

Programme Specification for PG Certificate in Understanding Domestic and Sexual Violence AND Individual CPD modules.

This document applies to Academic Year 2024/25 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	NA
4.	Final award or awards	Postgraduate Certificate OR individual Continuing Professional Development (CPD) module credits
5.	Programme title	Understanding Domestic and Sexual Violence
6.	Pathways available	NA
7.	Mode and/or site of delivery	Distance learning delivered through the VLE involving a blend of asynchronous (self-directed) and synchronous (tutor- facilitated) online learning
8.	Mode of attendance and duration	The programme offers online delivery across all modules on a Part-time basis
9.	UCAS Code	NA
10.	Subject Benchmark statement and/or professional body statement	This programme has taken account of the qualification descriptor for Masters level awards in the OfS Sector recognised standards and the QAA Masters Degree Characteristics statement .
11.	Date of Programme Specification preparation/ revision	Approved June 2023 July 2023 – annual amendments September 2024 – annual amendments

12. Educational aims of the programme

The Department of Violence Prevention, Trauma and Criminology (DVPTC) 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. The online 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 online PG programme and individual CPD modules are 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 online 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 online 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 university is committed to ensuring that the student learning and developmental experience is cognisant of the United Nations Sustainable Development Goals (SDGs) (UN, 2015). These 17 global goals involve the collective engagement of all UN member states to strive together to make the global community more peaceful, equal, healthy, prosperous and create sustainable futures for all. Within the DVPT community, we recognise that the following SDGs are specific to the PG Certificate and CPD provision of the student learning experience:

- SDG 3 – Good health and well-being
- SDG 4 – Quality education
- SDG 5 - Gender equality
- SDG 10 – Reduced inequality.

Further details of the relevance of these SDGs will be provided in the Course Handbook.

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 online PG Certificate programme, or individual CPD modules, 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 the 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 following Intended Learning Outcomes (ILOs) have been informed by the qualification descriptors for Masters level awards in the [OfS Sector recognised standards](#) and the [QAA Masters Degree Characteristics statement](#).

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

Knowledge and Understanding

LO no.	On successful completion of the named award, students should 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	PG Cert or CPD
2	Develop advanced critical thinking skills in response to theories, problems and debates within the study of DSV.	DSVM 4001 4004	PG Cert or CPD

Cognitive and Intellectual skills
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LO no.	On successful completion of the named award, students should be able to:	Module Code/s	Award
3	Demonstrate a critical awareness and comprehensive understanding of key concepts and controversies in the study of Domestic and Sexual Violence.	DSVM 4001 4004	PG Cert or CPD
4	Demonstrate originality and critical analytical thinking skills to enhance knowledge and relevance to practice.	DSVM 4001 4004	PG Cert or CPD

Skills and capabilities related to employability

LO no.	On successful completion of the named award, students should be able to:	Module Code/s	Award
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 or CPD
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 or CPD
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 or CPD

Transferable/key skills

LO no.	On successful completion of the named award, students should be able to:	Module Code/s	Award
8	Critically reflect on personal/professional development of critical thinking and decision-making skills to complex situations in the context of DSV	DSVM 4002 4004	PG Cert or CPD

Learning, teaching and assessment

Students on the online PG Cert programme or CPD modules 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 assessments will include essays, individual oral presentations and reports all of which will be discussed and prepared via online tutorials, lectures and workshops. From the point of an online induction to the course, students will be instructed on the access and use of Blackboard as the key virtual learning platform to ensure their full participation and engagement with their distance learning course or module. Due to the online learning delivery of this programme, it is important that the student is confident and competent in their digital and technical skills to maximise the potential of their engagement and enjoyment of their learning experiences. At the point of admission inquiry, to the induction event of the programme, the student will be advised on the expectations of their technical skills and the additional support the university can offer to students in terms of online study skills, directed support through Firstpoint contact and the Technology Enhanced Learning service within the university. The student will also be appointed a Personal Academic Tutor (PAT) who will also be an

important source of support and guidance where additional advice can be offered to support the student in enhancing their digital and technical skills. 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. As a consequence of the course and modular 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.

Teaching

At postgraduate 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 online PG Cert programme and CPD module 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.

In addition, postgraduate students will have a minimum of two meetings with their Personal Academic Tutors, timed to coincide with key points such as induction or assessment. The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. In keeping with the university's prioritising of student voice and student representation, the programme academic team facilitates two Student Staff Liaison Committees (SSLC) in the course of the academic year. These events are co-ordinated by the elected student representative, with the support of the Course Leader. Further information about student representation and the SSLC can be found in the Course Handbook.

Contact time

Each semester, online Modular Teaching Blocks x 3 supplemented by a sequence of online learning activities (OLAs) will be facilitated, as illustrated by the example of DSVM 4001 in the following table:

DSVM 4001 – Theoretical Perspectives on Gender, Violence and Interpersonal Relationships - Online real time lectures with 6 Online Learning Activities

TEACHING BLOCK 1 -

Thursday - online	Friday – online	Saturday – start of OLAs
Online real time lectures 9.30 to 13.30 (UK time)	Online real time lectures 9.30 to 13.30 (UK time)	2 Online Learning Activities (OLA) – to be completed at pre-arranged time WITH tutor AND self-directed OLAs to be completed as directed by tutor.
AND		
TEACHING BLOCK 2		
Thursday - online	Friday – online	Saturday – start of OLAs
Online real time lectures 9.30 to 13.30 (UK time)	Online real time lectures 9.30 to 13.30 (UK time)	2 Online Learning Activities (OLA) – to be completed at pre-arranged time WITH tutor AND self-directed OLAs to be completed as directed by tutor.
AND		
TEACHING BLOCK 3		
Thursday – online	Friday- online	Saturday- start of OLAs
Online real time lectures 9.30 to 13.30 (UK time)	Online real time lectures 9.30 to 13.30 (UK time)	2 Online Learning Activities (OLA) – to be completed at pre-arranged time WITH tutor AND self-directed OLAs to be completed as directed by tutor.

Independent self-study

In addition to the contact time, part-time students are expected to undertake around 8 hours of personal self-study per week. Typically, this will involve preparing directed readings for online lectures and engaging in the prepared OLAs in between the scheduled teaching blocks. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by research and consultancy, and course lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include critical essays, report writing and individual recorded presentations. The precise assessment requirements for an individual student in the academic year will vary according to the specific modules, but a typical formal summative assessment pattern for each module is:

PG Certificate award:

DSVM 4001 Theoretical Perspectives on Gender, Violence and Interpersonal Relationships:

Summative Assessment of one 4,000 word critical essay.

DSVM 4002 Recognition, Responses and Impact of Violence:

Summative Assessment of one 15-minute individual recorded presentation and one 3,000-word critical essay.

14. Assessment strategy**Assessment**

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PG Certificate award:

DSVM 4001 Theoretical Perspectives on Gender, Violence and Interpersonal Relationships:

Summative Assessment of one 4,000 word critical essay.

DSVM 4002 Recognition, Responses and Impact of Violence:

Summative Assessment of one 15-minute individual recorded presentation and one 3,000-word critical essay.

15. Programme structures and requirements

The online PG Certificate comprises the following modules:

		Status (Mandatory) M	
Module Code	Module Title	Credits	PG Cert
DSVM 4001	Theoretical Perspectives on Gender, Violence and Interpersonal Relationships.	30	M
DSVM 4002	Recognition, Responses and Impact of Violence.	30	M
		TOTAL= 60	

PG Certificate

To be awarded the PG Cert Understanding Domestic and Sexual Violence, students must successfully complete 60 credits at Level 7 (*DSVM 4001 and DSVM 4002 modules*).

The online PG Cert (Part-time) should be completed over Semesters 1 and 2 in the academic year.

The online individual CPD modules include the following:

		Status (Optional) O
Module Code	Module Title	Credits
DSVM 4001	Theoretical Perspectives on Gender, Violence and Interpersonal Relationships.	30
DSVM 4002	Recognition, Responses and Impact of Violence.	30
DSVM 4004	Public Health Responses to Violence and Managing Perpetrators.	30

The online individual CPD modules are selected as Options to the preference of the student in the course of an academic year/s. Each CPD modular option should be completed within the scheduled academic semester.

16. QAA and professional academic standards and quality

This award is located at Level 7 of the OfS sector recognised standards and has taken account of the qualification descriptor for Masters level awards in the OfS Sector recognised standards and the QAA Masters Degree Characteristics statement. 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. 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 DVPTC. 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 and offers information about the course, modules, study support, information and communication technology, an opportunity for students to meet their peers and the DVPTC staff. The programme induction event will include a guided virtual tour of the resources and an introduction to booking equipment and technical workshops and our dedicated Academic 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 online learning which is integral to the student's teaching and learning experience and towards their successful completion of study.

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 course team make every effort to consider the specific and diverse learning needs of students and the UW Inclusion Toolkit is a helpful resource towards enhancing our provision of inclusive learning and assessment experiences UW Inclusion Toolkit. Please refer to the following links for guidance and information on the appropriate support services:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

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:

[https://www2.worc.ac.uk/aqu/documents/Personal Academic Tutoring Policy.pdf](https://www2.worc.ac.uk/aqu/documents/Personal_Academic_Tutoring_Policy.pdf)

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.

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.

For further information on other acceptable qualifications please see the following link:

<https://www2.worc.ac.uk/registryservices/documents/AdmissionsPolicy.pdf>

Overseas applicants whose first language is not English, will need a minimum IELTS score of 6.5 for the level 7 course, please access the link below for further information:

See [Information for International Applicants](#)

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. Please note, in the instance of the PG Certificate and individual CPD modules, students are not required to undertake research.

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 DVPTC 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 will invite the applicant to attend for interview, this may be via attending in person, MS Teams or telephone. This applicant will also be subject to the following selection criteria listed as follows:

Admissions/selection criteria

The selection process will invite an applicant with no relevant degree or professional qualification 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. Regulation of assessment

The course operates under the University's [Taught 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) 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

- A student is 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.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7 from DSVM 4001 and DSVM 4002
CPD Module	Passed a minimum of 30 credits at level 7 for DSVM 4001 or DSVM 4002 or DSVM 4004

PG Cert award and individual CPD modules are unclassified.

20. 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 DVPTC, 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 Department 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 PG Certificate and individual CPD modules 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 Department of Violence Prevention, Trauma and Criminology 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 DVPTC also links with Worcestershire Rape and Sexual Abuse Advice Centre, West Mercia Women's Aid, West Mercia Constabulary, Essex Local Authority, among others. Consequently, the DVPTC can advance employability prospects through:

- Offering flexible study routes which allow opportunities for students who may be in an invaluable combination of qualifications and experience that enhances the student's developing professional profile when applying for graduate jobs.
- The DVPTC 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 DVPTC 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. This includes 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.