encourages and supports academic staff who are working towards further educational qualifications and, through the Head of Institute, endeavours to allow for this commitment in the workload of those staff. All lecturers on the programme have extensive experience in the professional practice. Research activity, publication and attendance at both national and international conferences is supported and encouraged. All academic staff involved on the course are research active, manifesting the results of this research through academic papers, public lectures and presentations at conferences and seminars.

Results from this scholarly activity feed back into the learning and teaching process. Academic staff are required to share the results of their research with students through the course content. It is expected that, at specific points in the programme, lecturers will share and inspire students with their research narratives and the impact and implications for their research in professional practice.

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

The current programme is expected to attract a range of students who are already in employment, working within Children's Social Care, Health, Criminal Justice System, Education and Women's Service Providers in the domestic and sexual violence sectors. The emphasis on developing professional knowledge and practice has implications for having an impact in service development and provision within communities, in addition to promoting leadership and instigating positive change. These are attributes that should be appreciated by each graduate and should promote opportunity for career progression within their respective discipline and service sector. Career progression may include advancement in management and leadership in the sector of domestic and sexual violence. All students will be encouraged to maintain their professional development through conference and seminar events facilitated by the CVP, including the possibility of presenting at conferences, as has been the experience of past students due to their professional expertise. Similarly, students will be invited to participate in the developing CPD programme of the Centre and to consider the opportunity of applying to forthcoming Research Degrees studentship awards and study.

### **Student employability**

Undertaking the range of mandatory modules offered on this programme, including the practice based focus, provides students with a range of transferable skills. The module specifications are applicable to a variety of work environments dedicated to working with victims and survivors of abuse or with perpetrators of abuse. The course has been designed to enhance knowledge and understanding of the dynamics of Domestic and Sexual Violence and the importance of inter-disciplinary and multi-agency working to provide greater protection for victims and to ensure improved measures for holding perpetrators to account and to stop abuse from occurring in the first place. The MA degree can provide a sound progression route for a range of career options and further study as required. Careers advice is provided by UW careers advisors, presentations by other MA graduates, Research degree students and guest speakers.

### **Links with employers**

The Centre for Violence Prevention has ongoing links with key professionals and experts who contribute to the development and learning and teaching of the programme. Students therefore benefit from health professionals from the NHS, specifically Health Visiting and Midwifery. The CVP also has strong links with Safer Places in Essex and this agency also contribute to the teaching of the MA programme, including the Worcestershire Rape and Sexual Abuse Advice Centre, West Mercia Women's Aid and Warwick and West Mercia Constabulary.

Consequently the CVP can advance employability prospects through:

Offering flexible study routes which allow opportunities for students who may be in full or part time employment. The application of theory into professional practice is an invaluable combination of qualifications and experience that enhances the student's developing professional profile when applying for graduate jobs.

The CVP can offer additional training relevant to the course sought after by employers, this provision is currently met through the annual programme of conferences, seminar and CPD events facilitated by the centre.

The CVP provides opportunity for students to represent their peers within a range of committees both at course and institute level which can support developing skills of self-advocacy and advocacy for service users and vulnerable groups. The programme may help students to develop an improved appreciation of their developing knowledge and skills and to engage more with employment opportunities in the sector of DSV. The CVP currently has links with Warwick and West Mercia police, Worcestershire Rape and Sexual Abuse Advice Centre (WRSAC) and Essex Local Authority, the following statement is an endorsement of the learning and teaching delivered by the NCSPVA tutorial team at Essex:

*'[NCSPVA]...colleagues have provided an excellent level of teaching and support to our staff completing these modules and we have been delighted to have a very high completion and pass rate for our social workers. The team have been able to apply their knowledge and expertise to the setting in which we are working and make the content relevant and useful in practice'* (ELA, 2017).

Access to a variety of funding and bursaries to enable an involvement within research and other extra-curricular and international opportunities in addition to access to specialist staff offering careers guidance tailored to your academic subject area through our [Careers Service](#).

**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 associated course documentation e.g. course handbooks, module outlines and module specifications.