

## Programme Specification for Blended Learning Masters, Postgraduate Diploma and Postgraduate Certificate in Understanding Domestic Abuse and Sexual Violence.

**This document applies to Academic Year 2025/26 onwards**

*Table 1 programme specification for Understanding Domestic Abuse and Sexual Violence*

|     |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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>                                          | MA/PG Diploma and PG Certificate                                                                                                                                                                                                                                                                                                                                                |
| 5.  | <b>Programme title</b>                                                | Understanding Domestic Abuse and Sexual Violence                                                                                                                                                                                                                                                                                                                                |
| 6.  | <b>Pathways available</b>                                             | NA                                                                                                                                                                                                                                                                                                                                                                              |
| 7.  | <b>Mode and/or site of delivery</b>                                   | Learning delivered via a face-to- or, online teaching (synchronous learning).                                                                                                                                                                                                                                                                                                   |
| 8.  | <b>Mode of attendance and duration</b>                                | <p>The programme offers Full-Time and Part-Time attendance to students with sequential 'Teaching Blocks or online(synchronous learning).</p> <p>MA Full-time student should complete their award in 1 full academic year – 12 months. (Maximum period is 36 months) which a Part Time students will complete over 2 academic years, 24 months (Maximum period is 72 months)</p> |
| 9.  | <b>UCAS Code</b>                                                      | N/A                                                                                                                                                                                                                                                                                                                                                                             |
| 10. | <b>Subject Benchmark statement and/or professional body statement</b> | <p>This programme of study meets the QAA descriptor at Master's level <a href="#">master's-degree-characteristics-statement</a> the descriptor for a higher education qualification at Level 7 <a href="#">the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies</a></p>                                                                              |
| 11. | <b>Date of Programme Specification preparation/ revision</b>          | 11/06/25 (ASQEC)                                                                                                                                                                                                                                                                                                                                                                |

### 12. Educational aims of the programme

The School of Health and Wellbeing 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 to develop and disseminate evidence-based practice. The MA Understanding Domestic Abuse and Sexual Violence is integral to the provision of high-quality education and research within multi-disciplinary contexts, offering critical perspectives on the prevention of abuse and violence.

The blended learning programme comprises three core strands which will be interwoven within the four modules alongside when a student will undertake the final dissertation.

The Core Strands are:

i) **Reflective and Reflexive professional practice** - informs the student's critical understanding of theory and knowledge enabling the transfer of 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 Domestic Abuse and Sexual Violence (DASV). Similarly, the student should be challenged and transformed within their own personal or professional identity and develop a positive appreciation of their role in recognising and responding to DASV.

ii) **Research inquiry skills** –which will be developed over the course of their programme of study. The student will be supported to investigate contemporary issues confidently and critically on DASV that are related to their fields of personal or professional interests. The student's core ethicality in research practice will be developed through a robust understanding of research theory and methodologies which are prevalent to the study of DASV. The emphasis on the voices of victims, perpetrators and/or practitioners is a key component of research engagement and meaning making towards a making a valuable contribution in their personal and professional development.

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

The educational aims of the programme are to:

1. Promote a stimulating and challenging learning environment where students can critically explore by individual and collective examination, the dynamics of DASV.
2. Encourage student participation by embracing the inclusive ethos that welcomes all students from diverse personal and professional backgrounds, enhancing access and engagement with learning.
3. Equip and develop students' critical understanding of historical, legal, economic, social and political theoretical perspectives that shape and influence current perspectives and responses to DASV.
4. Cultivate students' advanced understanding of the complex needs of different service user groups and communities and to respond and intervene safely and appropriately.
5. Inspire students to critically interrogate and examine policy provision and good practice within national and international contexts, fostering a global perspective of the concern of DASV.
6. Develop a critical understanding of the problem of Gender-Based Violence within international contexts and the role of public health in addressing its cause and consequences.
7. Enable students to continue to develop a strong and positive sense of personal and professional identity through critical reflexive thinking and practice.
8. Encourage students to rigorously appraise prevention and intervention strategies in responding to DASV.
9. Develop and enhance student 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 programme was developed for graduates and those with relevant professional qualifications 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 Abuse and Sexual Violence. It is particularly appropriate for individuals who want to improve their knowledge and skills set to intervene more effectively in supporting victim/survivors of DASV, the risk management of perpetrators, or in preventing and reducing the impact of DASV. The programme is distinctive in that it places emphasis on the critical reflexive researcher-practitioner to critically appraise theories of violence. This includes a focus on the functional and structural causation of DASV and post-structuralist theory which gives emphasis to DASV 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 is designed to develop the student's understanding in response to the examination of theoretical approaches to DASV and subsequently positively impact on practice responses. The student is encouraged to consider the different national and international, cultural and social contexts of DASV from early childhood to older age.

The programme provides the student with a range of opportunities to develop and demonstrate an 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 DASV. The learning and teaching opportunities available to students are designed to maximise the potential of every student to enjoy and embrace their learning experiences. The programme, through a blended learning provision, offers a range of activities, teaching and assessment of skills within the learning 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 Ultra (BBU). The programme offers a range of assessment opportunities to students including essays, report writing, poster presentations, individual presentations and a research dissertation. There is emphasis on critical reflective thinking and developing current or future practice, each student will be required to engage with a 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 Characteristics Statement descriptors for a qualification at Masters (M) level: Masters degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2020 (see further at para.4.17) and adapted for the needs of this programme, See [master's-degree-characteristics-statement](#)

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

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

*Table 1 knowledge and understanding outcomes and which module/code they relate to*

| <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 Abuse and Sexual Violence. | DASV4002<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |
| 2.                                 | Critically evaluate applied research theory and appropriate quantitative and qualitative research methods.                                             | DASV4003<br>DASV4005             | PG Dip<br>MA            |

|   |                                                                                                                      |                                  |              |
|---|----------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------|
| 3 | Critically analyse and synthesize key theoretical underpinnings and their applications to practice and research.     | DASV4001<br>DASV4003<br>DASV4005 | PGDip<br>MA  |
| 4 | Process and articulate arguments and challenges in a variety of communication media from the field of study of DASV. | DASV4001<br>DASV4003<br>DASV4005 | PG Dip<br>MA |

*Table 2 cognitive and intellectual skills outcomes for module code/s*

| <b>Cognitive and Intellectual skills</b> |                                                                                                                      |                                  |                         |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|
| 3.                                       | Develop advanced critical thinking skills in response to theories, problems and debates within the study of DASV.    | DASV4001<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |
| 4.                                       | Process and articulate arguments and challenges in a variety of communication media from the field of study of DASV. | DASV4002<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |
| 6                                        | Demonstrate originality and critical analytical thinking skills to enhance knowledge and relevance to practice.      | DASV4002<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |

*Table 3 learning skills and capabilities related to employability outcomes for module code/s*

| <b>Skills and capabilities related to employability</b> |                                                                                                                                                |                                  |                         |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|
| 7.                                                      | Demonstrate an advanced appreciation of ethical principles in relation to professional practice and research with service users and providers. | DASV4002<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |
| 8.                                                      | Critically appraise a range of sources of knowledge and evidence to inform assessment and intervention approaches to responding to DASV.       | DASV4002<br>DASV4004             | PG Cert<br>PG Dip       |
| 9.                                                      | Articulate and critically present advanced knowledge and application to problems and issues in responding to the concern of DASV.              | DASV4002<br>DASV4004<br>DASV4005 | PG Cert<br>PG Dip<br>MA |

*Table 4 transferable/key skills outcomes for module code/s*

| <b>Transferable/key skills</b> |                                                                                                                                                     |                      |                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------|
| 11.                            | Continue to enhance personal/professional development of critical thinking and decision-making skills to complex situations in the context of DASV. | DASV4002<br>DASV4004 | PG Cert<br>PG Dip |
| 12                             | Develop and sustain self-motivation and direction through study to continue as a self-autonomous learner in research and practice.                  | DASV4002<br>DASV4004 | PG Dip            |
| 13.                            | Increased ability to present high quality verbal and written communications following the scholarly conventions of assessment and publication       | DASV4003<br>DASV4005 | PG Dip<br>MA      |

### **Learning, teaching and assessment**

Students on this 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 DASV. The assessments will include essays, individual oral presentations, poster presentations and reports all of which will be discussed and prepared via face-to-face and online tutorials, lectures and workshops. From the point of an online induction to the course, all students will be instructed on the access and use of Blackboard Ultra as the key virtual learning platform to ensure their full participation and engagement with their distance learning course or blended learning module. 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 DASV.

## Teaching

At postgraduate level study, the student is expected to operate at the highest 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 DASV. Formative assessments will be set 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. Because of the teaching and learning experiences, 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/s.

## Contact time

A student is expected to work approximately 10 hours for each credit on the course including teaching and independent study, therefore a 30-credit module should take around 300 hours to complete.

Full-time students (starting in September) are required to study 2 x 30 credit modules per semester, having 64 hours of direct contact with tutors in one academic semester, adding to 128 hours of 'direct in-person' contact time overall with tutors in semesters 1 and 2. Additionally, as part of research supervision, the full-time student will have 6 hours allocated for in-person supervision with their allocated tutor, while also being required to attend 12 hours of direct contact synchronous online teaching.

Part-time students (starting in September) are expected to study 30 credits per semester and have 32 hours of direct contact with tutors in one academic semester, adding to 64 hours of 'direct in-person' contact time with tutors in Semesters 1 and 2.

Modular Teaching Blocks of synchronous in person teaching and asynchronous online learning activities (OLAs) is illustrated by the example of DASV 4001 in the following table:

## DASV 4001 – Theoretical Perspectives on Gender, Violence and Interpersonal Relationships – Synchronous in person lectures with 6 Online Learning Activities

### TEACHING BLOCK 1

*Table 6 Teaching Blocks*

|                                                                            |                                                                          |                                                                                                                                                                                              |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday -<br>Synchronous in person<br>lectures<br>9.30 to 17.00 (UK time) | Friday –<br>Synchronous in person<br>lectures<br>9.30 to 17.00 (UK time) | Saturday – start of OLAs<br>3 Online Learning Activities<br>(OLA) – to be completed at<br>pre-arranged time WITH<br>tutor AND self-directed<br>OLAs to be completed as<br>directed by tutor. |
|                                                                            | <b>AND</b>                                                               |                                                                                                                                                                                              |
| <b>TEACHING BLOCK 2</b>                                                    |                                                                          |                                                                                                                                                                                              |
| Thursday -<br>Synchronous in person<br>lectures<br>9.30 to 17.00 (UK time) | Friday –<br>Synchronous in person<br>lectures<br>9.30 to 17.00 (UK time) | Saturday – start of OLAs<br>3 Online Learning Activities<br>(OLA) – to be completed at<br>pre-arranged time WITH<br>tutor AND self-directed<br>OLAs to be completed as<br>directed by tutor. |

## Independent self-study

Full time students should dedicate around 37 hours per week to their studies, including teaching time. Part-time students should adjust this accordingly. Typically, this will involve practising techniques and clinical skills, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations. 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.

### 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 Senior Fellows or Fellows of the Higher Education Academy.

*Table 7 Key Academic Staff – Teaching and Research Expertise*

| <b>Key Academic Staff – Teaching and Research Expertise</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching</b>                                             | <ul style="list-style-type: none"> <li>• Children's rights and promoting the voice of the child and meaningful participation of children in issues affecting their lives and welfare.</li> <li>• Child protection and safeguarding children and young people.</li> <li>• Sociological perspectives on childhood, with particular interest on the influences of religion and cultural norms and traditions.</li> <li>• Professional values and professional practice.</li> <li>• Developing reflective dispositions in students in preparation for professional practice</li> <li>• Professional advocacy in practice</li> <li>• Public Health responses to violence</li> <li>• Risk assessment and management of perpetrators of abuse</li> </ul>                                             |
| <b>Research</b>                                             | <ul style="list-style-type: none"> <li>• Professional advocacy and professional practice.</li> <li>• Domestic and Sexual Violence</li> <li>• Violence prevention and public health responses</li> <li>• Historical and Cultural perspectives and the experiences of childhood</li> <li>• The culture of organisations in promoting the rights of the child</li> <li>• Institutional child abuse.</li> <li>• Familicide</li> <li>• Sibling Violence</li> <li>• Peer mentoring with women who experience multiple and complex needs</li> <li>• Feminist ethical research around community strength</li> <li>• Peer led community approaches for individuals with a range of additional needs</li> <li>• Violence intervention and effective work with perpetrators of domestic abuse</li> </ul> |

### 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. Each module of the programme will include elements of written assessment, and individual 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.

Assessment methods include critical essays, report writing, poster and individual recorded presentations. The precise assessment requirements for an individual student in the academic year will vary according to the specific modules.

Assessment methods include:

Semester 1:

- Poster Presentation 1000 words
- Critical essay of 3,000 words
- Individual Recorded Presentation
- Research Proposal

Semester 2:

- Reflective account 1,500 words
- Critical essay 2,500 words
- Critical Report 4,000 words
- Dissertation 15,000 words

#### 14. Assessment strategy

Assessments are designed to develop the understanding and knowledge that this MA course seeks to inspire and develop for each student, whether this means academic skills of knowledge and methodological application, the cognitive skills required for a future academic career (e.g. doctoral study), leadership in professional practice, research and transferable skills that might apply to the workplace (e.g. digital literacy, techniques of data collection, an aptitude for project design, management and execution, problem solving skills and report writing). The assessment strategy embeds a variety of challenges, including individual recorded presentations.

Students will be required to develop their research proposal, a research project, reports and essays – designed to develop and assess discrete components of Masters level research e.g. theoretical paradigms – and, on DASV 4001 and 4003, an online reflective journal that elicits self-reflection on their personal and professional development, research planning, data search and collection, and the identification of those external agencies and training and development needs that might support their research.

As a consequence of the MA course's developmental nature, ungraded (formative) assessment is also important. Formative assessments present an opportunity for the student, their tutor, research supervisor, and their peer group, to evaluate and identify their developing knowledge and research skills. The formative assessment is to inform the student's level of confidence in knowledge and understanding of the module rationale, learning outcomes and to prepare for each summative assessment item. We have designed an assessment strategy in which separate components – the development of subject expertise, academic integrity and theoretical sophistication and practical or performative skills; research planning and design; methodology; data collection and analysis – are augmented across modules towards the successful completion of the MA in Understanding Domestic Abuse and Sexual Violence.

The table below shows the full range of assessment items used within the MA course.

*Table 8 full range of assessment items*

| Module           | Essay | Reflective account | Poster | Research proposal | Presentation | Report | Dissertation |
|------------------|-------|--------------------|--------|-------------------|--------------|--------|--------------|
| <b>DASV 4001</b> | 70%   |                    | 30%    |                   |              |        |              |
| <b>DASV 4002</b> | 60%   | 40%                |        |                   |              |        |              |
| <b>DASV 4003</b> |       |                    |        | 50%               | 50%          |        |              |
| <b>DASV 4004</b> |       |                    |        |                   |              | 100%   |              |
| <b>DASV 4005</b> |       |                    |        |                   |              |        | 100%         |

#### 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).

*Table 9 Award Map*

|  |  | Status |
|--|--|--------|
|--|--|--------|

| Module Code          | Module Title                                                                  | Mandatory (M) or Optional (O) |         |        |    |
|----------------------|-------------------------------------------------------------------------------|-------------------------------|---------|--------|----|
|                      |                                                                               | Credits (Number)              | PG Cert | PG Dip | MA |
| DASV 4001            | Theoretical Perspectives on Gender, Violence and Interpersonal Relationships. | 30                            | M       | M      | M  |
| DASV 4002            | Recognition, Responses and Impact of Violence.                                | 30                            | M       | M      | M  |
| DASV 4003            | Preparing for Independent Research                                            | 30                            |         | M      | M  |
| DASV 4004            | Public Health Responses to Violence and Managing Perpetrators.                | 30                            |         | M      | M  |
| DASV 4005            | Dissertation                                                                  | 60                            |         |        | M  |
| <b>Total Credits</b> |                                                                               | 180                           |         |        |    |

The Masters programme recruits 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.

## 16. QAA and professional academic standards and quality

This award is located at level 7 of the OfS [sector-recognised-standards](#).

### *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, 2020) 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-frameworks-for-higher-education-qualifications-of-uk-degree](#)

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

Students will be allocated a Personal Academic Tutor (PAT) who will work with them to support their academic development, learning and progression. We aim to guide students transition from higher education to an employment setting. Therefore, we aim to ensure that students have the same PAT throughout their time studying with us, although this may be subject to change if there are changes within the course team. Students will be supported to develop as they become self-reflective learners, recognise the knowledge and skills achieved, identify gaps in knowledge and think about how to address these gaps. In addition to supporting academic development, PATs can advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of services provided by the University. PATs also aim to help students make the most of the learning resources and other forms of learning support available to them, including University-wide student services. 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, with specific reference to the Reasonable Adjustment Plan assigned to each student with a diverse learning need.

Please see the links, below:

<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/>

Finally, the course will emphasise to students the essential nature and value of gaining extra skills, knowledge, and experience alongside the course. Therefore, students will be given the opportunity to be involved in opportunities such as acting as peer mentors, developing their resilience, further methods of data analysis and relevant transferable skills. Students will be encouraged to tailor the extra-curricular skills they gain and add them to their personalised learning journey which develops as their aspirations do with regards to their careers and future selves.

## **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 DASV 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 Abuse 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 School of Health and Wellbeing particularly welcomes prospective students who can provide evidence of their interest in the subject of Domestic Abuse and Sexual Violence and commitment to their Continuing Professional Development; the student would be required to provide 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 <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. All potential applicants will be invited to attend an informal online interview with the Programme Leader. In the case where an applicant *does not* have a relevant first degree or professional qualification, the Programme Leader will also 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 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

*Table 10 Requirements for Awards*

| Award        | Requirement                                                                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PG Cert      | Passed a minimum of 60 credits at level 7 from DASV 4001 and DASV 4002<br>Meeting Learning Outcomes – 1,2 3,4. 6, 7, 8, 9 & 11.                                      |
| PG Dip       | Passed a minimum of 120 credits at level 7 from DASV 4001, DASV 4002, DASV 4003 and DASV 4004<br>Meeting Learning Outcomes – 1,2, 3, 4, 5, 6,7,8, 9, 10, 11, 12 & 13 |
| Masters (MA) | Passed a minimum of 180 credits at level 7, DASV4001, DASV 4002, DASV 4003, DASV 4004 and DASV 4005                                                                  |

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

## Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

### Method 1

- Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

### Method 2

- Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 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 abuse 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 abuse and sexual violence. All students will be encouraged to maintain their

professional development through conference and seminar events facilitated by the School of Health and Wellbeing, 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 abuse 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 programme 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 School of Health and Wellbeing 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 SHWB also links with Worcestershire Rape and Sexual Abuse Advice Centre, West Mercia Women's Aid, West Mercia Constabulary, Worcestershire County Council and Essex Local Authority, among others. Consequently, the SHWB 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 SHWB 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 SHWB 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 should help students to develop an improved appreciation of their developing knowledge and skills and to engage more with employment opportunities in the sector of DASV. 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.