

PROGRAMME SPECIFICATION

1. Qualification Foundation Degree	2. Programme Title Foundation Degree for Providers of Offender Services	3. UCAS Code	4. Programme Type UGS
--	---	---------------------	---------------------------------

5. Main Purposes and Distinctive Features of the Programme

The programme is specially designed for those working in offender services. The programme has been developed by academic staff and practitioners. The main features of the programme are:

- its usefulness in helping participants to learn about their roles and the environment in which they work so they can become more effective in the workplace;
- it is delivered by academic staff and practitioners and this ensures it is up-to-date and relevant to the workplace;
- the focus of the assessments are varied and include planned work-based projects which means that participants undertake professionally relevant and useful project work;
- participants agree individual learning and assessment plans which means that they can participate in decisions about their own assessment;
- all modules are available as Professional Development Credits so that participants can take small units of study rather than a full programme;
- participants taking the Foundation Degree programme, rather than individual units, will have a subsidised programme fee because Foundation Degrees are partially funded by the Higher Education Funding Council for England (HEFCE) regardless of a participant's prior qualifications (this is not the case with other higher education qualifications).

6. What a graduate should know and be able to do on completion of the programme

The overall learning outcomes for the programme are that students will:

- undertake relevant continuing professional development (CPD) to support improvement in their professional practice in offender settings;
- review and update their knowledge and understanding of a range of management and contextual topics that can inform their workplace practice;
- develop as reflective practitioners and be a critical, reflective problem solvers in the workplace;
- develop their skills and abilities to undertake agreed projects that will be of value to them and their places of work, and which may lead to organisational change;
- read academic literature with understanding, and apply and evaluate a range of theoretical concepts and models;
- appreciate a range of current and contextual issues that affect offender service organisations and the work of those in offender settings;
- enhance their information and communication technology (ICT) skills so that they can participate online as active members of a community of practice;
- develop academic skills so they can study effectively at levels 4 and 5;
- develop a range of transferable skills commensurate with studying and working effectively at levels 4 and 5.

Knowledge and understanding in the context of the subject(s)

- K1 Understand the current criminal justice system in the UK **and its role in society**.
- K2 Describe and comment on the key features in the development of offender services in the UK since 1950.
- K3 Describe the three main areas that fall under the domain of safer custody i.e., suicide and self harm, drugs and bullying.
- K4 Discuss theoretical concepts and models of leadership and management of individuals and groups.
- K5 Understand how reflective practice can be used to aid learning and investigate models of reflective practice..
- K6 Describe inclusive education and provide illustrative examples
- K7 Understand the factors that facilitate and inhibit change.
- K8 Describe the differences between inclusivity and integration as used in the UK and another country.
- K9 Describe **and critically discuss** the protection afforded to individuals through selected aspects of the human rights

Subject-specific practical/professional skills

- S1 Review your future career intentions and analysed the main skills and attributes needed to be successful in your career and on your current programme.
- S2 Investigate and describe provision for serving offenders in another country.
- S3 Provide an analysis on how safer custody is managed in your workplace with particular reference to the necessary involvement of different departments.
- S4 Make plausible recommendations as to the additional measures that could be implemented to ensure a safer environment for prisoners in custodial settings.
- S5 Critically appraise your performance in leading and managing individuals and groups and implement specific actions to improve your performance.
- S6 Negotiate and undertake agreed work-based projects.
- S7 Use one or more appropriate models of reflection to aid your reflection.

legislation, national legislation, and other areas of legislative influence.
 K10 Understand the sequential and incremental approaches when promoting inclusiveness in offender settings and the responsibilities of individuals who are to benefit from the policies.
 K 11 Describe different historical periods to highlight changes in perception and definition to offending behaviour.
 K12 Understand the needs of offenders and how those needs are met.
 K13 Understand the need to manage resources efficiently and effectively and how to improve the management of resources

Cognitive skills in the context of the subject(s)

C1 Compare and contrast the diverse ways of creating secure services for different groups of offenders.
 C2 Analyse the influences from the mass media on the way offenders are treated in the UK.
 C3 Assess the extent to which links between illicit drug use, bullying, suicide and self harm is demonstrated through research findings.
 C4 Describe the key contradictions with inclusive education in segregated offender learning settings and suggest how such contradictions may be overcome.
 C5 Describe key events in the provision of education service in offender learning settings and analyse the outcomes of such events
 C6 Analyse the appropriateness of different curricula models and ways of learning in the offender setting in which you work.
 C7 Discuss the aims and objectives of OLASS and what it sets out to achieve.
 C8 Understand and have applied relevant change management theory.
 C9 Analyse the appropriateness of different approaches promoting inclusiveness in another country.
 C10 Understand and apply theories of behaviour.
 C11 Evaluate the ways in which individual reasoning and moral judgement have consequences for offending behaviour.
 C12 Discuss the connection between restorative justice and offender services.
 C13 Evaluate how offending affects society and analyse responses to manage offending behaviour.
 C14 Critically discuss the impact of national offender management and its impact on the reducing re-offending framework.
 C15 Analyse the impact of the complex political, economic, social, technical, legal and environmental influences on your work as a provider of offender services.

S8 Use and understand financial information.

Other skills (e.g. key/transferable) developed in subject or other contexts

O1 Work collaboratively online
 O2 Structure and present work for assessment in an appropriate manner
 O3 Use English correctly (e.g., grammar, punctuation, spelling, style)
 O4 Reference using the Harvard format
 O5 Publish material online.
 O6 conduct an online literature search and select appropriate material.
 O7 use and understand statistical information

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Conduct literature searches	Analyse strengths and limitations of own work	Use information technology
Evaluative skills	Plan, design, conduct research	Work effectively in learning sets	Give presentations
Skills in synthesising	Analyse and report research findings	Work independently	Reflect on own experience and practice
Critical analysis	Write assignments and reports	Plan effectively	Ethics
Research skills	Follow appropriate ethical practice	Communicate effectively both orally and in writing	Review literature
Enquiring skills	Relate theory to practice	Manage time effectively	Scholarship

	Analyse reports and research findings	Participate in discussions	
	Plan learning and assessment activities	Action plan	
	Devise resources for assessment		
	Support learning of fellow peers		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

3 years part-time. 12 Modules. 10 credits at Level 3, 100 credits at level 4, and 130 at Level 5

Part II Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules

	Core Modules	Options (normally 20 credits each)	Project (20 credits)														
Level 6 Honours Modules	N/A	N/A	N/A														
Level 5 Honours Modules	<p>Modules are all core modules</p> <table> <tr> <td>Management of resources in offender settings</td> <td>20 credits at level 5</td> </tr> <tr> <td>Inclusiveness</td> <td>20 credits at level 5</td> </tr> <tr> <td>Understanding and managing offending behaviour</td> <td>20 credits at level 5</td> </tr> <tr> <td>Reducing re-offending and rehabilitating offenders</td> <td>20 credits at level 5</td> </tr> <tr> <td>Current and contextual issues in the provision of offender services</td> <td>20 credits at level 5</td> </tr> <tr> <td>Professional project</td> <td>20 credits at level 5</td> </tr> <tr> <td>Innovating and managing change in offender settings</td> <td>10 credits at level 5</td> </tr> </table>			Management of resources in offender settings	20 credits at level 5	Inclusiveness	20 credits at level 5	Understanding and managing offending behaviour	20 credits at level 5	Reducing re-offending and rehabilitating offenders	20 credits at level 5	Current and contextual issues in the provision of offender services	20 credits at level 5	Professional project	20 credits at level 5	Innovating and managing change in offender settings	10 credits at level 5
Management of resources in offender settings	20 credits at level 5																
Inclusiveness	20 credits at level 5																
Understanding and managing offending behaviour	20 credits at level 5																
Reducing re-offending and rehabilitating offenders	20 credits at level 5																
Current and contextual issues in the provision of offender services	20 credits at level 5																
Professional project	20 credits at level 5																
Innovating and managing change in offender settings	10 credits at level 5																

Part I (Level 3 and 4) Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules

First Year Part-Time Equivalent	<p>Modules are all core modules</p> <table> <tr> <td>Personal and career development in offender services</td> <td>10 credits at level 3</td> </tr> <tr> <td>The criminal justice system, society and crime</td> <td>20 credits at level 4</td> </tr> <tr> <td>Introduction to safe custody</td> <td>20 credits at level 4</td> </tr> <tr> <td>Managing and leading individuals and teams in offender settings</td> <td>20 credits at level 4</td> </tr> <tr> <td>Reflective practice and critical thinking project</td> <td>20 credits at level 4</td> </tr> <tr> <td>Offender learning and development</td> <td>20 credits at level 4</td> </tr> </table>	Personal and career development in offender services	10 credits at level 3	The criminal justice system, society and crime	20 credits at level 4	Introduction to safe custody	20 credits at level 4	Managing and leading individuals and teams in offender settings	20 credits at level 4	Reflective practice and critical thinking project	20 credits at level 4	Offender learning and development	20 credits at level 4
Personal and career development in offender services	10 credits at level 3												
The criminal justice system, society and crime	20 credits at level 4												
Introduction to safe custody	20 credits at level 4												
Managing and leading individuals and teams in offender settings	20 credits at level 4												
Reflective practice and critical thinking project	20 credits at level 4												
Offender learning and development	20 credits at level 4												

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Lectures
Student presentations
Student research
Discussion
Debates
Group and Individual work
Tutorials
Practical work
Student activities
Work-based inquiries
Projects

Assessment Methods

Examination of product evidence

Assessment Classification System

Work of :
Exceptional quality
Very good quality
Good quality
Satisfactory quality

10. Other Information (including compliance with relevant University policies)

Date programme first offered

September 2009

Admissions Criteria

Standard Requirements

The Foundation Degree is specifically designed for those working in offender settings. Applicants will normally:

- have a Level 3 qualification (i.e. A-levels or equivalent);
- have five GCSE passes at Grade C or above or other equivalent Level 2 qualifications;
- be working in an offender setting in an appropriate role on a voluntary, or employed, basis, and have access to workplace opportunities to enable them to undertake the assessment requirements of the programme ;
- have written communication skills at level 3;
- have good oral communication skills;
- have an interview with a member of the course team.

<p>Borderline Fail Fail</p> <p>Honours Classification Bands</p> <p>N/A</p>	<p><u>Non Standard Entry</u> The University may admit applicants who do not have a Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3. Such candidates would be admitted to the course as <i>exceptional entrants</i>. Overseas candidates from a country where the language of instruction is not English must have English Language proficiency at IELTS 6.0 or equivalent in addition to the entry criteria stated above.</p> <p>Indicators of Quality and Standards</p> <p>High scores by students on the Student Satisfaction Questionnaires High scores by students on the Module Evaluation Questionnaires Tutor evaluation reports Feedback from staff and students at Programme Committee Feedback from the External Examiner External Examiner Reports Students' assessed work</p>
---	---

CURRICULUM SKILLS MAP

Modules	Learning to Learn	Communi-cation	Group-work/ Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
LEVEL 3							
Personal and career development in offender services	X	X	X	X	X	X	
LEVEL 4							
The criminal justice system, society and crime	X	X	X	X	X	X	
Introduction to safe custody	X	X	X	X	X	X	X
Managing and leading individuals and teams in offender settings	X	X	X	X	X	X	
Reflective practice and critical thinking	X	X	X	X	X	X	
Offender learning and development	X	X	X	X	X	X	
LEVEL 5							
Management of resources in offender settings	x	x	x	x	x	x	x
Inclusiveness	X	X	X	X	X	X	
Understanding and managing offending behaviour	X	X	X	X	X	X	
Reducing re-offending and rehabilitating offenders	X	X	X	X	X	X	X
Current and contextual issues in the provision	X	X	X	X	X	X	X

of offender services							
Professional project	X	X	X	X	X	X	X
Innovating and managing change in offender settings	X	X	X	X	X	X	X