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| **INTRODUCTION***Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.* *Examples of programme variants include:*1. BSc Computer Science (full-time) – *single honours degree*
2. BSc Computer Science (Part-time) – *single honours variant*
3. BSc Computer Science with a Year in Industry *– single honours variant*
4. BSc Computer Science with a Year Abroad *– single honours variant*
5. BSc Computer Science with a Foundation Year *– single honours variant*
6. BSc Computer Science (Games Development) – *single honours with pathway*
7. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
8. MEng Computer Science – *integrated masters*
9. MEng Computer Science (Games Development) – *integrated masters with pathway*
10. Diploma Computer Studies – *named exit award*
11. Diploma Computer Studies – *named exit award*
12. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*
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| **A**  | **GENERAL INFORMATION** |
| **1** | **Partner institution***Please state the name of the partner institution.* |
|  | **Barnsley College** |
| **2** | **Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship ‘programme’.* |
|  | 1. FdSc Criminology, Communities and Criminal Justice (Full-time)
2. FdSc Criminology, Communities and Criminal Justice (Part-time)
 |
| **3** | **Cluster to which the programmes and their variants belong***If new, please state NEW. For existing clusters please state the rationale for inclusion.* |
|  | NEW |
| **4** | **Type of programmes** *Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.* |
|  |

|  |  |
| --- | --- |
| UG Single honours |  |
| Integrated Masters |  |
| PG Cert |  |
| PG Dip |  |
| Taught Masters |  |
| Apprenticeship/Work Based Learning |  |
| Dual Award |  |
| Foundation Degree | a | *Please indicate articulation routes:*  |
| Honours Stage (Top-up) |  |
| Other  |  | *Please detail:*  |
| Is this programme being used to underpin a Higher/Degree Apprenticeship  | Y/N | *Please ensure that Annexe 1 is completed* |
|  |  |  |

 |
| **5** | **Validation category***Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.* |
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|  |  |
| --- | --- |
| **Franchised** |  |
| **Consortium** |  |
| **Validated** | **/** |

 |
| **6** | **UCAS codes***If known, please include the UCAS code for these programmes.* |
|  |  |
| **7** | **HECoS codes***If known, please include the appropriate HECoS codes for the programmes.*  |
|  | **HECoS**100484 – Criminology 100483 – Criminal Justice101090 – Study Skills100962 – Research Skills100659 – Community Justice101332 – Drug and Alcohol Studies100287 – Mental Health Nursing100846 – Market Research 101088 – Research and Study Skills in Education100505 – Sociology 100502 – Social Policy |
| **8** | **Awarding Institution**  |
|  | University of Hull |
| **9** | **Locations within Partner Institution** *State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.* |
|  | **Barnsley College, Department of Service Industries, Public Services** |
| **10** | **Partner Institution Programme Leader’s name and email***Please identify one lead person per programme.*  |
|  | **Name:** Matthew Egginton**Email:** m.egginton@barnsley.ac.uk**Job Title:** Programme Manager |
| **11** | **University Link Faculty and School** *Please state the primary link faculty and school at the University of Hull*  |
|  | Department of Criminology and Sociology Faculty of Arts, Culture and Education (FACE) |
| **12** | **University Link Faculty Academic Contact***Please provide a contact name, title, address, email and telephone number*  |
|  | **Name:** DrJacob Zobkiw**Email:** Jacob.Zobkiw@hull.ac.uk**Job Title:** Quality, Learning and Teaching (QLT) Manager |
| **13** | **Locations of delivery***Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.* |
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|  |  |
| --- | --- |
| Hull |  |
| Off campus UK |  |
| Off campus overseas |  |
| Online |  |
| Other (Barnsley College Church Street Campus) | a, b |

 |
| **14** | **Types of Study***Please place the relevant programme identifiers (a,b,c etc.) against each type of study.*  |
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|  |  |
| --- | --- |
| Full-time | a |
| Part-time | b |

 |
| **15** | **Modes of study***Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.* |
|  |

|  |  |
| --- | --- |
| On campus/blended | a, b |
| Blended (face-to-face & online) |  |
| Distance-taught (online only) |  |
| Distance-taught (flying faculty) |  |
| Off-campus delivery |  |
| Other (please specify) |  |

 |
| **16** | **Duration***Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.**For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)* |
|  | 1. 2 years full time
2. 4 years part time
 |
| **17** | **Trimesters** *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.* |
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|  |  |
| --- | --- |
| Trimester 1 – T1 | a, b |
| Trimester 2 – T2 | a, b |
| Trimester 3 – T3 |  |

 |
| **18** | **Number of weeks per academic year** *Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.*  |
|  | 1. 16 weeks per trimester
2. 16 weeks per trimester

The module delivery of the programme will run across trimesters 1 and 2 (a, b) and will consist of long and thin and dual module variants across a total 32 week period.  |
| **19** | **Balance of credits across trimesters** *Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.* |
|  | 1. 60 credits trimesters 1 and 2
2. 30 credits trimesters 1 and 2
 |
| **20** | **Classification weighting** *Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant,**e.g. 30:70 (Diploma:Honours).* |
|  | 100 – Foundation Degree |
| **21** | **Progression arrangements for Integrated Masters and/or Preliminary Stage***Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).* |
|  |  Modules within the programme will establish progression opportunities for students to explore Masters Level qualifications at other Higher Education institutions who offer relevant programmes, predominantly in the social science area. Internal progression routes currently consist of a level 6 top-up qualification in Leadership and Management in the Public Services, with an additional level 6 top-up in Criminology, Communities and Criminal Justice in the process of business planning. |
| **22** | **Professional, Statutory or Regulatory Bodies***Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.* |
|  | NA |
| **23** | **Relevant Subject Benchmark Statements***State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank.* [*QAA subject benchmark statements*](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) *exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.* |
|  | The QAA subject benchmark’s for the FdSc ‘Criminology, Communities and Criminal Justice’ requires the consideration of numerous statements, across multiple subjects and is thus inter-disciplinary. The qualification will primarily focus on two core contributory subject benchmark statements which include:**Criminology (October 2019)**According to the benchmark statement Criminology draws on a wide range of human and social science disciplines. The subject's theoretical and methodological development reflects the rapid social changes of contemporary society and is responsive to the increasing cross-fertilisation of ideas and methods between the human and social sciences (p7) . Criminology is intrinsically a reflexive subject, involving an understanding of contested values in the constitution of 'crime', 'harm', 'criminalisation' and 'victimisation' and application of criminological knowledge (p8). Criminology applies an holistic approach towards the dissemination and analysis of the social, psychological and political constructs of crime in contemporary and modern historic frameworks. The subject of criminology utilises numerous social scientific approaches to answer the many contested debates surrounding criminality, incarceration and punishment – due to this there is a high emphasis placed on social scientific research to inform justifications. The benchmark statement for Criminology stipulates that subject specific abilities revolve heavily around identifying and deploying a range of research strategies, including qualitative and quantitative methods and the use of electronic, published and empirical data sources (p11). It is for this reason that Criminology graduates are renowned for their problem solving qualities with their ability to actively apply strategies to overcome complex issues. **Youth and Community Work (November 2019)** Youth and community work as an academic subject area draws on a range of disciplines but with its key foundations as an applied subject in education and social science. Courses of study encourage students to engage with fundamental questions about the meanings of education, community and development (p6). . Through employer engagement it has been established that organisations within the public sector value students who have developed professional experience within this area. Youth and Community work as a subject allows students to demonstrate innovative ideas and implement them within a community setting, therefore meeting the requirements set out in the Principles and Practice of Self-Development, Employability, Enterprise and Creativity and Applied Industry Experience strand of modules proposed throughout the foundation degree. Community development enables people to work collectively to bring about positive social change, representing an area of particular interest for the work of public services involved with criminal justice, offender management/treatment, penal policy and is reflective of the challenges they strive to overcome. This in turn allows students to develop and practice transferable skills relevant to the work of public services. providers of youth and community work may also embrace concerns with crime and disorder, problems of democratic deficit, complex issues of health and welfare such as teenage pregnancy or drug abuse, or child and young person safeguarding (p8) The Youth and Community Work benchmark statement stipulates that students will develop skills such as: understanding, developing and managing their professional role, fostering democratic and inclusive practice, maintaining and developing organisations which support practice and networking and multi-agency working (p14 – 16) |
| **24** | **Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*  |
|  | Input from public, private and third sector organisations, alongside charity groups will be imperative in ensuring that students are able to engage with and successfully complete their ‘Applied Industry Experience’ module that requires students to undertake a real-world work experiences. Students will be encouraged and supported in selecting relevant experiences aligned with their career aspirations. Volunteer Action Barnsley have offered their support in finding suitable placements in relation to the ‘Applied Industry Experience’ module. Voluntary Action Barnsley currently work alongside over 100 local charities and organisations within the Barnsley district, presenting an opportunity to utilise VAB as an intermediate point of contact between Barnsley College Higher Education students and charitable groups and third sector organisations. **Employer validation –** Employer validation has been sought in relation to the proposed programme that forms part of the research that ensures that the programme is current and reliable. **Martina Griffiths (senior manager) from Rampton High Security Hospital** has kindly provided feedback on the Rehabilitation of offenders module and recommended some up to date core texts that fit in with the Public Service sector alongside the integration of rehabilitative therapies recently introduced to the industry.**N. Slater the regional manager at Remedi** has kindly provided feedback on the Criminal Justice module and has highlighted the need for restorative justice within this module as an area of importance.**Voluntary Action Barnsley** have integrated themselves strongly into the development of the course using their collaboration with partnership organisations within the public sector to secure opportunities for students.**Care UK** are currently reviewing the Substance Misuse, Crime and Communities module.**Wakefield Prison** are also reviewing selected modules by Stephen Johnson (Deputy Governor) and Leigh Humpleby (Head of Healthcare).Each recommendation has been implemented into the unit to reflect organisational advice within the public sector. The College aims to build upon this engagement with key stakeholders to enhance student knowledge and experience by inviting current and operational management figures to act as guest speakers and promoting volunteering and work experience opportunities. It may also be of interest for key stakeholders to invest in the personal and professional development of staff in this subject area. |
| **25** | **Anticipated student numbers***Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years’ intake onto each programme.* |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Identifiers** | **First intake** | **Second intake** | **Third intake** |
| Home/EU | Overseas | Home/EU | Overseas | Home/EU | Overseas |
| **a** | **15** |  | **25** |  | **30** |  |
| **b** | **2** |  | **3** |  | **4** |  |
|  |  |  |  |  |  |  |

 |
| **26** | **Minimum number of students** *Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.* |
|  | **8** |
| **27** | **Programme cohort start dates***Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.* |
|  |

|  |  |
| --- | --- |
| T1 – 2019 |  |
| T2 – 2019 |  |
| T3 – 2019 |  |
| T1 – 2020 | a, b |
| T2 – 2020 |  |
| T3 – 2020 |  |
| T1 – 2021 | a, b |
| T2 – 2021 |  |
| T3 – 2021 |  |

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| **B**  | **PROGRAMME DESIGN***Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.* |
| **28** | **Programme Rationale and Overview** *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?*  |
|  | This proposed Foundation Degree pathway has been developed in a collaborative manner with local and regional public service organisations with a view to offering an exciting, contemporary and industry-appropriate programme, strengthening existing provision at Barnsley College, whilst weaving together key concepts, employment and the interrelated study areas of community, public service and criminal justice. The Public Service landscape is constantly changing and adapting to meet the requirements of an increasingly challenging multitude of contemporary issues. In developing this programme, active collaboration has been sought at all stages and agreements in principle have been given by industry professionals to deliver guest talks to put theory into context, enhance student experience and help develop robust career plans and options for students to secure successful progression into employment or higher level study. This programme is designed for those who are seeking careers within any sector related to the vast public services arena, together with the wider criminal justice sector (for example, but not limited to, Police, Prisons, Probation Service, Criminal Justice System and local government). Importantly, this includes community-based third sector organisations (examples include, Nacro, Serco, G4s, Changing Lives, Catch 22 and private probation services). Employment opportunities exist in a range of diverse, associated community support, wellbeing and charitable organisations including those centred on offender management, community integration, mental health and wider public service organisations falling under this category. The employment scope for potential undergraduates is extensive and the pathway enables students to shape their own curriculum and learning by bringing to bear existing (or future) professional, employment and academic interests. Essentially, students can access the programme through their own personal interest lens. It is important to note that the foundation degree pathway enables access to level 6 top-up qualifications that allow students to meet the requirements of the ‘professionalised’ roles within the public and private sector. The Probation Service recognise the level 5 qualification as a pre-requisite for entry, however, Barnsley as a demographic area see’s a lower than average academic achievement above that of level 3, therefore this foundation degree allows students to stand out from the crowd in a local and regional perspective.The rise of third sector organisations within the public service landscape as seen, for example, within the health sector, has significantly increased over recent years, creating opportunities for students to explore. This is the ‘community’ strand of this programme. Rehabilitation of offenders is specifically one of these areas. Private organisations now tender for contracts to look after, safeguard and rehabilitate offenders integrating those back into society. Remidi, who offer restorative justice solutions in community based settings, have commented throughout this programme proposal to ensure that module content is relevant, inclusive, fit for purpose, industry-specific, current and linked to the skills and qualities they seek in employees. Additionally, they have also agreed in principle to deliver guest speakers to further support the provision moving forward. These organisations provide opportunities that students may not have considered before and represent an area of continual growth and opportunity.One key development in public service organisations can be summarised as a movement towards increasing professionalisation. With specific reference to professional roles in Public Service, organisations require degree level qualifications as a pre-requisite for entry, this programme of study provides students with the opportunity to achieve this through progression to level 6 top-up qualifications such as the BA(Hons) *Leadership and Management in the Public Services* offered at Barnsley College HE. The Police force have adopted a nationwide policy that require degree level qualifications for civilian entry points at professional level, these include trainee investigator roles, serious and complex crime investigator, Crime Scene Investigator and Police Officer roles. By creating the proposed programme, students will have a better opportunity to fulfil their aspirations of these and similar careers. This can be achieved through the Police Officer Apprenticeship Scheme or through a contemporary degree level programme such as the one proposed. The validation of this qualification enables Barnsley College HE students to meet this amended qualification criteria, allowing students to continue to pursue this particular career aspiration whilst also keeping open other opportunities in the community and wider criminal justice and public service sectors. Aside from the Police, there are also a number of prisons in and around the local area. For example, Doncaster has two, as well as both Leeds and Wakefield. Additionally, Newhall, Hatfield, Wetherby, Full Sutton are additional examples in the region. Wakefield Prison have expressed their commitment to graduate development schemes in their establishment and have referred to the importance of the diversity of their leadership teams and ‘breaking the mould’ of Prison leaders. Rather than simply progressing through the ranks, in order to ‘refresh’ the approaches adopted, to tackle contemporary issues, foster a more diverse response and with an eye of future-proofing and upskilling this programme sits well in this direction of travel of the Prison Service. Each prison stipulated above has a range of professional opportunities for graduates, from senior officer roles to probation officers, substance misuse specialists, mental health services, occupational therapists, intelligence and security teams etc. Some of these opportunities may require further specialist training, however, most of the opportunities highlighted above have entry level positions that do not. The College has already been working with both Doncaster and Wakefield in support of exiting provision at L4-6 and in the development of this programme including the potential for work-related experience.The module rationale offers a clear and logical progression of units through the foundation pathway through to the level 6 Top-up BA (Hons) Leadership and Management in the Public Services already validated by the University of Hull. The modules that have been integrated aim to provide students with the most appropriate knowledge and wider skills development to promote positive progression and future prospects for students into whichever public and community service area they are interested in. Critical to this, and in support of additional and wider progression, the three modules highlighted in red (see below) are the core modules stipulated by the Probation Service to allow candidates to progress into the accelerated Probation Service Officer Pathway. The integration of these modules allows students who have successfully completed the FdSc in Criminology, Communities and Criminal Justice to pursue a career in the Probation Service and access the training programme. The training programme should take 21 months but by studying this qualification and these units, candidates could cut the training period down by 6 months to 15 months. This accelerated training scheme, known as the Professional Qualification in Probation (PQIP), benefits the Probation Service would be to reduce the investment in time and funding for the training of new Probation Officers by a representative 30%.

|  |  |
| --- | --- |
| Year 1 | Year 2  |
| Substance Misuse, Crime and Communities  | Cultures of Crime |
| Conflict Management | Applied Industry Experience |
| Introduction to Academic and Research Skills | Advanced Academic and Research Skills |
| The Criminal Justice System  | Offender Risk Management |
| Crime and Criminal Behaviour | The Rehabilitation of Offenders |
| Principles and Practice of Self-Development | Employability, Enterprise and Creativity |

Applied skills and holistic development is a key feature of this (and all new programmes) at Barnsley College. This focus should enable graduates to enter into a variety of public service and community roles that require professional and personal skills. With this in mind, ‘Conflict management’ and ‘Applied Industry Experience’ are focussed on the development and harnessing both transferable industry specific and wider skillset development that we believe meet the transforming programmes agenda and makes students more attractive to employers, regardless of employment sector. At Barnsley College, there is a unique opportunity to embrace the holistic development of students because of the lower numbers of students anticipated to undertake the programme and our close, well-embedded industry and community relationships at local and regional level.The Department believes that this programme is student and future-focussed, coherent and adaptable to the changing needs of public and community sector employers, as well as students. |
| **29** | **Programme Aims***As a guide, you should have four to six programme aims.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*  |
|  | 1. To develop a critical overview of the current criminal justice landscape, including current issues that impact upon public service, community and criminal justice organisations in the United Kingdom.
2. To provide opportunities for the study and evaluation of current research that relates to criminology and criminal justice.
3. To demonstrate and develop industry specific skills and qualities required for successful employment within the public, community and private sector industries.
4. To develop a critical insight into crime, the cultures of crime and its impact on communities.
5. To promote social justice, equality and inclusion within contemporary society.
 |
| **30** | **Programme Outcomes***As a guide you should have six to eight programme outcomes.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum required of successful employment (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.**Reference: University of Hull Learning Outcomes Tool* |
|  | ***On successful completion of this programme, students will be able to:***

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| --- | --- | --- |
| **POs**  | **Programme Outcome Text**  | **Programme/** **Variant Identifier**  |
| PO1  | Demonstrate effective conflict management resolutions and strategies and apply to relevant scenarios.  | A, b  |
| PO2  | Critically analyse the services targeted at combatting substance misuse in the community and prisons.  | A, b   |
| PO3  | Evaluate the use of different forms of criminal justice interventions  | A, b   |
| PO4  | Analyse the response of criminal justice agencies in preventing and responding to particular crimes.  | A, b   |
| PO5  | Analyse the assessment and treatment of risks posed by offenders and identify any obstacles that may threaten their implementation.  | A, b   |
| PO6  | Interpret opportunities within relevant sectors that support career aspiration development.  | A, b   |
| PO7  | Critically analyse the societal constructs of criminality in relation to power, violence and harm.  | A, b   |
| PO8  | Evaluate theoretical perspectives about crime, deviance and criminal justice  | A, b   |

 |
| **31** | **Learning and Teaching Approach***Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.* |
|  | The learning and teaching approach is to be consistent for both variants of the programme, be that full or part-time. The content of the course is covered through a thematic approach, which provides an overview of contemporary issues within the public service industry, relating to Criminology, Communities and Criminal Justice. This allows students to formulate critical understanding of theoretical approaches and policy discourse. The pedagogic approach of learning by doing and equipping students in a range of skills will manifest in the delivery style. Staff and external speakers who are experienced in Public Service unit delivery will lead this. Effective pedagogy will promote active engagement from students and aligns to the programmes key aims.  The programme (across variants a, b respectively) offers clear progression routes through the strands of progressive modules and their learning outcomes. The progressive design of the programme allows students to progress personally, professionally and academically in a holistic manner. Research modules allow students to develop a platform of knowledge and skills in the first year that focus on social scientific research methodologies and their applications, through to the year two module that allows students to effectively apply the techniques and methods effectively as taught in year 1. Crime and Criminal Behaviour (year 1 module) creates a basis for criminological understandings of the social and psychological constructions of crime and their contestations. In year 2 the ‘Cultures of Crime’ module builds on from this by exploring and evaluating the various cultures and sub-cultures of modern historic and contemporary crimes that face society and impact upon communities. In addition, the module will examine victimisation and repeat victimisation within different cultures and sub culture groups. In terms of the ‘applied’ nature of the programme both the ‘Conflict Management’ and ‘Applied Industry Experience’ strands cater for this. In the first year this is achieved through a practical assessment within the Conflict Management module followed by industry experience opportunities in the second year in order for students to develop holistically through hands on industry experience.  Practical sessions will provide students with opportunities to develop industry specific skills and qualities required for successful employment by relevant employers in the public and private sector. Lectures and seminars will include activities to encourage students to explore new topics for themselves, as well as team and group-working opportunities. This will be by small independent research tasks carried out within session, together with problem-solving tasks in small groups. Due to the anticipated small group sizes, many sessions will take a seminar approach, with question and answer sessions or research and feedback sessions. Small class sizes will permit for a more student-centred approach and opportunities for independent and reflective study will be provided. In lectures, students will acquire knowledge of indicative content. In the seminars and workshops sessions, students will apply the knowledge and improve their understanding through enquiry-based learning.Learning will be supported by relevant guest speakers from within industry, external visits to observe public service training regimes and community-based projects and/or organisations, alongside an applied approach to learning through the applied industry experience module. Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning. This includes promoting e-learning opportunities. Public Service staff have access to iPad banks and laptops to enrich learning experience. The HE team also has an Advanced Practitioner for ILT who delivers training opportunities to develop staff. Staff are encouraged to embed ILT where relevant and appropriate. Moodle and Microsoft Teams are used as a VLE to enrich students’ learning for example, through the use of flipped learning activities, such as online additional lectures. Staff within Service Industries and more specifically the Public Service team, meet regularly to discuss student progress and course planning. This supports quality assurance. Study skills will be embedded within the delivery of the programme and will include support on referencing, critical reflection and academic writing. Data handling will also be covered, a skill that will enhance employability. Barnsley College Higher Education Library provides study support for all HE students. Staff are available at the library enquiry desk whenever the library is open and can also be emailed. Courses can integrate a range of lectures and workshops within their classes in liaison with the Library and HE study skills team: • Introductions to the Library and its resources • Getting started with online information via ATHENS• Referencing • Evaluating websites • Finding and using academic journal articles • Strategic search strategy for projects and dissertations  Students can supplement this up with 1-to-1 study skills help. Appointments can be made for up to 1 hour per week for as many appointments as individuals require. Further study skills information, from help with English and planning an assignment to doing a literature review, is available http://barnsleyltu.co.uk/studyskillsbc/. Church Street Campus has a Learning Resource centre in the main campus. It is also possible to borrow laptops for use on campus, or to hire a laptop. |
| **32** | **Assessment Approach***Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.* |
|  | The assessment approach is to be consistent for both variants of the programme, be that full or part-time The intentions for the programme are to incorporate a range of different methods and types of assessments, for example, oral presentations, essays, reports, practical, projects and video logs. In terms of student-centred educational experience, assessment is in line with practice at the University of Hull; careful attention is paid towards creating opportunities for students to shape their curriculum and to develop their skills, knowledge and understanding through assessment. Reliability and validity will be key to assessment approach with a combination of formative and summative assessments to allow students to reflect on their learning, develop and improve. Assessment variety supports differentiation, the likely range of student learning styles, and reflects the nature of employment tasks and activities. This supports inclusivity, boosts employability and gives students the opportunity to demonstrate their learning whilst supporting motivation. Assessments and marking criteria will constructively align to the learning outcomes for clarity to students.  Practical assessments will be used to assess the practical elements of the programme. Photographic and/or video evidence will be used to provide authenticity, together with witness statements by assessing staff. Practical assessments will remain current and industry specific through the collaboration of industry specific organisations, for example, Wakefield Prison have agreed in principle to provide a delegate to contribute towards the assessment of students and advise on current practises to ensure the contemporary nature and relevance of module delivery and content. The Conflict Management and Applied Industry Experience modules give students the opportunity to apply theory into a real world professional setting, providing an opportunity to illuminate creativity and an ability to contribute to a services overall effectiveness. Students will be placed in challenging role play scenarios in order to apply skills and qualities and reflect on performance; these skills include but are not limited to: communicating under pressure, making dynamic risk assessments, problem solving, team working, ‘thinking on your feet’, empathy, compassion and negotiation. This will significantly enhance employability prospects for students, as public service organisations often ask for examples of competencies and experience.  Written assessments to assess knowledge and understanding ensure that the students have opportunities to demonstrate their higher level thinking skills. Written assessments such as reports and essays, with realistic timescales for submission, allow students to independently research and present their findings in a range of written styles. Students will also have a time-constrained assignment with notification of topic, which again supports employability by working to tight deadlines, also encourages research as well as written communication skills at an appropriate level. Individual oral presentations are a central feature and are used to assess some aspects of the programme. This is a key personal and professional skill that employers are keen to develop in all employees, hence their inclusion in assessment. Oral presentations are also a key feature of learning and teaching, as well as the assessment strategy of the programme. Clearly communicating under-pressure both formally and informally will support the holistic, skill-based development of students. This approach will develop the student’s verbal and non-verbal communication skills, their time-management, self-presentation and independent research skills. Alongside this, responding to audience or teacher questions instils an awareness of the need for adaptability, reflection and supports critical thinking. The development of these transferable skills will be useful in boosting and supporting public service employment prospects moving forward. |
| **33** | **Key Areas of Study***Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.* |
|  | **Level 4 – Conflict Management**This module allows students to develop holistically through wider skill set development in a challenging practical scenario. The module will focus on de-escalating challenging behaviour utilising a multitude of de-escalation techniques supported by theory. Students will be able to demonstrate qualities required for successful employment by criminal justice organisations, such as: communicating under pressure, dynamic risk assessments, ability to problem solve and think quickly in a challenging environment, work as part of a team to resolve conflict, demonstrate empathy, compassion and deliver results. **Level 4 - Crime and Criminal Behaviour**On this module students will develop a critical insight into the diverse and changing nature of crime and disorder from a wide range of categories, this enables students to focus on particular areas of interest from the sub-categories of crime listed below. In full the module will focus on how certain crimes emerge as ‘problems’ for public service organisations, the criminal justice system and the communities they serve, while analysing the response of criminal justice agencies in their response to these issues. Examples of the areas of interest are listed below:* Sex offenders
* Domestic violence
* Road Traffic offences
* ASB
* Drug using offenders
* Youth crime
* Mentally disordered offenders
* Hate crime
* Terrorism
* Environmental crime
* White collar crime
* Cybercrime
* Gang Crime
* Knife crime

**Level 4 – Introduction to Academic Research Skills**This module aims to develop students’ early academic research skills (academic research skills integral to students’ development on HE courses). The module has been created to encourage early acquisition of the key skills associated within the research discipline such as identifying and selecting research questions, being able to identify key stages in the research process as well as exploring methods of data collection (qualitative, quantitative and mixed). Utilising two assessment components, students will gain an appreciation of the structure and design of academic literature and the wider research process.**Level 4 – The Criminal Justice System**This module provides an introduction to the criminal justice system focusing on key debates around social control and the historic development of institutions. This involves assessing the development of key components of the justice system including:* prisons
* the police
* probation
* the courts
* community justice
* Forensic healthcare

Students will also critically examine contemporary debates including race and crime, gender, power and punishment, issues of over policing and criminalisation, youth justice and crime prevention. The module also aims to situate the British justice system within an international context to allow for a comparative understanding. An introduction to the differing forms of justice will also be introduced in the form of retributive and restorative justice.**Level 4 – Substance Misuse, Crime and Communities**On this module students will have the opportunity to explore substance misuse in contemporary society, the wider impacts on communities, it’s influence on associated contemporary crimes and the significant impact on mental health. Students will explore the changing nature of substance misuse alongside the advances in treatments and therapies available to substance abusers both within the community and in prisons. Importantly, the link between substance abuse, communities and mental health will act as key themes throughout the module. The culture surrounding substance misuse is a dynamic one, changing over time and demographic area. Students will be provided with the opportunity to develop critical insight into the responses of public, private, third sector and charity organisations whose responsibilities are to treat, rehabilitate and break down some of the barriers that substance users may face. **Level 4 – Principles and Practice of Self Development**The content of this module is focussed on ensuring that students understand the importance of developing themselves holistically whilst studying in higher education in order to improve themselves as future employees, and as independent and successful adults. Ensuring students are ready for their next steps and the world of work is vitally important. As such, this module will focus on three key areas; academic skills, professional skills (including employability skills, additional qualifications and CPD) and personal skills and qualities. Session content will typically involve concepts such as learning styles, needs analysis, self and peer SWOTs, aptitude tests and reviewing personal and professional development.**Level 5 – Advanced and Academic Research Skills** This module aims to build on skills developed in Year 1. Adopting a similar structure in terms of a two-component module, the focus in Year 2 is more towards advanced skills and a defense of proposed research study for year 3. Throughout Semester 1, students will develop advanced understanding of qualitative and quantitative methods, wherein, knowledge will be tested through a timed assessment. Students will then prepare for a conference-style proposal presentation defense in Semester 2. Session content will typically focus upon qualitative analysis approaches (e.g. thematic, interpretative phenomenological analysis and grounded theory), quantitative analysis approaches (e.g. descriptive and inferential statistical tests such as parametric and non-parametric tests) and the key stages of a research project formulation process (e.g. creating a rationale, selecting appropriate methodologies and contingency planning).**Level 5 – Employability and Enterprise**This module is focussed on ensuring that students undertake relevant personal and professional development in a field of their choice, linked to their preferred and potential career outcomes and progression choices. Students will be required to actively undertake a range of activities which promote reflection around their holistic development as an undergraduate student within the employment sector. This module will be supported with a range of additional guest speaker sessions related to current sector trends. The module is designed to be flexible and will give students autonomy over their learning, development and decisions, allowing them to shape the curriculum to meet their own needs and interests. It is envisaged that some students will actively utilise this module to develop their own ideas and businesses, supporting enterprising and entrepreneurial activity and understanding. Students will have the support of a range of College support services including the Enterprise Team, Student Services and Students’ Union.**Level 5 – Cultures of Crime**This module explores the various cultures and sub-cultures of modern historic and contemporary crimes that face society and impact upon communities. In addition, the module will examine victimisation and repeat victimisation within different cultures and sub culture groups. The module will explore the conflicting debates regarding specific criminological topics and explore the social and group dynamics of a range of crime cultures. Students can expect to cover a number of the following criminological topics including: honor-based violence, football hooliganism, gangs, cybercrime, child criminality and crime amongst other examples. Within the module, students will pay particular attention to how such cultures and crimes are reported and presented within the media. Students will explore how societal constructs of crime can be informed and explained through the themes of power, violence and harm, while framing criminality in the contexts of social class and crimes there associated.**Level 5 – Offender Risk Management**This module allows students to analyse and critically evaluate the assessment, treatment and risk management of offenders within the criminal justice system and the community. The effectiveness of the services provided, post prison release, from government and non-government organisations will be investigated in a contemporary and modern historic context within the UK. An exploration of the benefits, limitations and barriers to the effective implementation of these services allows students to develop critical perspectives underpinned through relevant theory. **Level 5 – The Rehabilitation of Offenders** Students will explore the many definitions and approaches to understand the rehabilitation of offenders. Students will be expected to compare and contrast different approaches to the rehabilitation of offenders in both forensic environments and post release and engage in debate surrounding its successfulness and reliability. Mental health among offenders will become an area of focus within the module as an issue of continuing recovery. Therapy programs such as CBT, Schema Therapy, DBTRO-DBT, Trauma and Self Injury and EMDR will be explored. Community reintegration of offenders will be an important element, allowing students to analyse the contemporary landscape of available services and the obstacles that offenders may face. Issues surrounding the implications of desistance and recovery research on practice will also be explored.**Level 5 – Applied Industry Experience** This module allows students to gain important industry work experience within the criminal justice sector. Doncaster Prison are currently facilitating 10-week work experience exclusively with Barnsley College HE Service Industry students. This relationship is key to the programme and the team intend to maintain and develop in the future. Through continuous industry relationship development, it is foreseen that multiple industry experience options will be available to student transferring into the second year of the programme. These options will cross a vast array of criminal justice organisations and sectors to ensure that industry experience aligns with student career aspirations. |
| **34** | **Curriculum Structure***In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:** ***Progression:*** *how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;*
* ***Coherence and Integrity:*** *the overall coherence and intellectual integrity of the programmes and student experience.*

*Note: A diagrammatic structure is often helpful to establish the composition of a programme.* |
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|  |  |
| --- | --- |
| Year 1 | Year 2  |
| Substance Misuse, Crime and Communities  | Cultures of Crime |
| Conflict Management | Applied Industry Experience |
| Introduction to Academic and Research Skills | Advanced Academic and Research Skills |
| The Criminal Justice System  | Offender Risk Management |
| Crime and Criminal Behaviour | The Rehabilitation of Offenders |
| Principles and Practice of Self-Development | Employability, Enterprise and Creativity |

|  |  |  |  |
| --- | --- | --- | --- |
| Criminology50% | Criminal Justice33% | Communities41% | Applied Industry Skills16% |
| Substance Misuse, Crime and Communities  | The Criminal Justice System  | The Rehabilitation of Offenders | Applied Industry Experience |
| Cultures of Crime | Offender Risk Management | Offender Risk Management | Conflict Management |
| Crime and Criminal Behaviour | Crime and Criminal Behaviour | The Criminal Justice System  |  |
| The Criminal Justice System  | The Rehabilitation of Offenders | Cultures of Crime |  |
| Offender Risk Management |  | Substance Misuse, Crime and Communities  |  |
| The Rehabilitation of Offenders |  |  |  |

The programme has been designed with student experience at the fore, with emphasis on employability skills with vocational relevance and an applied approach to promote effective progression. The ‘Conflict Management’ and the ‘Applied Industry Experience’ modules specifically cater for the ‘applied’ approach, allowing students to gain valuable work experience and develop, secure and demonstrate a variety of employability skills that are held in high regard within the public service, community and wider criminal justice industry. While going through the initial development stages of the programme, current students were asked for their opinion in what the programme should look like and what should be include; our research found that students wanted their qualification to be applied and incorporate practical elements for skills development. Assessment strategies replicate this, where students are expected to de-escalate an offender in the conflict management module, where they will be assessed on the application of skills in a given scenario that is founded through skills development and theoretical insight. Voluntary Action Barnsley (VAB) have offered their support in finding suitable placements in relation to the Applied Industry Experience. VAB currently work alongside over 100 local charities and organisations within the Barnsley district, presenting an opportunity to utilise VAB as an intermediate point of contact between Barnsley College Higher Education students and charitable groups and third sector organisations with obvious benefits for all. This allows students who graduate from the course to stand out from other graduates and evidence a portfolio of industry specific skills gained within an industry setting. This gives students the opportunity to demonstrate their skills as well as show commitment, innovation, creativity, organisational skills and project management. In addition to this Barnsley College’s Enterprise department are also liaising with other public sector organisations to secure further opportunities in relation to collaboration with employers. Strong links have also been formulated between Barnsley College Higher Education and Doncaster Prison, who currently offer HE students studying at Barnsley to undertake 10-week flexible work placements. This relationship is one in which we intend to maintain and develop for future student intakes. The first strand of modules as depicted by the above table, represent the criminological and communities’ aspect of the programme. This strand starts with a basic focus on substance misuse, its influence on criminal behaviour and the impact on communities. This is expanded on further in year two by incorporating different cultures of crime other than those committed by the lower classes, this module uses the core themes of power, violence and social harm to establish a more holistic outlook on crime and communities.The second strand of modules is the ‘applied’ element of the programme, starting with ‘conflict management’, which focusses on skills development underpinned by theory and application. The practical assessment for this module is a unique one, whereby students are placed in a challenging scenario where they have to de-escalate an offender and demonstrate skills such as dynamic risk assessments, communication under pressure, problem solving and quick decision making while maintaining discipline. This is where we believe that Barnsley College can really set ourselves aside from traditional HE assessment. This module is together with the Applied Industry Experience module permits students to further hone and develop “hands on” experience and wider industry specific skillset development. A research strand also caters for each student’s independent areas of interests, where they will be encouraged and supported in conducting purposeful research that aligns with their career aspirations.The next two strands of the programme have a core focus on criminology and criminal justice, three of these four modules are recognised by the probation services accelerated training scheme, allowing students who are successful at interview to shorten basic training by 6 months. The final strand of modules revolves around personal and professional development and employability skills of students to promote the best possible chance of positive progression. |
| **35** | **Compensation/Condonement rules***Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).* |
|  | 1. NA
2. NA
 |
| **36** | **Internationalisation***‘Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society’ (HEA, 2014). Please outline the programmes’ approaches to internationalising the curriculum.* |
|  | The programme modules access a range of contemporary issues that cover local, national and global contexts. The programme allows students to explore the interconnected world that influence all aspects of society, criminal justice, communities and public services from a contemporary and modern historic framework. Modules allow students to explore international perspectives of hegemonic regimes guided by power and oppression, across borders and between different cultures, religions and ethnicities. The legal and illegal drugs market encapsulates this by considering pharmaceutical growth of opioid medical drugs in third world countries, only for less than 5% of all pain relief medication to be allocated to the same areas. Independent countries are also responsible for their independent sovereignties over their own criminal justice systems and offender management regimes. A critical analysis of retributive and restorative approaches across the globe will be examined to identify best practices. Punitive criminal justice policies are often associated with westernised sovereignties, perpetuated through the ‘punitive drift’, of penal policies which transcend international boundaries. This concept will be explored by students and evaluated in relation to its impact and wider considerations.   |
| **37** | **Inclusivity***Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.*  |
|  | Institutional policies provide a framework to support students through personal difficulties or changes in circumstance through a mitigating circumstances policy that accommodates student needs.Students will be attending a range of professional visits and other residential opportunities to broaden their educational experience. We are aware that our demographic consists of students who are carers, retired or suffer from a range of mental health and physical challenges. The institution offers a range of academic, pastoral and emotional support mechanisms to manage circumstance that naturally surface during creative programmes. Annual induction periods highlight the services on offer. The induction period for new students is vital in welcoming and establishing the student’s presence in the department. Induction workshops are designed to be inclusive, experimental and fun whilst identifying and establishing a range of learning needs and expectations. Student mentor programmes are being explored to help establish student identities in unfamiliar environments.Assignments are designed to reference broad cultural sources to promote a multicultural and inclusive response as part of the broader interdisciplinary ethos of the programme. Professionals from all backgrounds, genders, sexualities and social circumstances are included to diversify and pollinate constructive discussion. The underpinning quality of the department and the ethos of the programme is to establish an open, transparent and embracing community of industry professionals. This is reinforced by lecturing staff who project their practice as part of the induction lecture series. All our workshops are accessible to disabled students. |
| **38** | **Employability***Please outline the approach taken by the programmes to engage students in gaining employability skills.*  |
|  | The course has been designed to ensure that personal development and professional practice is a key theme embedded not only as core modules but also across modular delivery. In designing the modules and the wider programme, feedback, advice and guidance has been garnered from a range of employers including, but not limited to, the following; South Yorkshire Police, Rampton High Security Hospital, Voluntary Action Barnsley, REMEDI, Care UK, Wakefield Prison, Doncaster Prison.The significant majority of Public Service staff have their own experiences working within the public service sector and integrate, where possible, the development of skills and qualities held in high regard by the said organisations. The proposed programme will allow students to develop further employability skills by applying innovative approaches that enhance service delivery and practice in a professional setting. The modules that have been integrated are aimed at providing students with the most appropriate knowledge and skills development to promote positive progression and prospects for students. The three modules highlighted in red (below) are the core modules stipulated by the probation service to allow candidates to progress into the accelerated probation service officer pathway, which reduces the duration of training by 6 months, from 21 months down to 15. This programme is designed for undergraduates who are seeking careers within the public services, community and wider criminal justice sector (Police, Prisons, Probation Service, Criminal Justice System, local government etc.) third sector organisations (Nacro, Serco, G4s, Changing Lives, Catch 22 etc, private probation services) community support/wellbeing and charitable organisations centred around offender management, community integration, mental health and wider public service organisations falling under this category. In the local area there are a significant number of criminal justice and public service organisations offering potential positive progression pathways in professional capacities. Career opportunities vary between public and private sector organisations, some of which are highlighted above. The Police force have now professionalised the role of the Police, making it a pre-requisite to hold a degree level qualification for entry into a police officer role. This can be attained through the police officer apprenticeship scheme or through a contemporary degree level programme. The validation of this qualification allows Barnsley College HE students to meet this amended qualification criteria, allowing students to continue to pursue this particular career aspiration. There are also a number of prisons in and around the local area, such as: Doncaster x2, Leeds, Wakefield, Newhall, Hatfield, Wetherby, Full Sutton. Wakefield Prison have expressed their commitment to graduate development schemes in their establishment and have referred to the importance of the diversity of their leadership teams and ‘breaking the mould’ of Prison leaders simply progressing through the ranks from low level entry positions in order to ‘refresh’ the approaches adopted to tackle contemporary issues within prison establishments. Each prison stipulated above has a range of professional opportunities for graduates, from senior officer roles to probation officers, substance misuse specialists, mental health services, occupational therapists, intelligence and security teams etc.Engagement with employers has also led to agreements in principles for guest speakers to provide industry relevant advice and guidance to students. It is our hope that this continues and grows moving forwards and will be offered to students on the new proposed programme. Employers have also validated proposed core modules and provided advice, guidance and suggested content where necessary. 10-week work experience opportunities have been established with Doncaster Prison, increasing the likelihood of positive progression into employment.Professional development is a key focus of this programme. Students need to recognise that personal and professional development, alongside academic development, is the key to a successful and rewarding career and positive personal progression. The proposed course will reinforce this with the adoption of the applied industry experience module, where students are required to participate in work experience that enhances post qualification employment. The ‘Conflict Management’ module caters for an ‘applied’ approach to the curriculum, providing the students with the ability to develop and demonstrate employability skills such as: communicating under pressure, leading a team, problem solving, mental agility and resilience. Further to this, the course will adopt real-world experience where students work with community groups or organisations to plan effective community and public service specific interventions for the ‘applied Industry Experience’ module.Graduates in this subject will have wide employment prospects. They are adaptable and have subject specific knowledge and abilities, and generic skills. Employability will be a key feature embedded throughout the programme.  |
| **39** | **Student engagement in curriculum and pedagogic design***Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*  |
|  | Similar to the University of Hull’s strategic priority, Barnsley College place a high emphasis on empowering their people and placing students at the heart of what we do. Students currently enrolled on the Access to HE Criminal Justice and Policing, Level 3 Extended Diploma in Public Services and NCFE level 3 Public Services have been in collaboration with the module contents and programme design. The ‘applied’ nature of the programme is an element that is supported well by students who see the benefit in the alternate approach to HE module design in relation to the industries professional demands and expectations. The programme’s title has been developed in collaboration with students ‘expectation’ in relation to what they find interesting and what ‘stands out’ in relation to HE qualifications they will be interested in. Unlike regular criminology or criminal justice programmes, this qualification pays attention to the ‘community’ element of public service organisations and their private company counterparts as well as third sector and charity organisations, whose services cover a vast array of criminal justice services and potential career routes for students to consider. We feel it is important to enable students to see, experience and understanding the dynamic. By facilitating this collaborative approach, we have solidified the relationship with students, enhanced their experience and allowed them to become invested in the qualification they receive. |
| **40** | **Ethical issues and risk***Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).* |
|  | **Risk**Throughout the development of the programme, the team have worked in collaboration with a number of organisations within the public and private sector. Through building this collaborative network, opportunities for professional development of students have developed in the form of work experience opportunities. It is viewed that these relationships will continue to grow and develop. However, there is an element of risk; there are no contractual agreements with our current collaborating organisations. In order to mitigate this risk business development will ensure a constant flow of opportunities should any opportunities that currently exist be terminated. This is pertinent to the second year module ‘Applied Industry Experience’, although it is the students’ responsibility to secure industry experience, it is highly likely that a portfolio of opportunities will be available through these collaborative networks established by the college. In addition, Voluntary Action Barnsley are opening up their connections to over 100 organisations and charities operating in the local area, acting as an intermediate point of contact. Strong working relationships within the College also help mitigate this risk, the Enterprise team solely focus on providing opportunities for students through continual business development. HE development is a clear College and Department strategy. As it stands, the College currently offers a two-year pathway in the form of a HNC/HND through Pearson. The proposed foundation degree gives us the opportunity to create an industry specific, contemporary qualification that would stand out to both public and private organisations. Given the experience of the current teaching team we are confident of minimal risk being associated with the learning, teaching and assessment or organisation and management of the proposed programme. Teachers who are responsible for the delivery of the programme each have their own background and industry experience in the public services, alongside considerable teaching experience. This would be the first time that the public service department will have offered a foundation pathway, therefore the unfamiliarity with the processes and expectations could be viewed as a risk. This risk is mitigated by the effective running and management of a Higher National Diploma and the current Level 6 top-up qualification now validated by the University of Hull and offered at the College. In addition, the Conflict Management module has a heavy focus on practical assessment that is part of the scheme to enhance industry specific wider skill set development. This does however, pose a small risk dependant on the amount of students enrolled. It is envisaged that the practical assessment can incorporate three students per assessment; high student numbers would create a situation whereby the practical assessments could take considerable amount of time to complete. The wider programme is designed to ensure that personal development and professional practice is a key theme embedded, not only as core modules but also across modular delivery. In designing the modules and the wider programme, feedback, advice and guidance has been garnered from a range of employers including, but not limited to, the following; South Yorkshire Police, Rampton High Security Hospital, Voluntary Action Barnsley, REMEDI, Care UK, Wakefield Prison, Doncaster Prison. Through these external collaborations, work placements have been set up and agreements in principle have been discussed in relation to the professional support of the programme delivery and wider industry specific skillset development of students enrolled.The vast majority of Public Service staff have their own experiences working within the public service sector and integrate, where possible, the development of skills and qualities held in high regard by the said organisations. The proposed FdSc qualification will allow students to develop further employability skills by applying innovative approaches that enhance service delivery and practice in a professional setting.  |
| **41** | **Sensitive issues and safeguarding** *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.* |
|  | Some areas of applied industry experience could include working with vulnerable adults/children, therefore a DBS check may be required to gain access to these areas. The safeguarding of students is also of a high priority, as again some areas of project work could be around drugs and alcohol misuse, homelessness, marginalisation, rehabilitation of offenders etc. It will be the duty of the College to ensure that all students are shadowed by an appropriately qualified member of staff within the placement organisation while the work experience takes place. A robust risk assessment will be developed in collaboration with organisations who take part, these will be individualistic and reflective of the risks associated with each area. The safeguarding of students is of the highest priority, where a stringent risk assessment cannot be developed, students will be unable to participate. Each step taken to ensure safety are firmly supported through robust safeguarding policies and procedures such as:Work Placement/Experience Safety and Vetting Policy and ProcedureSafeguarding Policy and ProcedureTrips and Visits PolicyWhistleblowing PolicyPREVENT Policy |
| **42** | **Other information/programme special features** *Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.*  |
|  | Student experience within the department is acknowledged as a key driver for success and a priority area. As a smaller institution, we are able to offer a higher staff-student ratio than typical HEIs. Staff operate a relatively ‘open-door’ policy. Each student is assigned a personal tutor (typically the HE Pathway Leader) they also now have a tutorial member of staff assigned to the course who oversees their personal, professional and pastoral journey whilst at the College. Each student group have weekly tutorials built into their timetable (integrated curriculum approach); sessions may take the form of whole-group, small-group, 1-1s or guest speakers. Students also have access to a Tutorial Team Leader and Learning Mentors from the department on a weekly basis, in addition to weekly slots available with our Graduate Teacher to support study skills. The Public Service team offer a structured transition programme to support level 3 to 4 and 4 to 5 transition. This takes place following the Easter break (in the timetable) and over the Summer. Four dates are decided where half-day activities take place at the University to support students in their transitions over the Summer. Both internal and external applicants are offered this opportunity. Sessions will focus upon key topics and modules at specific levels. The following people have also supported the programme development. They have agreed to engage in the teaching, learning and assessment by, for example, offering to deliver guest lectures or act as speakers:Brian Pashley – Senior Counter Terrorism Advisor South Yorkshire PoliceMartina Griffiths – Senior Manager Rampton High Security HospitalDarrel McPherson - Forensic InvestigatorLeigh Humpleby – Head of Healthcare Wakefield PrisonSteven Johnson – Wakefield Prison Assistant Governor.Strong, continuous working relationships are also present with Doncaster Prison who are currently facilitating work placements with our students. West Yorkshire Police routinely facilitate public order riot training sessions with our students, while south Yorkshire Police regularly require assistance in their counter terrorism training in which our students volunteer. Barnsley College also offer personalised study skills sessions for all students enrolled to HE level programmes through our library team. Each student is entitled to 1-hour support sessions weekly. |
| **C** | **RECRUITMENT AND ADMISSIONS INFORMATION** |
| **43** | **Proposed marketing strategies***Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.* |
|  | The department plans to market the programmes in the following ways:* Advertising via UCAS
* College website
* LPIs
* Video advertisements
* Eventbrite events
* Schools Bulletin (CPD & updating)
* Local/regional events
* HE Open days
* Taster days with local links to colleges in and around the area
* Social media promotion
* Local criminal Justice organisations
* Criminal Justice boards
* Industry relevant publications

It is envisaged that the new course will form part of any marketing and promotions that are undertaken by the central teams.  |
| **44** | **Academic entry requirements***Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.* |
|  | Students will have to have achieved either of the following to access the programme:* Successful completion of a level 3 qualification with 64 UCAS points, or significant work experience in relevant area.
* English and maths at grade 4 (C) or above, or functional skills level 2. Willingness to complete English and maths qualifications alongside the programme will be considered.

All applicants must complete a satisfactory interview. |
| **45** | **Other entry requirements***e.g. relevant IELTS score, Disclosure and Barring Service etc.* |
|  | IAG - to include the importance of achievement of Level 2 English and mathematics for entry into most public service jobs. |
| **D** | **IMPLEMENTATION STRATEGY** |
| **46** | **Implications for other areas of the Partner Institution***Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*  |
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| --- | --- |
| Estates: |  |
| Library: |  |
| Admissions: |  |
| Careers: |  |
| Visa Compliance: |  |
| Other (*Please specify*): |  |

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| **47** | **Existing programmes/students affected by this proposal***Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.* |
|  | NA |
| **E** | **POST PROGRAMME OPPORTUNITIES** |
| **48** | **Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?* |
|  | Students, upon successful completion of this programme may be able to access a range of Level 6 top-up qualifications. For example at Barnsley College, students may be eligible to apply for the following programme:1. BA (Hons) Leadership and Management in the Public Services (Top-Up) (Full-Time)

By the time the first cohort of students have progressed through the proposed foundation degree it is envisaged that the following level 6 top-up qualification may also be available:1. BSc (Hons) Criminology, Communities and Criminal Justice (Top-up) (Full-Time)

Students studying the foundation degree will be made aware at every appropriate opportunity about progression pathways, which starts from the information, advice and guidance provided at initial contact. Other level 6 provision pathways that are relevant to this foundation programme include: 1. BA (Hons) Public Service Management – University Centre Wakefield (validated by University of Hull)
 |
| **49** | **Employment opportunities***Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*  |
|  | According to national statistics the table above highlights the destinations of university leavers 6 months after graduating. Social studies best aligns itself with the proposed ‘Criminology, Communities and Criminal Justice’ programme and shows that 89% of university leavers in this area are in work or further study 6 months after graduating. This programme is designed for students who are seeking careers in the public services (Police, Prisons, Criminal Justice System, local government etc.) third sector organisations (Nacro, Serco, G4s, Changing Lives, Catch 22 etc.) community support/wellbeing and charitable organisations centred around offender management, community integration, mental health and wider public service organisations falling under this category. There are numerous entry points for careers within the public services, however, many organisations within this category now allow graduate routes into professional positions. This trend is also notable in the private and third sector organisations that has been an area of significant expansion over recent years. Below are examples of local industry specific opportunities for graduates of the proposed programme. The following modules – The Criminal Justice System, Crime and Criminal Behaviour and the Rehabilitation of Offenders, are core modules stipulated by the Probation Service to allow candidates to progress into the accelerated Probation Service Officer Pathway. The integration of these modules allows students who have successfully completed the FdSc in Criminology, Communities and Criminal Justice to pursue a career in the Probation Service and access the training programme. The training programme should take 21 months but by undertaking this qualification and these units, candidates could cut the training period down by 6 months to 15 months. This accelerated training scheme, known as the Professional Qualification in Probation (PQIP), benefits the Probation Service would be to reduce the investment in time and funding for the training of new Probation Officers by a representative 30%. |

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| **F** | **CURRICULUM MAPS***Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.* *Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.* *In* ***Columns 1-3****, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.* *In* ***Column 4****, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.**In* ***Column 5****, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op) \***In* ***Column 6****, please identify which modules contribute to the achievement of programme learning outcomes* ***\*Definitions:****CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.**COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.**OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.**Note:** *There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).*
* *Optionality should be minimised throughout the programme.*
* *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.*
* *Levels of optionality should be clearly linked to the number of students taking the module.*

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| **KEY:** |
| *P/V= Programme or Variant* | *PO = Programme Outcome* |
| *PW = Pathway* | *T1,2,3 = Trimester 1,2,3* |
| *Co = Core Module* | *Cm = Compulsory Module* |
| *Op = Optional Module*  |  |

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| **F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS** |
| **Programme/Variant Titles and Identifiers: a,** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Module Title** | **Level** | **Credit** | **Assessment Method***(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| **Certificate Stage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Crime and Criminal Behaviour** | 4 | 20 | Presentation SA1Essay SA2 | P |  |  |  |  |  |  | X |  |  |  | X |
| **Introduction to Academic Research Skills** | 4 | 20 | Timed Open Book Assessment | P |  |  |  |  | X | X | X | X |  |  | X |
| **The Criminal Justice System** | 4 | 20 | Essay SA1Report SA2 | P |  |  |  |  |  | X |  | X |  |  |  |
| **Substance Misuse** | 4 | 20 | Presentation SA1  | P |  |  |  |  | X |  | X |  |  |  | X |
| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Conflict Management**  | 4 | 20 | Practical assessment SA1Post Incident Report SA2 | P |  |  |  | X |  |  |  |  |  |  |  |
| **Introduction to Academic research Skills**  | 4 | 20 | Essay SA2 | P |  |  |  |  | X | X | X | X |  |  | X |
| **Principles and Practice of Self-development**  | 4 | 20 | Presentation SA1Review Meeting SA2  | P |  |  |  |  |  |  |  |  | X |  |  |
| **Substance Misuse**  | 4 | 20 | Report SA2  | P |  |  |  |  | X |  |  |  |  |  |  |
| **Diploma Stage - a – year 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cultures of Crime**  | 5 | 20 | Professional Discussion SA1 Essay SA2 | P |  |  |  |  |  |  |  |  |  | X | X |
| **Applied Industry Experience**  | 5 | 20 | Presentation SA1  | P |  |  |  |  |  |  |  |  | X |  |  |
| **Offender Risk Management** | 5 | 20  | Essay SA1Report SA2  | P |  |  |  |  |  | X |  | X |  |  | X |
| **Advanced Academic and Research Skills**  | 5 | 20 | Timed Assessment Open Book SA1 | P |  |  |  |  | X | X | X | X |  |  | X |
| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Applied Industry Experience**  | 5 | 20 | Video Log SA2  | P |  |  |  |  |  |  |  |  | X |  |  |
| **Employability, Enterprise and Creativity** | 5 | 20 | Poster Conference SA1 Interview SA2 | P |  |  |  |  |  |  |  |  | X |  |  |
| **Rehabilitation of Offenders** | 5 | 20 |  | P |  |  |  |  |  | X |  | X |  |  |  |
| **Advanced Academic and Research Skills** | 5 | 20 |  | P |  |  |  |  | X | X | X | X |  |  | X |
| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **F1UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS** |
| **Programme/Variant Titles and Identifiers: b year 1,** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Module Title** | **Level** | **Credit** | **Assessment Method***(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| **Certificate Stage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Crime and Criminal Behaviour** | 4 | 20 | Presentation SA1Essay SA2 | P |  |  |  |  |  |  | X |  |  |  | X |
| **Introduction to Academic Research Skills** | 4 | 20 | Timed Open Book Assessment | P |  |  |  |  | X | X | X | X |  |  | X |
| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Introduction to Academic Research Skills**  |  | 20 | Essay |  |  |  |  |  | X | X | X | X |  |  | X |
| **Principles and Practice of Self-development**  | 4 | 20 | Presentation SA1Review Meeting SA2  | P |  |  |  |  |  |  |  |  | X |  |  |
| **T3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Programme variant b year 2****T1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **The Criminal Justice System**  | 4 | 20 | Essay SA1Report SA2 | P |  |  |  |  |  | X |  | X |  |  |  |
| **Substance Misuse** | 4 | 20 | Presentation SA1  | P |  |  |  |  | X |  | X |  |  |  | X |
| **T2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Conflict Management**  | 4 | 20 | Practical assessment SA1Post Incident Report SA2 | P |  |  |  | X |  |  |  |  |  |  |  |
| **Substance Misuse** | 4 | 20 | Presentation SA1  | P |  |  |  |  | X |  | X |  |  |  | X |
| **Programme/Variant Titles and Identifiers: b year 3** |
| **T1** |
| **Advanced Academic and Research Skills** | 5 | 20 | Timed Assessment Open Book SA1 | P |  |  |  |  | X | X | X | X |  |  | X |
| **Offender Risk Management** | 5 | 20  | Essay SA1Report SA2  | P |  |  |  |  |  | X |  | X |  |  | X |
| T2 |
| **Advanced Academic and Research Skills** | 5 | 20 | Individual Oral Poster Presentation/Defence SA2 |  |  |  |  |  | X | X | X | X |  |  | X |
| **Employability, Enterprise and Creativity** | 5 | 20 | Poster Conference SA1Professional Interview SA2 | P |  |  |  |  |  |  |  |  | X |  |  |
| **Programme/Variant Titles and Identifiers: b year 4** |
| T1 |
| **Cultures of Crime** | 5 | 20 | Timed Assessment Open Book SA1 | P |  |  |  |  |  |  |  |  |  | X |  |
| **Applied Industry Experience**  | 5 | 20 | Presentation SA1  | P |  |  |  |  |  |  |  |  | X |  |  |
| T2 |
| **Applied Industry Experience**  | 5 | 20 | Video Log SA2  | P |  |  |  |  |  |  |  |  | X |  |  |
| **Rehabilitation of Offenders** | 5 | 20 |  | P |  |  |  |  |  |  | X | X |  |  |  |