

Course Specification

A. Course Information				
Final award title(s)	PgDip Top up Mental Health in the Criminal Justice System			
Intermediate exit award title(s)	None			
UCAS Code		Course Code(s)	5844	
Awarding Institution	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	Division of Nursing			
Course Director	Manuela Jarrett			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: organisational sites (Oxleas NHS locations)			
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time			
	Full time with placement/ sandwich year			
	Part time	1	09/2022	
	Part time with Placement/ sandwich year			
Is this course suitable for students on a Tier 4 visa?	No			
Approval dates:	Course(s) validation date		April 2022	
	Course specification last updated and signed off		Sept 23	
Professional, Statutory & Regulatory Body accreditation	N/A			
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A			
Reference points:	Internal	- Corporate Strategy 2015-2020		

		<ul style="list-style-type: none"> - Academic Quality and Enhancement Manual - School Strategy - LSBU Academic Regulations
	External	<ul style="list-style-type: none"> - QAA The UK Quality Code for Higher Education 2018 - Framework for Higher Education Qualifications - Subject Benchmark Statements (Dated) - PSRBs - Competitions and Markets Authority - SEEC Level Descriptors 2016 - OfS Guidance

B. Course Aims and Features

Distinctive features of course	<p>This programme is for professionals working within the criminal justice system settings (prison, police custody, probation and NHS forensic services) in disciplinary or non-qualified healthcare roles.</p> <p>This is the only course in the United Kingdom delivering this level of teaching and training on this subject to this group of trainees.</p> <p>The recent National Partnership Agreement (NPA) between Public Health England, NHS England Her Majesty's Prison and Probation Service, Ministry of Justice and Department of Health and Social Care (2018-2021) called for the collaboration of the partners in meeting healthcare needs of offenders. There is therefore a political climate which would support the course.</p>
Course Aims	<p>.</p> <p>PgDip Top up aims: This course consolidates the knowledge and skills learnt in the PgCert and builds on them, to develop students' expertise in managing adults with mental, organic and neuro-developmental disorders in criminal justice system settings, incorporating an awareness of threat and risk assessment; physical health needs of individuals with mental health disorders and learning difficulties; and providing students with the skills to undertake an original research based enquiry, in an area of personal interest, relevant to their area of professional practice.</p>
Course Learning Outcomes	<p>A) Students will have knowledge and understanding of:</p> <p>A1 – Evaluating and appraising a range of material including clinical information, research and surrounding concepts to evaluate strategies to understand and manage adults with mental, organic and neuro-developmental disorders in criminal justice system settings.</p> <p>A2 – Referral processes and pathways for mental health within criminal justice system settings</p> <p>A3 - the complex relationship between mental and physical health</p> <p>A4 – the factors that feed into risk and risk protocols and procedures used within criminal justice system settings</p>

Students exiting with a PgDip in Mental Health in the Criminal Justice System will have achieved A1-7

B) Students will develop their intellectual skills such that they are able to:

B1- Use critical thinking, problem solving, critical reflection and critical analysis to make sound judgements and decisions and to explore potential options for action in a complex and dynamic environment.

B2 – Critically appraise information from a wide range of sources in order to gain a coherent in-depth understanding of adult mental health in the criminal justice system. Able to synthesise incomplete or contradictory data and evidence and critically evaluate best recommendations for practice.

Students exiting with a PgDip in Mental Health in the Criminal Justice System will have achieved B1-2

C) Students will acquire and develop practical skills such that they are able to:

C1- Work within agreed professional, ethical and legal frameworks, processes and protocols to maintain and improve standards.

C2 – Critically analyse professional practices and implement appropriate actions to ensure improved care of adults with mental, organic and neuro-developmental disorders in the complex environment of criminal justice system settings.

This includes applying advance interpersonal, team and networking skills with a view to enhancing outcomes for these individuals.

Students exiting with a PgDip in Mental Health in the Criminal Justice System will have achieved C1-2

D) Students will acquire and develop transferrable skills such that they are able to:

D1- Demonstrate self awareness and recognise how their

own values, principles and assumptions may affect their outlook and practice.

D2 - Demonstrate the ability to appraise their own learning needs. Maintain their own personal and professional development, learning from experience through supervision, feedback, reflection and evaluation.

D3 – Demonstrate the ability to work across professional and agency boundaries and co-ordinate smooth communication within and between services and agencies.

D4 – Adapt communication of complex concepts to meet the needs of different people, situations and settings

Students exiting with a PgDip in Mental Health in the Criminal Justice System will have achieved D1-4

C. Teaching and Learning Strategy

- This course is a collaboration between LSBU and their industry partner Oxleas NHS Foundation Trust. The course is entirely focused on the development of disciplinary staff and unregistered health support staff working within Criminal Justice Settings.
- The PgDip Top up will be delivered in partnership between Oxlease NHS Foundation Trust and LSBU. Delivery of material will be via a combination of virtual learning on online forums (e.g. Microsoft Teams, Zoom), workshops run within the work settings (i.e. prisons) and self-study supported by online resources (Moodle, library resources etc). The teaching strategy will also include the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment. For small group facilitation, ‘the flipped classroom’ approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-tivities, including discussions amongst students, quizzes, access to library facilities, critique and literature searching. The use of scenarios and incident analysis will be used to encourage the application of theory to practice. Lectures and seminars will focus on problem solving scenarios and mock scenarios. Practical skills are developed through practical, skills based sessions and problem based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops. Group tutorials and formative assessments will be placed in all modules to ensure students can monitor their progress. Sessions will be delivered by health and criminal justice system professionals identified by Oxleas NHS Foundation Trust.
- All students will be enrolled and fully inducted as LSBU students. They will attend the LSBU library services and digital skills and bespoke sessions set up to ensure that they are fully equipped with the necessary knowledge.

D. Assessment

The assessment strategy for this course is chosen with a view to learning and consolidating knowledge and skills which can then be implemented in practice. All modules in the course have both formative and summative assessments attached.

Students will be required to complete and pass a summative assessment for each module. The summative assessment on some modules may be split in two parts. The summative assessment is designed to test the student has achieved the learning outcomes of the module and is therefore necessary to pass the module. Formative assessments will be offered in each module which will provide an opportunity to practice aspects of the summative assessment and obtain feedback. Students must pass all modules in the first year to proceed to subsequent modules. They must pass all modules to be awarded the PG Diploma.

Module 1: Managing physical health in mental health in the Criminal Justice System

Summative assessment: Students will be required to write a 4,000 word essay focused around a real or theoretical case study of co-morbidity of mental and physical health within the context of the criminal justice system.

Formative assessment: Discussion in class around the topic of the case study and a draft outline of the essay, maximum 500 words, can be submitted for feedback no less than 28 days prior to submission.

Module 2: Understanding, assessing and managing risk within mental disorder in the Criminal Justice System

Summative assessment: Students will be required to undergo and OSCE interview an offender (role played by member of staff with a given scenario), with a view to conducting a basic risk assessment and then implementing a plan for risk management which will include following protocols and procedures from their CJS setting.

Formative assessment: Role play of risk assessment and discussion of risk management plan in groups

Module 3: Research in the context of the Criminal Justice System

Summative assessment: A 4,000 word written assignment incorporating a literature review and critical appraisal of the evidence in a topic selected by the students that is related to understanding mental health within the criminal justice system population. The assessment should include: a research question, search strategy, research table summarising strategies from the review, critical appraisal of the studies and conclusion.

Formative assessment: Students will be permitted to submit a 1,000 word draft with a view to receiving feedback.

E. Academic Regulations

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

PgDip Top up:

- To be currently employed in the criminal justice system (this also means they will meet DBS and English level criteria for their role);
- To be currently employed within the Criminal Justice System
- To have minimum 1 year experience working in the Criminal Justice System
- To have demonstrated a required academic level either through prior qualification or through the RPL process
- Applications will be via the applicant's employer and then through Wozzad
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G. Course structure(s)

Course overview

All modules are level 7.

	Semester 1	Semester 2	
Level 7			
	Managing physical health in mental health in the criminal justice system. Compulsory. (Sept – Jan)	20	Understanding, assessing and managing risk within mental disorder in the criminal justice system. Compulsory (March – August)
			Research in the context of the criminal justice system. (March - August)
			20

Placements information

No placements

H. Course Modules

PgDip Top up

- Module 1: Managing physical health in mental health in the criminal justice system
- Module 2: Understanding, assessing and managing risk within mental disorder in the criminal justice setting
- Module 3: Research within the context of the criminal justice setting

Module Code	Module Title	Level	Semester	Credit value	Assessment
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TBC	Managing physical health in mental health in the criminal justice system	7	1	20	<p><u>Formative assessment</u></p> <p>Discussion in class around the topic of the case study and a draft outline of the essay, maximum 500 words, can be submitted for feedback no less than 28 days prior to submission.</p> <p><u>Summative assessment</u></p> <p>Students will be required to write a 4,000 word essay focused around a real or theoretical case study of co-morbidity of mental and physical health within the context of the criminal justice system.</p> <p>Pass mark L7: 50% Weighting: 100%</p>
TBC	Understanding , assessing and managing risk within mental disorder in the criminal justice system	7	2	20	<p><u>Formative assessment</u></p> <p>Role play of risk assessment and discussion of risk management plan in groups</p> <p><u>Summative assessment</u></p> <p>Students will be required to undergo and OSCE interview an offender (role played by member of staff with a given scenario), with a view to conducting a basic risk assessment and then implementing a plan for risk management which will include following</p>

					<p>protocols and procedures from their CJS setting.</p> <p>Pass mark L7: 50% Weighting: 100%</p>
TBC	Research in the context of the criminal justice setting	7	2	20	<p><u>Formative assessment</u></p> <p>Students will be permitted to submit a 1,000 word draft with a view to receiving feedback.</p> <p><u>Summative assessment</u></p> <p>A 4,000 word written assignment incorporating a literature review and critical appraisal of the evidence in a topic selected by the students that is related to understanding mental health within the criminal justice system population. The assessment should include: a research question, search strategy, research table summarising strategies from the review, critical appraisal of the studies and conclusion.</p> <p>Pass mark L7: 50% Weighting: 100%</p>

I. Timetable information

- Students will receive a confirmed timetable at the beginning of semester outlining classes and self study. They will also have access to the Moodle site once enrolled and which will display information about the course and the sessions.
- Any changes to the course or sessions as the semesters progress will be communicated to them via Moodle announcements and the timetable will also be updated on the Moodle page.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	B 1	B 2	C 1	C 2	D 1	D 2	D 3	D 4						
7	Physical Health in Mental Health	TBC	T D A	T D	T D A	T D	T D A	T D A	T D A	T D A	T D	T D A	T D A T	T D A						
7	Risk management and assessment	TBC	T D A		T D	T D A	T D A	T D A	T D A T	T D A	T D	T D A	T D A	T D A						
7	Research dissertation	TBC	T D			T D	T D A	T D A	T D	T D	T D A	T D A	T D	T D						

Modules			Course outcomes													
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Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Each student will be assigned a Personal Tutor by the industry partner who will act as Educational Supervisor (ES). This could be a module leader, course co-director or a course lecturer. The ES will provide academic guidance and pastoral support across the course of study. Formal meetings will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required.</p> <p>Evidence: Student records / tutor records</p>
2 Supporting the development and recognition of skills in academic modules/modules.	<p>Students will be supported to develop their academic skills to work at level 7. This will be facilitated through tutorials, feedback and formative assessment. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed.</p> <p>Evidence: Formative and summative assessment feedback</p>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<p>The course co-directors will continue to work the industry partner and other stakeholders to continue to identify priorities to be included in the course. This will ensure that the course remains current and relevant to practice.</p> <p>Evidence: Minutes of meetings with industry partner, module evaluation feedback.</p>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<p>Students on this course will be expected to develop their research skills through course assignments. Educational Supervisors will support individual students. Course co-directors will ensure that standards are met and appropriate referencing is documented.</p> <p>Evidence: Formative and summative assessments</p>
5 Supporting the development and recognition of career management skills.	<p>An education supervisor will be allocated to each student undertaking the course. The role of the supervisor is to assist students by providing advice and guidance and help them prepare for opportunities in specialist areas.</p>

	Evidence: Supervision records
6 Supporting the development and recognition of career management skills through work placements or work experience.	<p>Students on this course are expected to be currently employed and have minimum of one year experience working in the criminal justice system. They will therefore be able to achieve the relevant competencies of the course. Additionally in all modules there is a focus on ongoing professional role and development and how the knowledge and skills from the course will translate into practice.</p> <p>Evidence: Reflective accounts; portfolios</p>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<p>With the support of Educational Supervisors and course co-directors, students studying at level 7 are expected to identify their specific learning needs and develop an action plan to develop these skills. In addition student learning will be facilitated by the teaching strategy of the course.</p> <p>Evidence: Participation in online and face to face learning; supervision records.</p>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>Both Criminal Justice System bodies (Prison and Probation Service, Police Force) and the NHS encourage continuous personal development. The course co-directors and the Educational Supervisors will support this development.</p> <p>Evidence: Educational Supervisor records</p>
9 Other approaches to personal development planning.	<p>Course co-directors and Educational Supervisors will support student personal development plan (PDP) through personal discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP.</p> <p>Evidence: Educational supervisor records; reflective accounts</p>
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	<p>Students are encouraged to participate throughout the assessment strategy on this course. In addition, students are encouraged to participate in learning activities that promote reflection and evaluation. Educational supervision will provide opportunities for reflective discussion.</p> <p>Evidence: Formative and summative assessments; reflective accounts; Educational Supervisor records</p>

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions