

PART TWO PROGRAMME SPECIFICATION

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University
3	Award titles	
	MA Criminology and Criminal Justice	
4	BA (Hons) Criminology and Criminal Justice	
	Final awards available	
	MA Criminology and Criminal Justice to include exit awards of	
	<ul style="list-style-type: none"> • Postgraduate Diploma in Criminology and Criminal Justice • Postgraduate Certificate in Criminology and Criminal Justice 	
	BA (Hons) Criminology and Criminal justice to include exit awards of	
	<ul style="list-style-type: none"> • BA Criminology and Criminal Justice • Diploma of HE in Criminology and Criminal justice • Certificate of HE in Criminology and Criminal justice 	
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	
	<i>n/a</i>	
	Please list any PSRBs associated with the proposal	
	<i>n/a</i>	
	Accreditation available	
	<i>n/a</i>	
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)	
6	JACS3 code	M240
7	UCAS code	M240
8	Relevant QAA subject benchmark statement/s	
	Criminology (2014)	

9	Other external and internal reference points used to inform the programme outcomes	
	Similar degrees, provided by other Universities, have also been used as a reference point.	
10	Mode of study	Blended learning full & part time
	MA –online learning full and part time	
11	Language of study	English

Office use only
01 December 2016
30 October 2019
Enter the date of any subsequent revisions

12 Criteria for admission to the programme

MA Programme:

Students will already possess a related first degree (normally 2:1 or above although 2:2 is also accepted with an interview). A non-graduate may be accepted as a candidate provided he/she has held, for a minimum of two years, a responsible position which is relevant to the programme within the previous five years. All applicants must show enthusiasm and practical ability/support to study at the Master's level and this will be assessed through an interview in person or by Skype or phone. In respect of admissions, the programme shall apply Glyndŵr University's RP(E)L regulations (see below).

BA (Hons) Programme

I. 112 UCAS tariff points or equivalent OR

Pass in an Access to Higher Education programme

AND

II. The student must demonstrate in their personal statement a readiness to engage in Higher Education and the motivation, in particular, to undertake a BA (Hons) degree.

Subject to the availability of places, candidates meeting both of these requirements would receive an unconditional offer or an offer of an interview where their readiness to engage in Higher Education would be explored further.

Programme specific requirements

N/A

Non-standard entry criteria

(e.g. industry experience)

N/A

13 Recognition of Prior (Experiential) Learning

Applicants may enter the undergraduate programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Programme specific requirements

n/a

14 Aims of the Programmes

As a market-led institution, the MA Criminology and Criminal Justice and BA (Hons) Criminology and Criminal Justice meet the corporate aims of the University to understand, anticipate and respond to the needs of its customers and stakeholders including businesses, governments and public bodies, students and the wider community. The programmes engage Glyndŵr University in provision of a qualification - the demand for which is well established in the area. The degrees are designed with flexibility in mind and are intended to appeal across vocational aspirations and provide a broad-based education programme for those interested in pursuing careers in Probation, Youth Justice, Police, Prison Service Substance Misuse Services, Community Rehabilitation, Homelessness services, voluntary agencies, Law, or work with victims, for example, within domestic violence related charities. The range and diverse nature of the available modules allows students to tailor their learning experience towards a number of career paths. The programmes aim to equip students with a number of key skills that will prepare them to become confident critical thinkers who will thrive in a professional environment.

This MA is designed to offer students, with or without a first degree in Criminology and Criminal Justice, the opportunity to progress academically and professionally. It also provides a progression route from the BA (Hons) Criminology and Criminal Justice. The programme builds on expertise and specialist interests across the Criminology and Social Work programmes. It offers students and professionals the opportunity for Continuing Professional Development.

The broader programme aims of the programmes are:

MA Criminology and Criminal Justice

- To provide an advanced level programme for students wanting to critically analyse the theory and practice of criminal justice.
- To engage students in critically assessing and synthesising theoretical perspectives on criminal justice policy and practice.
- To develop advanced appreciation of the complexities of working in the Criminal Justice arena.

BA (Hons) Criminology and Criminal Justice

- To provide students with the theoretical, conceptual, historical and methodological knowledge necessary to develop a critical appreciation of the criminal justice system and process.
- To provide students with an understanding of the contribution made by a range of disciplines to criminological analysis.
- To develop students' awareness of the impact of social diversity and inequality within criminal justice processes.

- To develop students' appreciation of the practices and principles underpinning approaches in community and penal contexts to promote rehabilitation and desistance from crime.
- To develop students' capacity to undertake independent inquiry into aspects of criminological or criminal justice concern.
- Develop students' skills in written and communication skills.

15 Distinctive features of the programmes

The MA and BA (Hons) programmes integrate theory, social research, skills and professional experience, preparing students with critical thinking skills for employment in the workforce in criminal and community justice related settings. Students will benefit from a grounding in sociological, psychological and political theory and have the opportunity to specialise by focussing their studies more specifically as they progress from level 6 onwards to Master's level study.

The range and diverse nature of the available modules allows students to tailor their learning experience towards a number of career paths. Students will acquire an extensive range of generic skills which are widely accepted as providing an excellent preparation for many careers. In addition to subject skills and knowledge, graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, and independent learning. All are highly valued by employers. A postgraduate or undergraduate degree in Criminology and Criminal Justice facilitates progression into a range of careers. With further postgraduate study, career paths open to graduates may include Counselling Psychology, Forensic Psychology, Social Work or teaching and research.

Since 2016, pre-join requirements have obtained in respect of those with criminology or criminal justice related degrees wishing to pursue a career in probation by completing the Diploma In Probation studies, The Diploma in Probation Studies is provided only at one of the three Universities approved by the Ministry of Justice. A panel within the three Universities conducts the Gateway Assessment by examining the details of a student's previous accredited learning and judging whether they have met the mandatory knowledge requirements stipulated by the National Offender Management Service. It is not possible for a programme to apply for advance standing or, therefore, to guarantee entry onto the Diploma in probation Studies. However, this new BACCJ has been developed with reference to the pre-join requirements.

A distinctive feature of the MA Criminology and Criminal Justice is that the programme is delivered online via the internet using Moodle Software, allowing excellent flexibility for times and days of study. Students will experience the programme and its online inter-active approach, its relevance to the work place and its challenging blend of modules both stimulating and supportive. This also means that the programme can be studied internationally.

16 Programme Structure Narrative

One of the distinctive benefits for students choosing to study the Criminology and Criminal Justice suite of programmes is that an interactive blended approach to teaching is adopted, wherein face to face and on-line elements of the programme are combined with support to underpin a stimulating curriculum that helps develop students' autonomy and self-motivation. The MA is delivered wholly online with provision of three optional workshops. The BA (Hons) programme structure involves a proportion of the full time and part time programme being delivered face to face and another proportion being delivered online. This model of delivery has proved attractive to students as they are able to work full time or part time, fulfil caring responsibilities and undertake voluntary work while studying.

The online elements of the programmes have been designed in relation to Part B of the QAA Code of Practice for the purposes of assuring academic quality in higher education in addressing E-learning, with reference to new benchmark statements for Criminology issued by the QAA (2014), and with knowledge requirements in respect of key agencies in the Criminal Justice System. The programmes are taught by research active staff who are engaged in an academic and practice capacity in a wide range of projects within the Criminal Justice System. The staff's activities and industry connections ensures the curriculum is both current and directly relevant to many careers in the criminal justice sector. Moreover that staff are a valuable resource for providing network opportunities for agencies and bodies in the sector.

The benefits of studying the programmes relate to meeting the learning outcomes specified in these documents. The awards have been developed for students who have an interest in issues of crime, its development, incidence and management and who may be considering a career in the criminal/community justice system. The programmes provide a broad-based understanding of the social and political context of crime. The focus upon criminal justice equips a student to become aware of the policy and practice issues inherent in the Criminal Justice System and process in the 21st century, and study is underpinned by a theoretical criminological base. Key themes of the programmes include:

- Understanding and contextualising crime;
- Appreciating the diversity and complexity of offenders' lives;
- Critically examining the way criminal behaviour is defined and managed;
- Understanding and assessing the role of key agencies;
- Examining rehabilitative ways of working effectively with offenders in community and custodial settings.

In addition students develop a range of core skills which are highly relevant to all careers in the criminal/community justice field including communication, presentation, group work, organisation, analysis and evaluation, an excellent level of IT competence as well as an extensive knowledge of the agencies within the criminal justice system and understanding of the nature, context and challenges of criminal behaviour.

Students studying the MA Criminology and Criminal Justice will be dispersed, but may still access the same range of resources online, as students studying the BA (Hons) Criminology and Criminal Justice at Glyndŵr. All students will benefit from being co-located (virtually or physically) in a close and supportive learning environment and being part of a programme managed by a dedicated group of staff. Glyndŵr University offers a friendly environment for learning where Staff and Students interact regularly and on a first name basis. At the same time Glyndŵr University provides access to the usual resources associated with a rounded University experience- teaching rooms or VLE with full IT access, associations as well as the Student's Union.

The programmes follow a traditional degree structure and the modules that make up the curriculum include core or key themes that naturally interrelate and build upon previous knowledge at different stages and reflect key aspects of knowledge in the Criminology and Criminal Justice.

The MA programme is delivered full time over 12 months, or part time over 36 months. The programme is studied completely online but student learning is also supported by three optional face to face workshops per year of full time or part time study- at the beginning of each semester. Students will be strongly encouraged to attend the workshops wherein the modules available for that semester will be briefly introduced and described. Students who cannot attend, either by dint of work commitments or being 'international' students may choose, however, to participate at a distance through utilising 'skype' technology, or to receive the necessary materials electronically from module leaders.

MA Awards

- Students successfully completing 180 level 7 credits may be awarded a MA Criminology and Criminal Justice
- Students successfully completing 120 Level 7 credits may be awarded a Postgraduate Diploma in Criminology and Criminal Justice
- Students successfully completing 60 Level 7 credits may be awarded a Postgraduate Certificate in Criminology and Criminal Justice

The BA (Hons) programme is delivered full time over three years or can be taken on a part time basis over six years. Full time students are expected to attend the University two days each week. Part time students take the same modules as full time students and take one module in trimester 1 and two modules in trimester 2, this pattern is reversed as students move through the programme (1- 2, 2-1 etc.)

BA awards

- Students successfully completing 120 Level Four credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Certificate of HE in Criminology and Criminal Justice.
- Students successfully completing 240 Level Four and Five credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Diploma of HE in Criminology and Criminal Justice.
- BA Criminology and Criminal Justice (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level 6.
- BA (Hons) Criminology and Criminal Justice may be awarded to students who have successfully completed 360 credits of which 120 are at level 6.

17 MA Criminology and Criminal Justice: Programme Structure

The programme is delivered as a series of 30 credit modules and a 60 credit Research Project Module, as indicated below:

<p>Block One</p> <p>Post Graduate Certificate in Criminology and Criminal Justice</p> <p>60 M level credits – Two core 30 credit modules</p>
Advanced Research Methods (Core)
Contemporary Crime and Justice (Core)
<p>Post Graduate Diploma in Criminology and Criminal Justice</p> <p>120 M Level Credits- Two additional 30 credit modules</p>
Attachment Theory and Crime Option
Negotiated Learning Option
The Terrorist Risk and its Consequence Option
Alcohol and other Drugs: Dominant and Marginalised Discourses Option
<p>Block Two</p> <p>MA Criminal Justice</p> <p><i>180 M Level Credits</i></p>
Research Project - 15,000 words (60 credits– core module)

18 MA Criminology and Criminal Justice: Delivery Schedule

MA Criminology and Criminal Justice Trimester One		
Module title	Advanced Research Methods	Contemporary Crime and Justice
Delivery	Online	Online
Mod code	SOC709	SOC714
New/Existing	Existing	Existing
Credit Value	30	30
Core/Opt	Core	Core
Mod leader	Dr Caroline Gorden	Dr Sarah Dubberley

MA Criminology and Criminal Justice Trimester Two				
Module Title	Alcohol and other Drugs: Dominant and Marginalised Discourses	Attachment Theory	The Terrorist Risk and its Consequences	Negotiated Learning
Delivery	Online	Online	Online	Online
Mod Code	TBC	TBC	TBC	SOC712
New/Existing	New	New	New	Existing
Credit value	30	30	30	30

Core/Opt	Opt	Opt	Opt	Opt
Module leader	Dr Wulf Livingston	Dr Viv Dacre	Dr Karen Washington Dyer	Dr Caroline Hughes

MA Criminology and Criminal Justice Trimester Three	
Module Title	Research Project
Delivery	Online with 1:1 supervision
Mod Code	SOC715
New/Existing	New
Credit value	60
Core/Opt	Core
Module leader	Dr Caroline Gorden

19 MA Criminology and Criminal Justice: Learning Outcomes

By the end of the level students i) will be able to, or ii) have acquired the ability to

Knowledge and Understanding			
	Postgraduate certificate	Post Graduate Diploma	MA
A1	Critically debate quantitative and qualitative methodological foundations.	Show a systematic understanding of criminological knowledge and a critical awareness of current criminal justice issues in a particular area of study.	Demonstrate a systematic understanding of criminological research and a critical awareness of a current criminal justice issue.
A2	Critically assess approaches to gathering data and conducting research in the criminal justice system.	Demonstrate a critical awareness of criminological theories, their application to working in the criminal justice system and their relationship to research.	Demonstrate a critical understanding of the recent trends that have shaped an aspect of the UK Criminal Justice System.
A3	Critically examine the social construction of crime and contemporary responses to particular crimes and criminological concerns.	Critically assess how the criminal justice system responds to social and cultural shifts.	Critically apply an appropriate research strategy and methods in relation to issues of crime, victimisation and responses to crime and deviance.
A4	Explore the nature of power and how its exercise impacts on crimes of contemporary concern.	Articulate a critical understanding of the recent trends that have shaped aspects of the UK Criminal Justice System.	
A5	Demonstrate awareness of the impact of socio-political changes on particular crimes and subsequent criminal justice practice.	Show critical understanding of the philosophies and ideology of welfare, justice and punishment as it pertains to particular settings and groups.	
A6	Critically explore the consistencies and contradictions inherent in an aspect of the criminal justice process and system.		
Intellectual Skills			
B1	Critically assess complex phenomenon	Critical thinking skills to criminological theories and a range of social problems.	Design research appropriately in relation to a specific problem, know how to gather, retrieve and synthesise information, including comparative data.

B2	Analyse and assess the merits of competing theories and explanations.	Critically assess the complexity of crime and victimisation and be able to analyse and assess the merits of competing theories and explanations.	Assess the ethical issues arising in particular research situations.
B3	Analyse and interpret values and practices.	Appreciate the range of responses to crime and deviance and be able to analyse and interpret the values and practices of the agencies which administer them.	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
B4	Evaluate both quantitative and qualitative data.	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	Have an understanding of how to evaluate research data including both quantitative and qualitative data.
B5	Assess ethical issues arising in particular situations.		
B6	Demonstrate self-direction and originality in tackling and solving problems.		
Subject Skills			
C1	Understand the nature of contentious issues in the criminal justice system and critically investigate them.	Understand the nature of contentious issues in the criminal justice system and critically investigate them.	Understand the nature of contentious issues in the criminal justice system and critically investigate them.
C2	Critically analyse and assess data methodically.	Evaluate the relevance of criminological work on crime, victimisation and responses to crime and deviance, including representations of these in relation to issues of social, public and civic policy at a national, international and global level.	Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
C3	Evaluate the relevance of criminological work on crime.	Undertake and present scholarly work.	Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance. Identify and critically debate qualitative and quantitative methodological approaches.
C4	Apply theoretical constructs to social problems.		Critically evaluate ethical research constructs.
C5			Evaluate the relevance of criminological work on a national, international and global level.
<i>Practical, Professional and Employability Skills</i>			

D1	Developed and demonstrated key written, verbal, presentation, information technology (handling), interpretation and problem solving.	Developed and demonstrated key written, verbal, presentation, information technology (handling), interpretation and problem solving.	Developed and demonstrated key written, verbal, presentation, information technology (handling), interpretation and problem solving.
D2	Acquired and demonstrated the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.	Acquired and demonstrated the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.	Acquired and demonstrated the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.
D3	Developed the ability to exercise initiative and personal responsibility.	Developed the ability to exercise initiative and personal responsibility.	Developed the ability to exercise initiative and personal responsibility.
D4	Developed the independent learning ability required for continuing professional development and the qualities and transferable skills necessary for employment requiring.	Developed the independent learning ability required for continuing professional development.	Developed the independent learning ability required for continuing professional development and the qualities and transferable skills necessary for employment.

20 MA Criminology and Criminal Justice: Curriculum Matrix

Post Graduate Certificate																				
Learning Outcome	A						B						C				D			
Module Title	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	3	4
Advanced Research methods	X	X			X		X	X	X	X	X	X	X	X	X		X	X	X	X
Contemporary Crime and Justice			X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X

Post Graduate Diploma																	
Learning Outcome	A					B				C				D			
Module Title	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
The Terrorist Risk and its Consequences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alcohol and other Drugs: Dominant and Marginal Discourses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Attachment Theory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Negotiated Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

MA level																
Module title	A			B				C					D			
	1	2	3	1	2	3	4	1	2	3	4	5	1	2	3	4
Research Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

21 BA (Hons) Criminology and Criminal Justice Programme: Programme Structure

Level 4 Certificate in Criminology and Criminal Justice 120 credits:
Studying in Higher Education (Core)
Signal Crimes and Signal Criminals (Core)
Introduction to Criminology and Criminal Justice (Core)
Drugs Alcohol and Crime (Option)
Introduction to Forensic Psychology (Option)
Crime, Society and Social Policy (Option)
Attachment and Crime (Option)
Level 5 Diploma in Criminology and Criminal Justice Above plus 120 credits
Work Based Learning (Option)

Research Methods (Core)
Social Difference and Inequality (Core)
Criminal law and Criminal Justice Process (Core)
Criminology (Core)
Crime and Criminal Behaviour (Option)
Working in Custodial and Community Settings with People Who Have Offended (Option)
Level 6 BA Criminology and Criminal Justice Above plus 120 credits
Control, Justice and Punishment (Core)
Terrorism (Option) 20 credits
Policing (Option) 20 credits
Multi-Agency Working in the Criminal Justice System (Option) 20 credits

Constructing Guilt and Innocence (Option) 20 credits
Youth Justice (Option) 20 credits
BA (Hons) Criminology and Criminal Justice Above plus 40 credits:
Research Project (Core) 40 credits

22 BA (Hons) Criminology and Criminal Justice: Delivery Schedule

Level 4: BA Criminology and Criminal Justice Semester One			
Module title	Studying in Higher Education	Signal Crimes and Criminals	Introduction to Criminology and Criminal Justice
Mod code	TBC	TBC	TBC
Delivery	online	Face to face	Face to face
New/Existing	New	New	New
Credit Value	20	20	20
Core/Opt	Core	Core	Core
Mod leader	Dr Karen Washington Dyer	Dr Caro Gorden (contribution by all staff)	Dr Sarah Dubberley

Level 4: BA Criminology and Criminal Justice Semester Two				
Module Title	Drugs, alcohol and Crime	Crime, Society and Social Policy	Introduction to Forensic Psychology	Attachment and Crime
Mod Code	SOC461	SOC423	New	New
Delivery	online	Face to face	Face to face	Face to face
New/Existing	Existing	Existing	New	New
Credit value	20	20	20	20
Core/Opt	Option	Option	Option	Option
Module leader	Dr Caroline Hughes	Dr Caroline Hughes	Dr Iolo Madoc-Jones	Dr Viv Dacre

Level 5: BA (Hons) Criminology and Criminal Justice. Semester One				
Mod title	Work Based Learning	Working in Custodial and Community Settings with People who have Offended	Social Difference and Inequality	Criminology
Mod code	TBC	TBC	SOC519	SOC563
Delivery	participatory	Face to face	Face to Face	Online
New/Exist	New	New	Existing	Existing
Credit value	20	20	20	20
Core/Opt	Option	Option	Core	Core
Mod leader	Dr Sarah Dubberley	Dr Caro Gorden	Dr Caroline Hughes	Dr Caroline Gorden

--	--	--	--	--

Level 5: BA (Hons) Criminology and Criminal justice
Semester Two

Mod title	Criminal Law and the Criminal Justice Process	Crime and Criminal Behaviour	Research Methods
Mod code	Soc564	TBC	Soc562
Delivery	Face to Face	Face to face	Face to Face
New/Exist	Existing	New	Existing
Credit value	20	20	20
Core/Opt	Core	Core	Core
Mod leader	Dr Sarah Dubberley	Dr Karen Washington-Dyer	Dr Caroline Gorden

Level 6: BA (Hons) Criminology and Criminal Justice.
Semester One

Mod title	Terrorism	Control, Justice and Punishment	Research Project
Mod code	TBC	Soc661	Soc663
Delivery	Face to Face	Face to Face	Face to Face
New/Exist	New	Existing	Existing
Credit value	20	20	40
Core/Opt	Option	Core	Core
Mod leader	Dr Karen Washington Dyer	Dr Karen Washington Dyer	Dr Iolo Madoc-Jones

Level 6: BA (Hons) Criminology and Criminal Justice.
Semester Two

Mod title	Youth Justice	Constructing Guilt and Innocence	Multi-Agency Working in the Criminal Justice System	Policing Contemporary Communities	Research Project (continued)
Mod code	Soc664	Soc661	Soc662	TBC	Soc633
Delivery	online	Face to face	Online	Face to Face	Face to face: 4 Supervision sessions
New/Exist	Existing	Existing	Existing	New	Existing
Credit value	20	20	20	20	40
Core/Opt	Option	Option	Option	Option	core
Mod leader	Dr Sarah Dubberley	Dr Caroline Gorden	Dr Iolo Madoc-Jones	TBC	Dr Iolo Madoc-Jones

23 BA (Hons) Criminology and Criminal Justice: Learning Outcomes:

<i>Knowledge and Understanding</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
A1	Demonstrate an understanding of the work of the main criminal justice agencies	Appraise approaches to working in community and custodial settings with people who have offended	Critically examine the role of criminal justice agencies in maintaining social order and social control	Critically explore criminal justice practice with communities and key stakeholders in the criminal justice process
A2	Describe how crime is defined and how certain crimes can become issues of public concern	Compare and contrast punitive and rehabilitative approaches to crime	Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance	Apply research skills to generate insight into criminological phenomenon
A3	Explain the nature of anti-discriminatory practice in the Criminal Justice System	Explore how crime is defined and criminal data is gathered	Critically evaluate how crime and victimisation are constructed in the media and by agents and practices of crime control.	
A4	Explain how particular behaviours/practices become prohibited and legalised under law	Compare and contrast criminological perspectives on crime	Critically analyse and assess the significance of power in the criminal justice process and how power operate in complex networks to influence criminal justice processes and outcomes	
A5	Describe their learning style	Examine different offending behaviours and	Critically explore relationships between complex social	

<i>Knowledge and Understanding</i>					
		<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>					
			compare the policy responses to that behaviour	problems and crime with reference to criminological theory and empirical evidence.	
A6	Describe the criminal justice process and some of the fallibilities commonly associated with the pursuit of justice		Critically appraise the experiences of different groups in the Criminal Justice System	Critically assess the significance and attention given to particular offenders in the Criminal Justice System	
A7	Demonstrate an understanding of some of the bio-psycho-social factors that influence criminal behaviour		Distinguish legal responses, remedies and sentences and analyse how and why they are applied	Critically analyse the emergence and construction of particular crimes	
A8	Describe how the criminal justice process impacts in a discriminatory manner against some groups of individuals.		Explore the history and contemporary nature of penal and rehabilitative practices and procedures	Critically appraise and assess the possibility of effective multi-agency working in the Criminal Justice System	
A9	Account for the development of particular criminal justice practices and laws		Design research appropriately in relation to a specific problem.	Appraise the impact of socio political factors on constructions of crime and criminality	
A10			Evaluate the nature and adequacy of quantitative and qualitative data.		
A11			Analyse and assess how the criminal justice process is applied to		

<i>Knowledge and Understanding</i>					
		<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>					
			particular groups and is applied to different offences		

<i>Intellectual Skills</i>				
<i>On completion of the level students will be able to</i>				
		<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>B1</i>	Gather and Synthesise existing data	Analyse and assess the merits of competing theories and explanations.	Analyse and assess the merits of competing theories and explanations.	Critically Assess and analyse data to arrive at a reasoned position
<i>B2</i>	Present and Structure ideas	Design research appropriately in relation to a specific problem.	Analyse and interpret the values and viewpoint of others	Present an extended argument in a logical way
<i>B3</i>	Identify contradictions and dilemmas with theory	Evaluate the nature and adequacy of quantitative and qualitative data.	Construct a reasoned argument drawing on quantitative and qualitative data.	
<i>B4</i>		Assess the ethical issues arising in criminal justice practice and in particular research situations.		
<i>B5</i>		Review and evaluate criminological evidence.		
<i>B6</i>		Develop a reasoned argument		

<i>Subject Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>C1</i>	Describe the criminal justice process and the role of agencies	Engage with and interrogate different perspectives on the Criminal Justice System and process	Critically investigate the operation of power by, and in, the Criminal Justice System to act in a non-oppressive way.	Explore the complexities and challenges associated with delivering criminal justice
<i>C2</i>	Describe approaches that may be employed to prevent discrimination	Analyse, assess methodologically and communicate information about crime, victimisation and responses to crime and deviance.	Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.	Reflect on own practice to avoid injustices and discrimination
<i>C3</i>	Undertake and present work in a scholarly professional manner	Identify a range of different strategies and methods and use appropriate research tools in relation to investigating a critical issue in the Criminal Justice System.	Evaluate responses to crime and criminal behaviours , including representations of these in criminal, social, and civic domains	
<i>C4</i>	Prepare and deliver presentations	Present a reasoned argument backed with empirical data		
<i>C5</i>		Analyses the causes of crime and appropriate responses to offending behaviour		
<i>C6</i>		Recognise the principles of anti-oppressive practice		

<i>Practical, Professional and Employability Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>

<i>D1</i>	Demonstrate written, verbal, presentation, IT, and team working skills	Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others	Retrieve, assess and, critically evaluate information from a wide range of academic and 'grey' sources	Retrieve, assess and, critically evaluate information from a wide range of academic sources
<i>D2</i>	Acquired the ability to retrieve and evaluate the merits of information from a range of sources including government papers, academic journals and electronic databases	Work to tight deadlines to produce work of the required standard, overcoming barriers in the learning process.	Show advanced skills around time management and independent learning.	Evidence advanced skills around time management and independent learning.
<i>D3</i>	Developed skills round time management and independent learning	Act with honesty and Integrity at all times	Work independently as an autonomous professional	Developed abilities to critically reflect on and develop their own performance
<i>D4</i>	Function usefully as a member of a group	Synthesise and present competing and complex information		
<i>D5</i>		Apply ethical codes of practice to their own research intentions		
<i>D6</i>		Work as a semi-independent learner.		

24 BA (Hons) Criminology and Criminal Justice: Curriculum Matrix

	Level Four Curriculum Map of Modules Against Intended Outcomes of the Programme																				
Learning Outcome	A									B			C					D			
Module Title	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	1	2	3	4
Studying in Higher Education Core					X						X		X		X			X	X	X	
Signal Crimes and Signal Criminals Core		X	X	X		X	X	X	X	X	X	X		X	X			X	X	X	X
Introduction to Criminology and Criminal Justice Core	X	X	X	X		X		X	X	X	X			X	X	X		X	X	X	X
Drugs Alcohol and Crime Option			X	X			X	X	X	X	X	X			X			X	X	X	X
Introduction to Forensic Psychology Option			X			X	X	X		X	X	X			X			X	X	X	
Attachment and Crime Option			X				X	X		X	X	X		X	X			X	X	X	
Crime, Society and Social Policy Option			X	X		X	X	X	X	X	X	X		X	X	X		X	X	X	X

Level Five Curriculum Map of Modules Against Intended Outcomes of the Programme¹

Learning Outcome	A											B						C						D					
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Criminology Core		X	X	X			X				X	X		X		X	X	X	X		X	X	X	X	X	X	X		X
Social difference and Inequality Core						X	X				X	X		X	X		X	X	X		X	X	X	X	X	X	X		X
Research Methods Core									X	X		X	X	X	X		X			X	X		X	X	X	X	X	X	X
Criminal Law and Criminal Justice Process Core		X			X		X				X			X			X	X	X		X	X	X	X	X	X	X		X
Work based Learning Option	X	X			X	X					X	X						X	X		X	X	X	X	X	X	X	X	X

Working in Custodial and Community Settings with People Who Offend Option	X	X			X		X	X				X	X			X	X	X		X	X	X	X	X	X	X		X
Crime and Criminal Behaviour Option	X	X			X	X	X	X				X				X	X	X		X	X	X	X	X	X	X		X

	Level Six Curriculum Map of Modules Against Intended Outcomes of the Programme																	
Learning Outcome	A									B			C			D		
Module Title	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	1	2	3
Control, Justice and Punishment Core	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
Terrorism Option	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Policing Contemporary Communities Option	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Youth Justice Option	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Constructing Guilt and Innocence Option			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

Multi-Agency Working in the Criminal Justice System Option	X			X	x	X	X	X	X	X	X	X	X	X	X	X	X	X
--	---	--	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Level Six (Honours) Curriculum Map of Modules Against Intended Outcomes of the Programme									
Learning Outcome	A		B		C		D		
Module Title	1	2	1	2	1	2	1	2	3
Research Project	X	X	X	X	X	X	X	X	X

25 Learning and Teaching Strategy

It will be the team's aim throughout the programmes to help students gain a greater understanding of themselves and their preferred styles of learning to prepare them to be effective in their future beyond the programme, and to engender within them the desire to be lifelong learners. The team will strive to achieve this through a combination of support for learning, facilitation of self-directed learning, accommodation of diversity, personal enthusiasm for the subject areas and the embedding of the Glyndŵr Graduate attributes throughout the programme.

MA Criminology and Criminal Justice

The programme is studied completely online but student learning is also supported by three face to face workshops per year of full time or part time study- at the beginning of each semester. Students will be strongly encouraged to attend the workshops wherein the modules available for that semester will be briefly introduced and described. Students who cannot attend, either by dint of work commitments or being 'international' students may choose, however, to participate at a distance through utilising 'skype' technology, or to receive the necessary materials electronically from module leaders.

The programme has been structured so as to be attractive to a broad range of staff and students interested in studying the Criminal Justice System and process. At postgraduate certificate level the programme begins with two core modules. The 'Advanced Research Methods' module explores paradigms and methods for research in the criminal justice area as a prelude for the 'Research Project' module to be undertaken by those progressing to the MA award. Students complete one other core module called 'Contemporary Crime and Justice' which explores various types of offences and categories of offenders so that students develop a critical appreciation of how processes of justice understand and respond to particular types of offending. Students then have the option of completing two out of four modules which deal with issues of relevance across a range of criminal justice practice contexts. Attachment theory has become increasingly important in child and adult context for understanding offending behaviour and so a module explores how attachment deficits are linked to crime. Substance misuse is a cross cutting concern in a range of criminal justice contexts and therefore also forms the basis for a specific module of study at postgraduate certificate or diploma level. Negotiated Learning will give students the academic flexibility to study a topic of their own choosing, which could be related to their work. Finally, students have the option of studying Terrorism and its consequences. The MA concludes when students submit a Research Project based on primary research into an issue of criminological significance.

BA Criminology and Criminal Justice:

Level 4

Level 4 is designed to provide a solid foundation of a broader range of topic areas relevant to criminology. Core modules in semester 1 introduce students to higher education ('Studying in Higher Education') and the subject matter of criminal justice ('Signal Crimes and Criminals') and to the legal framework and agencies wherein criminological debates are played out ('Introduction to Criminology and Criminal Justice'). In semester two, students are afforded the option to engage in further study of criminological issues that have come to prominence over recent years. Students may elect to complete 3 out of 4 modules and choose between: a

module which explores the link between substance misuse and crime; a module which explores how social policy may foster or address crime, a module examining how early life experiences may play a part in subsequent offending behaviour; and finally a module that explores the contribution forensic psychology and forensic psychologists can make to our understanding of crime.

Level 5

At level 5, there are four compulsory modules. The 'Criminology' module provides a thorough grounding in the key theoretical approaches that may be adopted to understanding criminal behaviour. In the module 'Social Difference and Inequality', students explore how the criminal justice system and the criminal justice process may be experienced differently by some individuals and groups. The Criminal Law and Criminal Justice Process explores the foundations of criminal law and the agencies that practice within the criminal justice system. Finally, the 'Research Methods' module provides students with the understanding they need of the research process to enable them to critically evaluate knowledge claims and design their own research projects.

During level 5 studies students will be afforded the opportunity to attain academic credit by developing links between theory and practice in the workplace on the Work Based Learning Module. An introductory session will introduce students to the theory and practice of reflective learning on the WBL module. The WBL/Placement opportunity will then be agreed in a one to one tutorial session between tutor and student. In the tutorial, the tutor and student must come to an agreement on the specific topic or placement location and overall experience that the student wants to achieve. Prior to any student commencing a work placement or work experience, the team will ensure that the workplace will offer appropriate learning experiences, and where needed appropriate support. This may involve a member of the team visiting or contacting the workplace and creating a learning plan or agreement setting out the boundaries and roles of all parties involved. It is envisaged there will be a specific named person from the organisation and university working collaboratively with the student. The WBL could also take place in an organisation that the student is already working with, as students are encouraged to begin voluntary work from level 4.

Given the existence of a BA (Hons) Policing at Glyndŵr, students have the option of electing modules at level 5 of the BACCJ that open up alternative careers opportunities in Judicial and rehabilitative contexts. Accordingly at Level 5 students may choose to study a module that explores the knowledge base associated with effective rehabilitative practices in community and custodial settings (Working with People In Custodial And Community Settings Who Have Offended). In this module the key micro-skills and theories that underpin attempts to reduce reoffending during periods of supervision in the community or custodial sentences are explored. Students may also elect to study 'Crime and Criminal Behaviour'. This module provides the opportunity for students to explore the particular legal and practice issues that obtain when working with particular types of offenders. The module leader leverages links with criminal justice agencies to ensure a practice focus is adopted in this module and students analyse and understand the way the Criminal Justice System responds to particular types of crime and criminals.

Level 5 provides the bridge between the fundamental elements of academic knowledge required at level 4 and the ability and confidence required at Level 6 to engage critically with knowledge and execute a piece of independent empirical research. On completion of Level 5 students will be equipped with a sufficiently broad stock of information to make an informed decision about a topic for the 'Research Project' at Level 6.

The Criminology and Criminal Justice Team have signed an Erasmus student and staff mobility agreement with Orebro University in Sweden, valid until the end of the academic year 2020/21. The intention is to allow a maximum of 2 students a year in level 5 trimester 1 to attend Orebro University and to accept 2 Orebro students a year to study on the BA (Hons) Criminology and Criminal Justice at level 5 for one semester. Glyndŵr students at Orebro will study the equivalent of 60 Glyndŵr credits, however the details of specific potential study opportunities are being considered. To be eligible to apply students will have had to attain the equivalent of an average of 60 marks or above at level 4. An interview and application process will be part of the selection process

Team members visited Orebro University in May 2016 and were satisfied that Orebro's academic provision and study environment are of an adequate standard, enabling Glyndŵr students to study there and gain credits which can be applied to their award at Glyndŵr.

It should be noted that the participation of UK universities in the Erasmus scheme may be affected by the Brexit negotiations, and opportunities for student and staff mobility and associated funding may be affected as a consequence.

Level 6

For those students who successfully progress to Level Six there is the option to study for an Ordinary Degree (BA). This option entails the successful submission of three taught 20 credit modules (making 300 credits in total) and with no requirement to submit a Research Project.

Otherwise, at Level 6, there are two compulsory modules - the 'Research Project' and 'Control, Justice and Punishment' modules. The former enjoins students to identify an area of interest to themselves within criminology and then to engage in an extended piece of empirical research to develop insights into that phenomenon. The latter, exposes students to more advanced theoretical frameworks for understanding crime and draws upon classical and contemporary sociological thought. Here an interpretative understanding of 'crime' in terms of the socio-political processes of policy-making and the dynamics of social construction and contingency is developed.

Thereafter some degree of choice is offered and students pursue studies in 3 out of 4 modules. A critical lens is brought to bear on the Criminal Justice System in the 'Constructing Guilt and Innocence' module. Youth justice still represents a largely discrete area of criminal justice practice. Accordingly a discrete module focussing on 'Youth Justice' engages students in the task of critically appraising the criminal justice response to youths and 'youth crime'. Responding to the multi-agency nature of contemporary criminal justice practice with adults, the 'Multi-Agency Working' module explores how the Criminal Justice System processes and works with adult offenders. The module 'Terrorism' provides students with the opportunity to explore how the criminal justice system defines and responds to an issue that has attained the status of a pressing concern.

Throughout the degree programme students will be encouraged to work collaboratively both formally and informally. In all cases, Moodle (Glyndŵr University's Virtual Learning Environment) will be used to facilitate interaction in a flexible way. All module content is placed on Moodle along with all substantive resources used on the programme.

Commentary

Staff and Glyndŵr University are committed to developing a stimulating learning environment which is responsive to student need and their developing abilities over the course of the programme. The mode of delivery during most modules, therefore, will be varied to include individual lectures, demonstrations, guest lectures, peer presentations and visits. Use will be made of Moodle- the University's VLE as the students become more independent learners. Learning is supported in these modules through a wraparound approach wherein text is interspersed with web links and audio/visual material. Discussions are encouraged via synchronous and asynchronous online discussions. On the MA each module begins with an optional face to face seminar. On the undergraduate degree, learning is supported by two face to face seminars at weeks 3 and 7 of the delivery schedule.

In designing the online modules the original development team took cognisance of the work of the Quality Assurance Agency and its 2010 Guidelines on the Quality Assurance of Distance Learning, Part A Section 2 of which concerns itself with good practice in Collaborative Provision and Flexible and Distributed Learning (including e-learning). The fundamentals of contemporary good practice in education and learning are the same whether the education and learning takes place in the classroom, at a distance through correspondence or in the virtual world of the World Wide Web. It is worth stating therefore that e-learning is not inherently any more or less capable of providing good educational experiences and developing criticality than classroom based or distance learning based courses. Much depends on how the opportunities associated with a learning medium are exploited but that being said, the physical environment within which such learning takes place has a very powerful influence on what is achievable. To-re-iterate, like most online courses this programme adopts what may be described as a 'wrap around' approach to education. Lecture content and support in understanding that material is offered online and learning is 'wrapped' by activities such as on-line asynchronous discussions and real time synchronous exchanges which involve providing links to additional educational resources and critical commentaries. Learning is facilitated by students being required to consider the implications of knowledge to their particular in context. Students are engaged in the e-learning process both within and outside of Moodle. They will have access to twitter and Facebook accounts run by one of the staff that seeks to keep students up to date with social policy, criminal justice or political developments. As a routine part of most modules they are encouraged to register with relevant authorities (e.g. YJB, Ministry of Justice) to receive news updates. Extensive e-mail communications between staff, students and each other is also a regular part of the learning and peer support process. The e-learning approach allows students who may be geographically dispersed to come together and share experiences and knowledge and provide support and encouragement for each other. The range of activity afforded through the wrap around approach supports learning across a range of learning styles. Honey and Mumford's (1986)² activists are exposed to a range of activities and provided with opportunities to "bounce ideas" off others using the communication affordances of the VLE. Pragmatists are integrated into a virtual environment and theorists are able to use the delayed nature of online interaction to explore links between ideas and situations. Finally reflectors benefit from the time to think built into networked learning and the ability to revisit archived discussions and debates.

On the MA programme all teaching and learning is facilitated through the VLE. On the undergraduate programme, it is usually the case that no more than one module is delivered online at any one time. Staff at Glyndŵr University have conducted research into the student experience and have argued in published peer reviewed journal articles that this percentage blend offers an optimum blend of structure and flexibility to undergraduate students at Glyndŵr. This is because the issues of flexibility and isolation stand at opposing corners in research on blended learning. Online learning can make learning flexible. On the other hand

² Honey, P. & Mumford, A. (1986) *The Manual of Learning Styles*. Maidenhead, Peter Honey.

it can lead students to feel isolated. Here, the balance of having one module online each semester is intended to address these concerns. Glyndŵr University is a small University that operates on a small campus. Thus the dangers of isolation are minimised further because students, their peers and staff have regular on-going contact with each other.

The programme team delivering the online modules will include staff who have over ten years' experience in delivering blended learning and have developed strategies for encouraging and facilitating engagement with VLEs. These strategies include equating 'making a contribution' with attendance, monitoring online attendance and liaising with any student whose online contributions tail off, monitoring and commenting extensively to online discussions to provide feedback to students, and placing time limits on engaging with online lectures to encourage students to manage their time.

26 Work Based/Placement Learning Statement

The undergraduate degree is a Glyndŵr University non-practice based programme. Therefore, although students will be undertaking a work based module as part of the programme requirements, they are not required to evidence competencies that would lead them to a formally recognised status as a practitioner.

27 Welsh Medium Provision

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This information is brought to the attention of students through the student handbook and verbal reminders from the programme team. Students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh

28 Assessment Strategy

Assessment is carried out in accordance with Glyndŵr University's Regulations for MA level and Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

Opportunities for formative assessments will feature regularly in the programmes so that students can gauge their own benchmarks and plot their own progress. These will include short pieces of writing and on-line exercises.

The range of summative assessments has been designed to encompass rigorous academic requirements and also to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, on-line multiple-choice tests, reports of practical exercises, and oral presentations.

Assignments are set in advance and provided to students in module handbooks and marked and returned by e-mail with students being given both electronic and verbal feedback on all assessments within an appropriate timescale determined by University regulations (currently three weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests many assignment questions can be answered from different perspectives. However the design of the assessment task (outlined in further detail in the module specifications) will ensure that

the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question.

Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage.

The table below outlines the type of assessment for each module; an indicative timetable of submissions; and illustrate student workload

Assessment Details and Loadings			
Level	Module Code & Title	Assessment type and weighting	Assessment loading
4	Studying in Higher Education	Online Test	100%
	Signal Crimes and Criminals	Coursework	100%
	Introduction to Criminology and Criminal Justice	Essay	75%
		online contributions	25%
	Drugs, Alcohol and Crime	In Class test	100%
	Introduction to Forensic Psychology	Exam	100%
	Crime, Society and Social Policy	Group presentation	100%
Attachment and Crime	Case study	100%	
5	Work based Learning	Reflective Journal	100%
	Negotiated Learning	To be negotiated	100%
	Working with People who have Offended	essay	100%
	Criminal Law and the Criminal Justice Process	Exam	100%
	Social Difference and Inequality	Poster	50%
		Commentary	50%
	Crime and Criminal Behaviour	Presentation Essay	25% 75%
	Criminology	Exam	100%
Research Methods	Research proposal	100%	
6	Policing Contemporary Communities	Essay	100%
	Control, Justice and Punishment	Essay	100%
	Terrorism	Poster	25%
		Essay	75%
	Multi-Agency Working in the Criminal Justice System	Case Study	100%
	Youth Justice	Exam	100%
	Constructing Guilt and Innocence	Case Study	100%
Research Project	Research Project	100%	
	The Terrorist Risk and its Consequence	Essay	100%

7	Alcohol and Other Drug use: Dominant and Marginalised Discourses	Report	100%
	Attachment Theory and Crime	Literature Review	100%
	Contemporary Crime and Justice	Essay	100%
	Negotiated Learning	Essay	100%
	Advanced Research Methods	Research Proposal	100%
	Research Project	Project	100%

Indicative Submission Calendar							
	Programme/Teaching week		BA (Hons) Criminology and Criminal Justice			MA Criminology and Criminal Justice	
			Level 4	Level 5	Level 6		
Trimester 1	0	25.09.17					
	1	02.10.17					
	2	09.10.17					
	3	16.10.17					
	4	23.10.17					
	5	30.10.17					
	6	06.11.17					
	7	13.11.17					
	8	20.11.17					
	9	27.11.17					
	10	04.12.17			Social Difference and Inequality: Poster		
	11	11.12.17	Introduction to Criminology and Criminal Justice: online contributions & Signal Crimes Coursework		Social Difference and Inequality: Commentary	Terrorism: Poster	
	Holiday	18.12.17					
Holiday	25.12.17						
Holiday	01.01.18						
12	08.01.18	Introduction to Criminology and Criminal Justice Essay		Crime and Criminal Behaviour: Presentation and Commentary	Terrorism: Essay	Advanced Research Methods: Proposal	
13 (Assessment)	15.01.18	Studying in Higher Education: Online Test		Criminology: Exam	Control Justice and Punishment: Essay	Contemporary Crime and Justice: Essay	
Trimester 2	1	22.01.18					
	2	29.01.18					
	3	05.02.18					
	4	12.02.18					
	5	19.02.18					
	6	26.02.18					
	7	05.03.18					
	8	12.03.18					
	9	19.03.18				Research Project	
	Holiday	26.03.18					
Holiday	02.04.18						

	10	09.04.18				
	11	16.04.18		Research Methods: Proposal		
	12	23.04.18	Drugs, alcohol & crime: In class test	Working with People who Offend in Community and Custodial Settings: Essay	Multi-Agency Working in the CJS: Case Study	
	13 Assess	30.04.18	Crime, society and social policy: presentation	Criminal Law and Criminal Justice Process: Exam	Youth Justice: Exam Constructing Guilt and Innocence: Essay	
	14 Assess	07.05.18	Introduction to forensic Psychology: Exam		Policing Contemporary Communities: Essay	Terrorist risk and its Consequences: essay Attachment Theory and Crime: Essay
	15 Assess	15 .05.18	Attachment and Crime: case Study	Assessment Board	Assessment Board	Alcohol and other Drug Use: Dominant and marginalised Discourses: Report Negotiated Learning: Negotiated Assignment
Trimester 3	1-12	22-5-18 To 30/8/18				
	13	3/9/118				Research Project

29 Assessment regulations

The programme accords with Glyndŵr University's Regulations for Master's level degree Initial Undergraduate Modular Bachelor Degrees, Diplomas and Certificates and Foundation Degrees.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

At the undergraduate level the level 6 Research Project Module is designated as the Borderline Module. That is to say, the marks for this 40 credit modules would be used in determining the degree classification in borderline cases at Assessment Board. In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at Level Six fall within the higher classification
- All Level Six modules have been passed at the first attempt
- The Research Project module mark is in the higher classification

30 Programme Management

MA programme leader:

Dr Caroline Gorden

BA Programme leader

Dr Sarah Dubberley

Programme Team

Dr Sarah Dubberley

Dr Iolo Madoc-Jones

Dr Caroline Gorden

Dr Caroline Hughes

Dr Karen Washington-Dyer

There are three tiers of management of each programme; The Programme Board, the Programme Leader and Module Leaders.

Programme Board

The board will meet three times a year and consider all aspects of overall management of the programme. Its membership includes the Programme Leader, University tutor representatives and student representatives

The terms of reference are:

- To monitor the overall quality and performance of the programme;
- To support and enable the delivery team to manage quality of both academic and practice opportunities on the programme;

- To receive and act upon a range of reports which evaluate the work of different elements of the programme (Annual Monitoring Report (AMR), Student Voice Forum. National Student Survey (NSS) scores, external examiner reports.
- To have responsibility for overseeing the production, review and refinement of the AMR
- To review external developments in relating to professional development and education of students undertaking the programme;

Programme leader

Overall operational management of the programme rests with the Programme Leader who is responsible for:

- Ensuring that the programme runs smoothly and cost effectively including identification of module leaders when vacancies arise;
- Organising and chairing programme meetings;
- Implementing University policies and processes related to aspects of quality enhancement for the programmes;
- Working with the programme team on curriculum development;
- Collating programme information and producing reports etc. for various boards e.g. AMR;
- Leading on programme review, development and validation;
- Arranging peer review of teaching;
- Dealing with 'student issues' such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programme with the programme team;
- Liaising with the School Office for Undergraduate Studies over arrangements for assessment boards and liaising with the external examiners;
- Organising Student Voice Forum.

Module Leaders

The responsibilities of Module Leaders are broadly to ensure that their module is delivered to the best possible standard i.e.:

- Developing the scheme of work for the module;
- Liaising with the Programme Leader over management and delivery of module – timetabling, booking rooms, arranging speakers etc.;
- Preparing the module handbook;
- Providing academic support for students in completion of assessments;
- Arranging marking and moderation for the module in discussion with the Programme Leader;
- Evaluating the module and forwarding results to the Programme Leader;
- Making staff development needs known to the Programme Leader.

Quality management

Quality assurance mechanisms are well established at University level and indicate that, at programme level, these are invoked via programme team meetings, assessment boards, and the annual monitoring report. At subject level, the Programme

Leader reports to the Programme Management Boards which are held three times a year. All of these are overseen by the Academic Subject Board held twice a year, which is responsible for the management of academic quality and standards within Academic Departments.

Student feedback is sought through the Student Voice Forum which meets three times each year, twice in trimester 1 (week 6 and at the end of the trimester), and once in trimester 2. The Student Voice Forum includes the programme leader, tutors, student representatives from all three years, administration and a chair from another programme in the University and may include a representative from the Students' Union. Its role and function is:

- To provide a forum for students and staff to discuss all issues pertinent to the course;
- To enable agency representatives to be aware of the specific course issues which affect students;
- To feed into the PMB, AMR and Annual Monitoring

Above this, quality is assured through module feedback mechanisms e.g. SEM (Student Evaluation of Modules) questionnaires (this is carried out electronically via Survey Monkey). Actions will be reported back to students via Moodle and programme notice boards.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

The Assessment and Award Board will meet twice annually (June/September) to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme

Research and scholarship activity

Staff on the programme are active researchers who are engaged in scholarly activity including research focussed on issues related to Criminology and Criminal justice. Presently Hughes and Madoc-Jones are involved in research into Child Sexual Exploitation and also Youth Justice and compliance with statutory orders. Gordon has submitted a book proposal, which is co-written and explores well known court cases and trials wherein criminological process of interest facilitated a contested finding of guilt. Washington-Dyer is producing papers that explore how community groups experience the current concern around terrorism. Finally Madoc-Jones is involved in research exploring the experiences of ex-armed forces personnel in custody and substance misuse by people, aged 50 and over.

31 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

Resources for Learning

Students gain access to a wider variety of resources for learning when undertaking this programme. These include:

- Peer-reviewed literature;
- The virtual learning environment (VLE) and access to computer stations and IT software;
- Interactive discussion with lecturers on VLE;
- Personal tutoring;
- Individual learning support through student support services and personal tutoring;
- Counselling services;
- Individual learning plans;
- E books , journals, books (Library);
- Student handbook (information about appeals, complaints, assessment outline, student support, placements, etc.).

Programme specific support for students

The team offer an appointment system for extra academic support to those students who require it. The programme benefits from a full time dedicated administrator whose door is open during normal office hours if teaching staff are unavailable. For academic questions or less pressing issues an appointment process is in place.

Personal Tutor

Every student will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students early into the semester. Students will have an opportunity to change PT's at any time without question. This might arise for instance if a student with aspirations to study a particular area and became aware of an individual team member having expertise in that area. If tutors feel students would benefit from additional support then they may signpost students onwards.

The main responsibilities of the personal tutor are set out in the Glyndŵr University guidance (September 2016) and include the following::

- To develop and maintain a safe, confidential and supportive relationship with their personal students
- To provide advice, support and guidance to personal tutors on matters related to academic work, progress and personal development
- To act as the first point of contact for their personal students and to provide personal, regular contact for the student throughout the academic year
- To represent the student to the University, and the University for the personal student
- To maintain effective communication with other support services on behalf of personal students
- To have oversight of each personal student's personal and academic progress and engagement throughout their studies at Glyndŵr University.

Module leaders may offer academic support in small tutorial groups and on an individual basis but in practice, given the size of classes at Glyndŵr University, this support is provided in class. Exceptionally, additional one to one or group sessions can be arranged to support particular needs.

Individual Learning Plans (ILPs)

The Quality Improvement Agency: Skills for life improvement programme outlines clear evidence from Inspection reports about the benefits to learners who engage with ILPs. This strategy of education enables the tutor and student to identify strengths as well as areas for development. In helping learners to learn, ILPs can be extended to higher education, particularly those related to vocational courses.

When a student appears to be at risk of non-completion of any level of the programme (for example, because of consecutive failure of assessed work), an ILP will be activated. Year tutors, alongside personal tutors will regularly exchange this information about such students in team meetings. The personal tutor of that student is responsible for inviting the student for a tutorial to discuss concerns. This tutorial will focus on specific areas of development (e.g. referencing, structure, grammar, study skills) and will identify with the student any specific needs. Where it appears the student may have unidentified learning needs, tutors will be cautious of referrals to student support services when it may relate to learning preferences/styles or skills. All attempts will be made to explore this with the student prior to suggesting the student access an

assessment of learning needs. Where attempts to improve skills remain, the personal tutor will suggest accessing the University's student support services. From the referral to assessment stage, the student is responsible for communicating with relevant tutors and employers.

32 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Equal Opportunities Statement

The pursuit of equal opportunities in all aspects of the programme is a central tenet.

The programme team recognises that discrimination and inequality arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage.

A commitment to provide equality of opportunity will inform every aspect of the programme from its management to recruitment and selection and curriculum content, assessment and practice learning opportunities.

All relevant programme literature will highlight the importance of this statement and participants will be expected to demonstrate an active commitment to it. All those concerned with admissions, recruitment and selection will be made aware of the potential needs of students and of strategies to provide for these needs, and the partnership will undertake to continue to support and develop staff training opportunities with regard to equal opportunities.

The programme will establish and develop the basis for an anti-discriminatory practice by ensuring that all students

- develop an awareness of the inter-relationship of the processes of structural oppression, race, class and gender;
- understand and counteract the impact of stigma and discrimination on grounds of poverty, age, disability and sectarianism;
- demonstrate an awareness of both individual and institutional racism and ways to combat both through anti-racist practice;
- develop an understanding of gender issues and demonstrate anti-sexism in social work practice;
- recognise the need for and seek to promote policies and practices which are non-discriminatory and anti-oppressive.
- have knowledge and awareness of the cultural and linguistic factors which affect service users' and carers' needs, individually and in relation to social, community and family structures.

All participants in the programme will be made aware that any form of discriminatory behaviour will not be accepted or condoned by the programme providers.

Equality of opportunity also applies to student life at Glyndŵr University, as well as the curriculum and course philosophy. Students will be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment will not be tolerated. Students who feel that they are being discriminated against should raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Union, the student counsellor or one of the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.

