

Programme Title and Name of Award	Postgraduate Certificate Interpersonal Violence and Abuse Studies		
Professional Qualifications / Accreditation	N/A		
Academic Level	7	Total Credits	60
UCAS Code	N/A	JACS Code	C848
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the programme pages of the University website for more information. For APL , please refer to the University website. The full entry requirements are shown on the programme website		
Teaching Institution	University of Cumbria		
Owning Department	Lifelong and Interprofessional Learning		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended Learning		
Pattern of Delivery	Full Time, Part Time and Block		
Delivery Site(s)	All University of Cumbria campuses, gateway sites and approved partner locations.		
Programme Length	Full Time 1 Semester, Part Time up to 2 years Maximum registration period of 4 years		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		
Exit Awards	N/A		

Programme Features

The Post Graduate Certificate in Interpersonal Violence and Abuse Studies has been designed to build on existing learning experiences and offers flexible learning opportunities that will

enhance the academic and professional knowledge and skills of learners with a view to improving career prospects.

The Post Graduate Certificate in Interpersonal Violence and Abuse Studies aims to provide a stimulating and challenging academic and scholarly environment for learners who wish to advance their academic and professional development beyond undergraduate level, through developing specialised knowledge and a critical awareness of issues at the forefront of interpersonal violence and abuse studies.

The PG Cert Interpersonal Violence and Abuse may be studied on a full or part time basis.

The main aim of the course is to provide you with the opportunity to develop a comprehensive knowledge and understanding of a broad range of topics pertinent to interpersonal violence and abuse. The programme is unique in synthesising psychological, sociological and criminological perspectives in the exploration of the effects of being abusive or being abused. You will have the opportunity to examine practice and research from these theoretical perspectives and you will consider abusiveness and its impact in different international, cultural and social contexts across the lifespan.

Programme Modules

Students on the Post Graduate Certificate in Interpersonal Violence and Abuse Studies will study the following modules:

- Professional Values and Ethics
- Interpersonal Violence and Abuse studies
- Psychology of Violent Behaviour

The programme incorporates a variety of blended learning and campus based activities which have been explicitly designed to meet the needs of learners working in a range of contexts.

The PG Cert Interpersonal Violence and Abuse is founded on the principles of credit accumulation and transfer. The programme enables you to complete modules in a stand-alone format and accumulate credit.

To support you in terms of career planning and progress through the award you will be allocated a personal tutor [PT], charged with supporting you as you work to identify and then meet your individual personal and professional learning needs. The PT will assume an academic tailoring role which consists of moderating the student journey through your programme of study, so that the focus of the assessments is appropriate to both your area of intended practice (career aspirations) and the target award.

Communication between you and your personal tutor may take place via face to face or telephone meetings or via the internet. The preferred process for meeting will be determined jointly by you and your PT. Operational team meetings will provide the forum for communication on and development of these processes.

The award conforms to the University Mission and Values statement, emphasising employability, lifelong learning and community engagement.

For further details of the University's Strategic Plan / Corporate Strategy 2012-17 <http://www.cumbria.ac.uk/Public/VCO/Documents/Communications/Publications/Corporate-Strategy-2012-17.pdf>

Aims of the Programme

The overall aims of the Programme are:

1. provide a motivating and challenging academic and scholarly environment for learners who wish to progress their academic and professional development beyond undergraduate level
2. facilitate the acquisition and understanding of complex and specialised knowledge and a critical awareness of issues at the forefront of ethical, practical and methodological debate surrounding the study of interpersonal violence and abuse.
3. develop conceptual knowledge and a critical and specialist understanding of how research methodologies enable the critical analysis, interpretation, synthesis and application of evidence within the field of interpersonal violence and abuse.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

- K1.** a critical and specialist knowledge of contemporary theory and research in the domain of interpersonal violence and abuse. (P.6, 3.10)
- K2 .** a critical and expert understanding of professional, ethical and legal perspectives relating to research practice in interpersonal violence (p.6, 3.10) (BPS, Code of Human Research Ethics, 2010)
- K3.** a critical and specialist knowledge of factors that influence research, policy and practice within interpersonal violence and abuse.(P.6, 3.10)
- K4.** your ability to compare, contrast and critically evaluate a range of issues at national and international that impact upon interpersonal violence and abuse studies.(P.6,3.10)

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

- S1.** your ability to produce work to a professional standard in readiness for publication(P.6, 3.10)
- S2.** your ability to clearly, concisely and professionally communicate ideas, findings and conclusions (orally or through a range of written media e.g. formal reports, posters, literature reviews)(P.6, 3.10)
- S3.** your ability to work independently and to manage your own learning. (P.6, 3.10)

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The benchmarks cited in parentheses above refer to Skills for All Masters programmes from the QAA Benchmarks for business and management – other subject relevant benchmarks have also informed the development of the programme.

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The PG Cert Interpersonal Violence and Abuse Studies works within a set of principles for learning, teaching and assessment. Principles that have informed the development of each of the programmes modules. Consistent application of principles will provide learners with a coherent learning experience.

The following section briefly presents the key principles:

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard, Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based in academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach we endorse an ecologically valid approach that fosters an enquiring, evaluative approach to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

It is important to note that all modules consider formative assessment to be of considerable

benefit. The formative work is developmental in nature and so prepares students for the summative assessment work. Blended learning is a feature of all modules, by this we refer to the use of face to face lectures, seminars, workshops and online activities. The online activities supplement and support the face to face work that we do. Regardless of whether the face to face work is intensively delivered over days or a weekly commitment, the online activities will serve to prepare, supplement and add value to the learning experience.

As referred to in the LTA Strategy 2014-17, Contexts for learning at University of Cumbria:

The Postgraduate Certificate Interpersonal Violence and Abuse Studies programme seeks to engage with three of the contexts for learning outlined in the plan. The flexibility that a blended approach to learning at this level offers adds considerable value to the student experience and inclusiveness. Initially the programme will primarily rely upon two learning approaches or contexts:

- Campus-based learning experience, enhanced through the use of technology
- Intensive programme attendance, backed up by online learning – for workplace learning, placement and professional learning and short course offers.

The plan is to run different modules in different ways to provide students with a variety of learning experiences across the programme.

Indicative Range of Assessment Methods: The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so students need opportunities to develop, practice and be assessed on as full a range of skills as possible. The traditional methods (e.g. essay) are supplemented by applied and ecologically valid methods (portfolio, case analysis, intervention design and evaluation, multi-agency meeting planning and execution) for the workplace.

Case analysis

Problem based learning

Intervention design and evaluation

Literature review

Reflective Account

Academic essay

Evidence based analysis

Portfolio

Presentation

Web pages

Written report

Online assessment

Written examination

Academic Poster

Multi-Agency Meetings

Formative Assessment

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line

activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students speedy feedback on formative tasks. (Reference: University of Cumbria Guidelines for Good Assessment Practice – from the Cumbria Academy Blackboard site).

Student Support

As a student of the University of Cumbria, you get a great package of support. Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and get that career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic content using our [Quest discovery system](#). Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the above, you will also be allocated a Personal Tutor. This tutor will be involved in the delivery of your programme and will have contact with throughout your time at the University. They will have responsibility to support your learning and development and will make themselves able should you require tutorials or other support.

- **Initial and ongoing induction**

A postgraduate induction is timetabled for the week before the programme delivery starts. Students who cannot attend may follow the sessions via blackboard. The Induction day is followed by a series of bespoke sessions on information literacy (appropriate for Level 7 students), library induction, study skills and time management sessions.

- **Personal Development Portfolio**, all students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through pebblepad.

- **Detail re: general/specialist teaching accommodation and equipment** available to students.

There are a range of specialist rooms that may be booked by students including an observation laboratory, a psychometric testing laboratory and computer suites all equipped with specialist data analysis software. Whilst different sites possess different facilities, students may access any UoC site and/or where travel is not feasible alternative equipment may be identified. E.g the observation suite is based at Fusehill Street but a portable alternative is available.

- **Tutorials**

Within the programme there are opportunities for individual and group tutorials embedded. However, you are encouraged to book appointments if and when you feel in need of some support.

- **How any international, distance learning, or collaborative provision students are supported.**

All students have access to the discussion boards and email. Students can request skype tutorials and our intranet blackboard provision includes a range of functions to make the learning interactive for example, voice recorded ppt lectures using camtasia. In addition the international office supports all international students with a range of activities. Student Union clubs and societies are also available to join on all campus sites.

Programme Curriculum Map ¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
Post Graduate Certificate in Interpersonal Violence and Abuse Studies					
7	HLLP7016	Interpersonal Violence and Abuse studies	20	Core	K1-2; S2-4
7	HLLP7010	Professional Values and Ethics	20	Core	K2-3; S2-4
7	HLLP7018	Psychology of Violent Behaviour	20	Core	K2-3; S2-4
Notes					
<p>Students achieving :</p> <p>60 credits at Level 7 would receive a PGCert in Interpersonal Violence and Abuse Studies</p> <p>Progression: Progression is available from this PGCert. Student completing this can go on to undertake the MSc Applied Social Science and transfer all 60 credits across. Alternatively they can transfer on to MSc Childhood and Adolescent Mental Health and Well-being, Legal & Criminological Psychology or Psychological Research Methods but they will need to undertake additional modules which would incur paying for an extra module.</p> <p>Module pass mark: 50% (Postgraduate). Condonement will not apply to students on this programme.</p>					

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may be possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).

Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
HLLP7010	Professional Values and Ethics	One	Portfolio	Oct/Nov
HLLP7018	Psychology of Violent Behaviour	Two	Portfolio	Dec/Jan
HLLP7016	Interpersonal Violence and Abuse studies	Two extended	Portfolio	June/July
Students exiting at this point with 60 credits would receive a Postgraduate Certificate Interpersonal Violence and Abuse Studies				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	Module/programme evaluation Annual Evaluatory Report Peer review Programme Team Meetings Annual professional updating Continued research and scholarly activity Personal Development and Review Plans (PPDRs) Research and Scholarly Development (RSD) 3 years planning
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.	External Examiner reports Faculty Academic Quality and Standards Committee (FAQSC) Academic Quality and Standards Committee (AQSC) Staff Student Forums Department Quality Committee's (DQCs) Stakeholder engagement meetings Postgraduate programme survey

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Date Programme Specification was last updated:	17/03/15
For further information about this programme, refer to the programme page on the University website http://www.cumbria.ac.uk/Courses/Subjects/LawSocialScience/Postgraduate/InterpersonalViolenceAndAbuseStudies.aspx	