

## Programme Specification

*With effect from: 1st June 2023*

### 1 Programme name and award

**This programme specification relates to the following award(s)**

MSc Applied Custodial Leadership

### 2 Aims of the programme

#### Rationale and general aims, including what is special about this programme

The MSc Applied Custodial Leadership is a practitioner-focused, part-time (two-year) postgraduate degree explicitly designed for participants on the Unlocked Programme (a two-year leadership programme for graduates working as new entrant Prison Officers). Delivered in partnership with Unlocked Graduates, this Masters programme is specifically designed to raise the status of the Prison Officer role by developing a different kind of leader to help identify ways to reform the prison system, reduce reoffending, and improve rehabilitation.

Overall, the programme aims are:

1. To equip you with the academic, analytical, leadership and research skills to enable you to make a significant contribution to promoting rehabilitation and positive organisational cultures through building effective relationships with both those in custody and those working more widely within the Criminal Justice System (CJS).
2. To develop a core set of cognitive and problem-solving skills which allow you to make sound judgements and decisions whilst dealing with challenging situations systematically, ethically, and with integrity.
3. To develop your knowledge of, and ability to critically evaluate, contemporary theoretical concepts and perspectives and to interrogate and analyse the literature alongside other official reports and documents.
4. To establish a process of critical reflection on learning and experience that serves to bridge the gap between academic knowledge and your professional practice.

### 3 Level Learning Outcomes

#### Level Learning Outcomes

On successful completion of the MSc programme, participants will be able to demonstrate:

K1	a detailed knowledge and systematic understanding of the current issues and/or new insights within the CJS, informed by contemporary scholarly resources and evidence;
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K2	a comprehensive understanding of the variety of techniques used in applied Social Science research, analysis and advanced scholarship, including quantitative and qualitative methods and systematic approaches;
K3	originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to promote rehabilitation and build effective transformative relationships;
K4	the ability to recognise the inherent variability and diversity of human functioning, including an understanding of international and cultural approaches to rehabilitation;
K5	a comprehensive knowledge of the CJS and an understanding of how to lead positive change successfully within the workplace in order to meet stakeholder needs.
I1	a conceptual understanding that enables critical evaluation of current research and advanced scholarship within the field of Criminal Justice;
I2	an ability to make informed choices in relation to ethical behaviour, social responsibility and leadership practice as they apply to working within the CJS;
I3	a conceptual understanding that enables evaluation of methodologies and development of critiques and, where appropriate, proposal of new hypotheses;
I4	effective cognitive, problem-solving and decision-making abilities using appropriate leadership skills across a range of situations.

### Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

E1	<b>Self-management</b> – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
E2	<b>Team-working</b> – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
E3	<b>Business and sector awareness</b> – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
E4	<b>Problem-solving</b> – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E7	<b>Application of information technology</b> – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
E9	<b>Social, cultural &amp; civic awareness</b> – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

*Typically, holders of the MSc in Applied Custodial Leadership will be able to:*

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

*And holders will have the qualities and transferable skills necessary for employment requiring:*

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

### 3.1 External Benchmarks

#### Statement of congruence with the relevant external benchmarks

- QAA Master's Degree Characteristics Statement (UK Quality Code for Higher Education 2015)
- QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014, Section 4.17).
- Criminology Subject Benchmark Statement (Quality Assurance Agency for Higher Education, 2014)
- Psychology Benchmark Statement (Quality Assurance Agency for Higher Education, 2019)

## 4 Indicative Content

#### Summary of content by theme

The MSc Applied Custodial Leadership is an integral part of the two-year Unlocked leadership programme and will be delivered in partnership with Unlocked Graduates; a pioneering charity which aims to improve the way in which public sector leaders are developed, as well being in the forefront of innovation within prisons. Participants on the Unlocked programme will work full-time as Prison

Officers at prisons across the UK, as well as completing a funded, two-year, part-time Masters' degree.

The MSc Applied Custodial Leadership is delivered at Leeds Trinity University (LTU) campus during Summer Institute (year one) and Returners Week (year two), as well as at various regional locations off-campus throughout the year for 'Lecture Days' (six times a year). The part-time MSc Applied Custodial Leadership will use a range of blended approach including campus-based, regional activities and online teaching, explicitly designed to meet the needs of learners working in a wide range of practice situations. This mode of delivery recognises the significant responsibilities participants have working full-time as new entrant Prison Officers and ensures that the programme is available to participants who are widely geographically located. In this way, the innovative delivery of the programme seeks to address the need to upskill the Prison Officer role.

There are four key themes embedded within this programme which aim to develop leader's ability to identify ways to reform the prison system, reduce reoffending, lead positive change, and improve well-being and rehabilitation outcomes for people in prison. In the first year of this programme, participants will undertake Module One and Two:

#### Module 1: Understanding Why – Pathways to Imprisonment and Desistance

By the end of this module, participants will be able to demonstrate a critical understanding of the various psychological, criminological and sociological theories that underpin our understanding of pathways to imprisonment and desistance and how these contribute to the development of practice, guidance and/or policy. Participants will be supported to develop their critical thinking skills to engage with the relevant literature and to reflect on its application to their role as a Prison Officer.

#### Module 2: Making a Difference – Applied Ethical and Professional Practice

This module will focus on how participants can make a difference as custodial leader by focusing on understanding and engaging with the relevant literature underlying ethical and professional practice, including reflective practice, effective communication skills and motivational interviewing. Participants will be actively encouraged to develop their critical thinking skills, and asked to reflect on their own practice during their day to day duties.

Learning from these modules will then be consolidated and developed during the second year of the programme in Module Three and Four:

#### Module 3: Transformational Leadership – Inspiring Lasting Change

During this module participants will be asked to critically evaluate the theoretical approaches to studying leadership across different contexts, and reflect on their own personal approach, style, strengths and weaknesses that they bring to the leadership process. They will be asked to consider where change is needed within their workplace and select and apply a range of strategies and methods for managing change successfully.

#### Module 4: Research Project

This module will integrate participants' knowledge and understanding from the programme by completing an applied research project that is not only relevant both to their workplace and own professional interest, but also potentially generates new knowledge and/or develops our conception of the topic studied. The project could be empirical research, use existing data sources, a policy/service evaluation or a systematic review. Participants will receive teaching input relevant to your chosen research methodology and one to one support to finalise your proposal and throughout the project phases.

Each module will be taught using a combination of face-to-face lectures and workshops, as well distance learning approaches designed to engage participants with on-line tasks such as pre-recorded lectures, reading, podcasts, quizzes, data analysis and synthesis of reports, problem-solving and discussion fora. Central to postgraduate-level learning will be vigorous and critical questioning. Time-structured learning tasks will help students manage their study, (e.g. deadlines for posting discussion responses). Each module will include scheduled on-line synchronous e-learning sessions (e.g. webinars) delivered throughout the module at a time negotiated with the students. Individualised support will be provided through tutorials delivered via telephone, email, skype or face-to-face.

With regards to assessment, students will be able to customise their learning focus to suit their area of work or professional interest, through the integration of choice into the topic or target group for a range of modules on the programme. Further negotiated assessment opportunities are embedded into the final dissertation or work-based project, where the students will collaboratively select their area of study, and for the work-based project, negotiate and develop both the project and the assessment criteria. Assessment methods are diverse and aim to develop the range of personal and professional skills needed for postgraduate employment and/or study. The assessment strategy for the programme aims to give frequent opportunities for formative feedback to contribute towards the development of summative assessments.

The development of personal and professional skills and competences are embedded through the programme, with assessment methods requiring the demonstration of a range of appropriate means of communication, along with problem-solving, and personal and professional reflection. Additionally, in recognition of the diversity of students who will be attracted to the programme, specific learning needs are identified both as part of the programme application, and through formative assessment early in the programme delivery. Alongside pastoral and academic support provided through the personal tutoring system, additional student support is then provided via the University Learning Hub and the Liaison Librarians. Students will also have access to all Student Support services throughout their courses.

## 5 Programme Structure

Programme Structure – MSc Applied Custodial Leadership			
Duration	2 years part-time		
Total credit rating	MSc 180 credits  (Students who leave the course early may be eligible for a PgDip. Applied Custodial Leadership on successful completion of 120 credits or a PgCert. Applied Custodial Leadership on successful completion of 60 credits or more, but less than 120 credits)		
With effect from July 2020			
In Year 1, you are required to take the following CORE modules			
Module Code	Module Title	Semester	Credits
ACL7003	Understanding Why: Pathways to Imprisonment and Desistence	Semester 1	30

Change to module title ACL7016 30/08/2023 CA

ACL7006	Making a Difference: Applied Ethical & Professional Practice	Semester 1&2	60
In Year 2, you are required to take the following CORE modules			
Module Code	Module Title	Semester	Credits
ACL7013	Transformational Leadership: Inspiring Lasting Change	Semester 1	30
ACL7016	Research Project	Semester 1&2	60

## 5.1 Pre-requisites

**Modules which must be passed before enrolment to a module at a higher level**

N/A

## 6 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of the programme. Further information about learning, teaching and assessment for the programme can be found within the relevant MSc Applied Custodial Leadership Assessment Handbook.

## 7 Entry requirements

### Postgraduate degree programmes (Level 7)

All applicants will apply to Unlocked Graduates (<https://unlockedgrads.org.uk/>) in the first instance. The application process is made up of four stages; an application form, video interview, assessment centre and receiving a conditional offer. You do not have to have specific knowledge or experience of the Prison Service to apply. Instead, we are looking at your potential to be a part of the programme to become an effective custodial leader and make a positive impact on prisoners' lives.

In order to apply you must fulfil the following minimum requirements:

- Have, or be expecting to receive, at least a 2:1 undergraduate degree qualification
- Grade C or 4 GCSE English and Maths
- Have the right to work in the UK for the duration of the programme (two years)

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

Students must also pass the Prison Officer Entry Level Training (POELT) delivered at Summer Institute as assessed by Unlocked Graduates and HMPPS.

## 8 Additional support needs

Change to module title ACL7016 30/08/2023 CA

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

**Programme-specific requirements / unavoidable restrictions on participation in the programme**

The Unlocked two-year leadership development programme is only available to graduates who have not yet undergone Prison Officer training, therefore existing Prison Officers are not eligible to apply.

Participants must also pass the Prison Officer Entry Level Training (POELT) delivered at Summer Institute as assessed by Unlocked Graduates and HMPPS and be able to fulfil their role as a full-time, operational Prison Officer.

## 9 Technical Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Various
<b>Parent School</b>	School of Social and Health Sciences
<b>Department</b>	Social and Behavioural Sciences
<b>Professional Accreditation Body</b>	N/A
<b>Final award</b>	MSc.
<b>Title of programme(s)</b>	Applied Custodial Leadership
<b>Subsidiary award(s)</b>	PgDip. PgCert
<b>Honours type</b>	NA
<b>Duration and mode(s) of study</b>	2 years, part time
<b>Month/year of approval of programme</b>	April 2020
<b>Periodic review due date</b>	<a href="#">Click here to enter text.</a>
<b>HECoS subject code(s)</b>	100088 Leadership (50%)100387 Forensic Psychology (30%)100484 Criminology (10%)100483 Criminal Justice
<b>UCAS course code and route code</b>	APCDLDP
<b>SITS codes</b>	APCDLDP
<b>Delivery venue(s)</b>	Leeds Trinity University and various regional venues