

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

BA (Anrh) y Gyfraith a Chyfiawnder Troseddol

BA (Hons) Law and Criminal Justice

Internal Programme Title(s) (if different to the title on the certificate)

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2021 - 2025

Intake points

September

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Glyndŵr University
Location of delivery
Plas Coch Campus
Faculty/Department
FSLS
Exit awards available
BA (Ord) Law and Criminal Justice Diploma of Higher Education Law and Criminal Justice Certificate of Higher Education Law and Criminal Justice
Professional, Statutory or Regulatory Body (PSRB) accreditation
None

Regulatory details
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
n/a
HECoS codes
100483 Criminal Justice 100484 Criminology 100485 Law
UCAS code
ML93
Relevant QAA subject benchmark statement/s
<p>The programmes meet the requirements of the Credit and Qualifications Framework for Wales (CQFW, 2003; 2015). The programme differentiates between the volume of learning achievements (credits) and the demands made by that learning on the learner (levels). The programme has also been mapped against The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ, 2014) and the QAA Subject Benchmark for Law (2019). This is evidenced in the programme and module descriptors.</p> <p>For the Criminal Justice elements, QAA Undergraduate Subject benchmark statements for Criminology and Criminal Justice (2019) have informed development of the BA (Hons) Criminology and Criminal Justice degree at Glyndŵr University, modules of which are options towards the joint honours award.</p> <p>The law modules are drawn from WGU LLB (Hons) which is mapped against the Bar Standards Board (BSB) and the Solicitor's Regulation Authority's (SRA) most recent statement on standards in relation to the academic stage of legal qualification and training¹: 'The BSB/SRA Joint Statement and regulations for Qualifying Law Degrees (QLDs) in England and Wales'. It should be noted, however, that The Law and Criminal Justice programme however is not a QLD.</p>
Mode of study
Full & part time
Normal length of study for each mode of study
3 years full time 6 years part time
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others)
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

¹ SRA and BSB Academic Stage handbook, version 1.4
<https://www.sra.org.uk/globalassets/documents/students/academic-stage/academic-stage-handbook.pdf?version=4a1ac3>

OFFICE USE ONLY	
Date of validation event:	14 April 2021
Date of approval by Academic Board:	24 May 2021
Approved Validation Period:	September 2021-25
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)

1. Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy and in line with SRA requirements, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelor's degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University

(please see

<http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Non Standard entry criteria

Relevant experience as per table above

2. Record of Prior (Experiential) Learning

Applicants may enter the programmes at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

From 2022, applicants may enter the programme at level 5 with Recognition of Prior Learning (RPL)

From 2023, applicants may enter the programme at level 6 with Recognition of Prior Learning (RPL)

3. DBS Requirements

No DBS is required for enrolment onto this programme, however in line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University. Students will be advised that certain convictions may preclude them from certain work based opportunities and from going into practice as a solicitor.

4. Suitability for Practice Procedure

Standard University suitability to practice procedures apply.

Students should be aware that those wishing to go on to practice law in England and Wales have to show evidence of good character under the SRA Assessment of Character and Suitability Rules full details of which may be found here:

<https://www.sra.org.uk/solicitors/standards-regulations/assessment-character-suitability-rules>

Proven cases of Academic misconduct or student misconduct/disciplinary cases whilst on the degree may result in a graduate being refused admission as a solicitor.

5. Aims of the programme

The broader programme aims are:

- To develop students' knowledge and understanding of the fundamental doctrines and principles which underpin the law of England and Wales
- To develop students' knowledge about the sources of that law, and how it is made and developed; of the institutions within which that law is administered and the personnel who practice law
- To develop students' knowledge and understanding of a wide range of legal concepts, values, principles and rules of law and to explain the relationship between them in a number of particular areas
- To develop students' intellectual and practical skills needed to research and analyse the law and to apply the findings of such work to the solution of legal problems
- To develop students' ability to communicate orally and in writing in a way that is appropriate to the needs of a variety of audiences.
- To develop critical awareness of law as a system of rules that operates in complex social and political contexts
- To develop a critical appreciation of the socio-political and contested nature of 'crime'; how some behaviours become criminalised and how 'justice' may be defined

- To develop a critical appreciation of the practices and principles underpinning approaches to prevent, investigate and respond to forms of contemporary crime
- To develop a critical appreciation of the impact of social diversity and inequality in some criminal justice contexts and process
- To develop student's appreciation of the standards and professional discipline required to pursue a career in the criminal justice arena

6. Distinctive features of the programme

This programme addresses the University Vision and Strategy (2020-2025) in respect of having an applied focus which can meet the need of the local area and Wales by producing graduates with the potential to further their studies and move on to become employed in contexts where degree level abilities and knowledge of the law is advantageous.

The BA (Hons) Law and Criminal Justice programme will be particularly appropriate and attractive to individuals who wish to develop an understanding of law as an adjunct to working in criminal and social justice related contexts. The law elements of the programme cover many of the necessary legal subjects, referred to in the SRA's qualifying regulations as 'the Foundations of Legal Knowledge'. These are: Public Law including Constitutional Law, Administrative Law and Human Rights; Law of the European Union; Criminal Law; Obligations including Contract, Restitution and Tort; Property Law; Equity and the Law of Trusts; Legal Research. Students will complete a degree the law elements of which have been developed by Glyndŵr Staff with law degrees and legal professionals representing firms local to the University.

As devolution progresses and Wales continues to carve out a distinctive legal space in the England and Wales legal system, there will be greater demand over time for students specifically taught in Wales and cognisant of the specifics of Welsh law. Some aspects of law are not devolved and so focusing on the English and Welsh legal system remains relevant, but devolution seems set to lead to more law-making powers being invested in the Welsh Government. In the case of criminal law, for example, a Commission on Justice in 2019 recommended that justice matters should be devolved to and determined in Wales. The BA (Hons) Law and Criminal Justice degree at Glyndŵr University will produce students cognisant of the distinct and developing social policy related law (and ultimately criminal law) emerging from Wales and what is becoming a growing body of Welsh specific law.

Degrees incorporating elements of law and criminal justice are a great foundation for careers in a huge range of criminal justice and social care related areas in the statutory, voluntary and private sector. The range and diverse nature of the available criminal justice modules allows students to tailor their learning experience towards a wide variety of careers. Also, with further postgraduate study, career paths open to graduates may include Counselling Psychology, Forensic Psychology, Social Work and Probation. Since 2016, pre-join requirements have applied in respect of those wishing to pursue a career in the National Probation Service. Prospective employees must possess a criminology and/or criminal justice related degree. Students will acquire an extensive range of generic skills transferrable across the criminal

justice system. 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. The programme accommodates a Work Based element which could add valuable work experience to a student's CV. Work based experience can provide invaluable insight into the workings of various criminal justice related professions, helping students to decide which career path they wish to choose whilst boosting their CV and developing their professional network.

The programme will be delivered by a team that has attained outstanding results in the National Student Survey. In 2019-2020, for example, Criminology at Glyndŵr University was ranked 1st in the UK for student satisfaction, assessment and feedback and overall satisfaction. It was ranked 3rd in the UK and 1st in Wales for teaching quality.

7. Credit Accumulation and exit awards

Students successfully completing 360 credits will be awarded the BA (Hons) Law and Criminal Justice

Students successfully completing 300 credits at Level 6 will be awarded the BA (Ord) Law and Criminal Justice

Students successfully completing 240 credits at Level 5 will be awarded the Diploma of Higher Education Law and Criminal Justice

Students successfully completing 120 credits at Level 4 will be awarded the Certificate of Higher Education Law and Criminal Justice

8. Programme Structure Diagram, including delivery schedule

Full Time Route

LEVEL 4							
Mod Code	SOC481	Mod title	Studying in Higher Education	Credit value	20	Core	Semester 1
Mod Code	LAW401	Mod title	Public Law: Constitutional and Administrative Law	Credit value	20	Core	Semester 1
Mod Code	SOC479	Mod title	Introduction to Criminology and Criminal Justice	Credit value	20	Core	Semester 1
Mod Code	LAW402	Mod title	Contract Law	Credit value	20	Core	Semester 2
Mod Code	LAW403	Mod title	European Law and Global Problems	Credit value	20	Core	Semester 2
Mod Code	SOC478	Mod title	Drugs, Alcohol and Crime	Credit value	20	Option	Semester 2
Mod Code	SOC477	Mod title	Crime, Society and Social Policy	Credit value	20	Option	Semester 2
Mod Code	SOC480	Mod title	Attachment, Trauma and Crime	Credit value	20	Option	Semester 2
Mod Code	SOC467	Mod title	Introduction to Forensic Psychology	Credit value	20	Option	Semester 2

LEVEL 5							
Mod Code	LAW501	Mod title	Legal Skills, Ethics and Professional Standards	Credit value	20	Core	Semester 1
Mod Code	SOC575	Mod title	Criminal Law	Credit value	20	Core	Semester 1
Mod Code	SOC574	Mod title	Criminology	Credit value	20	Core	Semester 1
Mod Code	SOC576	Mod title	Work Based Learning (Criminal Justice)	Credit value	20	Option	Semester 2
Mod Code	LAW502	Mod title	Tort	Credit value	20	Core	Semester 2
Mod Code	SOC542	Mod title	Research Methods	Credit value	20	Core	Semester 2
Mod Code	SOC571	Mod title	Working in Custodial and Community Settings with People Who Have Offended	Credit value	20	Option	Semester 2

LEVEL 6							
Mod Code	LAW601	Mod title	Property and Land Law	Credit value	40	Core	Semester 1
Mod Code	SOC671	Mod title	Undergraduate Research Project	Credit value	40	Core	Semester 1
Mod Code	LAW603	Mod title	Equity and Trusts	Credit value	20	Core	Semester 2
Mod Code	SOC664	Mod title	Constructing Guilt and Innocence	Credit value	20	Option	Semester 2
Mod Code	SOC672	Mod title	Terrorism	Credit value	20	Option	Semester 2
Mod Code	SOC670	Mod title	Multi-Agency Working to Manage Risk and Dangerousness	Credit value	20	Option	Semester 2
Mod Code	POL605	Mod title	Policing Contemporary Communities	Credit value	20	Option	Semester 2

Part time Route

Year 1 LEVEL 4							
Mod Code	SOC481	Mod title	Studying in Higher Education	Credit value	20	Core	Semester 1
Mod Code	LAW401	Mod title	Public Law: Constitutional and Administrative Law	Credit value	20	Core	Semester 1
Mod Code	LAW402	Mod title	Contract Law	Credit value	20	Core	Semester 2

Year 2: LEVEL 4							
Mod Code	SOC479	Mod title	Introduction to Criminology and Criminal Justice	Credit value	20	Core	Semester 1
Mod Code	LAW403	Mod title	European Law and Global Problems	Credit value	20	Core	Semester 2
Mod Code	SOC478	Mod title	Drugs, Alcohol and Crime	Credit value	20	Option	Semester 2
Mod Code	SOC477	Mod title	Crime, Society and Social Policy	Credit value	20	Option	Semester 2
Mod Code	SOC480	Mod title	Attachment, Trauma and Crime	Credit value	20	Option	Semester 2
Mod Code	SOC467	Mod title	Introduction to Forensic Psychology	Credit value	20	Option	Semester 2

Year 3: LEVEL 5							
Mod Code	LAW501	Mod title	Legal Skills, Ethics and Professional Standards	Credit value	20	Core	Semester 1
Mod Code	SOC575	Mod title	Criminal Law	Credit value	20	Core	Semester 1
Mod Code	LAW502	Mod title	Tort	Credit value	20	Core	Semester 2

Year 4: LEVEL 5							
Mod Code	SOC574	Mod title	Criminology	Credit value	20	Core	Semester 1
Mod Code	SOC576	Mod title	Work Based Learning (Criminal Justice)	Credit value	20	Option	Semester 2
Mod Code	SOC542	Mod title	Research Methods	Credit value	20	Core	Semester 2
Mod Code	SOC571	Mod title	Working in Custodial and Community Settings with People Who Have Offended	Credit value	20	Option	Semester 2

Year 5: LEVEL 6							
Mod Code	LAW601	Mod title	Property and Land Law	Credit value	40	Core	Semester 1
Mod Code	LAW603	Mod title	Equity and Trusts	Credit value	20	Core	Semester 2

Year 6: LEVEL 6							
Mod Code	SOC671	Mod title	Undergraduate Research Project	Credit value	40	Core	Semester 1
Mod Code	SOC664	Mod title	Constructing Guilt and Innocence	Credit value	20	Option	Semester 2
Mod Code	SOC672	Mod title	Terrorism	Credit value	20	Option	Semester 2
Mod Code	SOC670	Mod title	Multi-Agency Working to Manage Risk and Dangerousness	Credit value	20	Option	Semester 2
Mod Code	POL605	Mod title	Policing Contemporary Communities	Credit value	20	Option	Semester 2

9. Intended learning outcomes

By the end of the programme, students will be able to:

Knowledge and Understanding

	Level 4	Level 5	Level 6 at least 3 of the following	Levl 6 Honours Degree
A1	<i>Identify and access scholarly texts and understand the fundamental principles underpinning academic scholarship.</i>	<i>Show appreciation of sources of the law; the contextual, moral and ethical basis of law and the nature of professional conduct and practice (including the importance of core professional legal writing and presentation skills</i>	<i>Show an in depth understanding of the essential principles of property land law and detailed appreciation of how to apply these to complex practical situations.</i>	<i>Critically understand the research base informing an issue of contemporary criminological concern.</i>
A2	<i>Provide an account of UK constitutional arrangements and the way freedoms and rights are protected.</i>	<i>Demonstrate an-depth understanding of the foundations, nature, scope and specifics of Criminal Law in England and Wales.</i>	<i>Demonstrate detailed knowledge of equitable remedies; trusts; trustee's duties and fiduciary duties; and the liability of strangers.</i>	<i>Identify and apply research strategies to develop further understanding of criminological phenomena.</i>
A3	<i>Identify and appraise the fundamental principles and precedents underpinning the law of contract.</i>	<i>Identify the underlying concepts and principles of the law of tort; liability in negligence; the law of nuisance and defamation.</i>	<i>Critically evaluate the processes that influence how individuals become caught up and criminalised by the criminal justice process.</i>	<i>Apply approaches to data collection and analysis in criminological research.</i>
A4	<i>Identify where legal jurisdiction overlap and assess the challenges that can arise in addressing transnational legal concerns.</i>	<i>Develop an in-depth understanding of the foundations, nature, scope and specifics of criminal justice practice in a range of contexts.</i>	<i>Critically assess the development, role, organisation and governance of efforts to reduce and prevent crime, deviance and harm, and to ensure personal and public safety in relation to a range of offending behaviours or offender groups.</i>	<i>Critically appreciate how ethical principles are translated into defensible research practices.</i>
A5	<i>Compare and contrast definitions of crime, map the criminal justice process and identify the social and historical development of the main institutions involved in crime control.</i>	<i>Compare and contrast criminological perspectives on crime and criminal behaviour</i>	<i>Critically assess representations of crime and deviance, and responses to them, in political and official accounts, the mass media, new media, and in public opinion.</i>	;

	Level 4	Level 5	Level 6 at least 3 of the following	Level 6 Honours Degree
A6	<i>Assess the criminal justice related experiences of specific service user groups.</i>	<i>Evaluate different sources of information about crime and victimisation, both quantitative and qualitative, and how they are produced - including their location in particular ideological and methodological frameworks.</i>		

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	<i>Carry out fundamental academic research.</i>	<i>Identify the existence of competing priorities and the basis that exist for resolving moral/ ethical dilemmas where they arise.</i>	<i>Integrate complex ideas and empirical findings, extrapolating and applying higher level knowledge.</i>	<i>Plan, conduct and report on a programme of enquiry.</i>
B2	<i>Synthesise information from a number of sources.</i>	<i>Problem solve and resolve disagreement.</i>	<i>Critically reason, analyse and interpret data and ideas.</i>	<i>Apply acquired knowledge to explore hypothetical or actual legal problems.</i>
B3	<i>Analyse, evaluate and interpret a range of texts.</i>	<i>Extract and present key ideas and significant content from complex material.</i>	<i>Critically analyse a situation, a condition or a problem.</i>	
B4	<i>Present information in a clear fashion.</i>	<i>Work as an independent learner.</i>		

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	<i>Identify and retrieve up-to-date information, using text and electronic sources.</i>	<i>Read and discuss materials which are written in subject specific technical language.</i>	<i>Present complex arguments in a way which are comprehensible to a range of audiences.</i>	<i>Prepare and develop legal arguments and use evidence to support an argument in a formal written document</i>
C2	<i>Present information in a structured and cogent manner.</i>	<i>Identify the essence of a problem and provide a defensible analysis and solution.</i>	<i>Apply and revise knowledge with reference to particular contexts and priorities.</i>	<i>Plan, undertake and present an independent dissertation.</i>

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C3	<i>Use the English (Or Welsh) language and subject specific terminology with care and accuracy.</i>	<i>Prepare written documents, on-line communication and effective oral presentations.</i>		
C4	<i>Address obstacles to role performance as a student and identify/negotiate solutions to ensure targets are met.</i>	<i>Make a personal and reasoned judgement based on an informed understanding of standard arguments in a subject specific area</i>		

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	<i>Demonstrate written, verbal, presentation, IT, and team working skills.</i>	<i>Act as an accountable ethical professional.</i>	<i>Retrieve, assess and critically evaluate information from a wide range of legal, academic and 'grey' sources.</i>	<i>Retrieve, assess and critically evaluate information from a wide range of academic sources.</i>
D2	<i>Retrieve and evaluate the merits of information from a range of sources including legal sources, government papers, academic journals and electronic databases.</i>	<i>Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others.</i>	<i>Show advanced skills around time management and independent learning.</i>	<i>Evidence advanced skills around time management and independent learning.</i>
D3	<i>Develop Skills round time management and independent learning.</i>	<i>Work to tight deadlines to produce work of the required standard, overcoming barriers in the learning process.</i>	<i>Work independently as an autonomous professional.</i>	<i>Develop abilities to critically reflect on and develop their own performance-seeking advice and guidance where that is prudent.</i>
D4	<i>Function usefully as a member of a group.</i>			

10. Learning and teaching strategy

The learning and teaching strategy used in the programmes is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the programmes embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. In relation to each online input, the learning material is designed with reference to 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)'.

Cognisant of the standards laid down in the University's 'Academic Quality Handbook', each module is associated with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessment vehicle, hand in dates, tutor support arrangements and a reading list.

The degree will be delivered by a team with almost twenty years' experience of delivering flexible synchronous and a-synchronous online teaching and support. The criminology programme has, for the last three years, been in the top ten in the UK for student satisfaction.

Students studying the BA (Hons) Law and Criminal Justice at Glyndŵr University will have access to multiple learning opportunities on every module, including face to face or online classes (with core and guest lecturers), seminars, access to recorded lectures, lecture notes and handouts; and directions to relevant essential and additional reading. Because class sizes are typically small an interactive approach to learning can be managed and staff will typically engage students with key issue by drawing on case studies and their practice experiences in the legal or criminal justice field. Lectures on both programmes will be organised around lecture inputs, quizzes, recorded video content, larger and small group discussions and debates. When modules are primarily delivered online recorded content will be available that replicates synchronous learning experiences and students will be involved in a range of online activities and discussions. Face to Face or video mediated appointments can be made with tutoring staff to discuss module content and assignments.

On the programme there will be a focus on future employability in the legal and/or criminal justice system. Importance will be attached to students developing Key Skills for Employability and the University's Strategy for Supporting Student Learning and Achievement (SSSLA). That strategy is directly aligned to the University's Vision and Strategy, focussing upon the domain 'Teaching that inspires', where learning is informed by and is relevant to the applied world of work, and students are able to leave the University as skilled, knowledgeable and entrepreneurial citizens able to meet the challenges of the 21st century.

Outside the classroom, students will be encouraged to join a programme specific society such the University's 'Criminology Society'. A 'student law society' will be developed during

2021/2022. Such societies take a lead role at WGU in organising educational visits and social events (quizzes, mooted competitions, visits to court. shows etc.) for students enrolled on particular courses. Students will also be encouraged to join the departmental Twitter and Facebook accounts run by one of the criminal justice staff that seeks to keep students up to date with legal and criminal justice developments. The Facebook page “Criminology and Criminal Justice@Glyndŵr” (which will be renamed to include Law) is followed by over 800 students and alumni and provides up to date information to students on matters of criminological and legal concern. It connects current students not only with each other but to students from the past many of whom, are in the present, criminal justice professionals.

Accordingly, through the education blend involving face to face and online learning; a focus on online and real work staff ‘presence’ (social, cognitive and teaching presence); and student interaction in the classroom and beyond, the programme team will work with students to create a community of enquiry and a sense of continuous belonging to a distinctive degree programme.

11. The Wrexham Glyndŵr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

The proposed programmes contribute to the delivery of the University’s Employability Strategy priority actions:

- By preparing students for further higher study through developing their research capabilities (priority action 6).
- By enabling students to articulate their employability by relating module activities and assessment tasks to sought after competences and proficiencies in employment contexts utilising sector specific language (priority action 7).

The undergraduate curriculum and accompanying pedagogy will support the development (and recognition) of Glyndŵr Graduate Attributes and prepares a 'Glyndŵr Graduate' to achieve their career aspirations and professional potential. For example, during the programme emphasis is placed on enhancing four key attributes to develop students who are:

- Creative (able to invent and develop original ideas to produce new and interesting outcomes): This will be via the opportunity to develop original ideas and contribute to disciplinary knowledge through their fully supported self-led research project; and the ability to approach assignments in a creative way (e.g. adopting theoretical lenses).
- Engaged (able to take responsibility for outcomes and embrace opportunities to participate and develop): This will be via immersion in current, innovative and advanced ideas in the field; to mix with and be exposed to teaching inputs from staff representing a range of disciplines across the University and beyond- justice, policing, law; and initiate and/or engage in classroom and online debates.
- Enterprising (able to show initiative; resourcefulness and determination): This will be via opportunities to approach assessments in a variety of ways and to focus responses on areas of particular interest to the student.
- Ethical (able to adopt a global perspective and commit to respecting diversity and acting in a principled way with integrity): Issues of justice are inextricably linked to power and oppression and how people interact and respect diversity and difference. These core themes feature in inputs through the departmental portfolio. Staff model and students are expected to adopt inclusive practices in the classroom and in written texts e.g. lectures /assignment.

Whether undertaking the BA (Hons) programme, students will also be encouraged to develop five key attitudes:

- Adaptability (the ability to embrace change and innovate): Law and Criminal Justice are dynamic areas of policy and practice. Students will be updated and informed of new developments and will need to embrace change and reflect awareness of it in their assignments.
- Confidence (self-assurance arising from an appreciation of own abilities): Confidence will be developed via the process of providing constructive formative and summative classroom/online and assessment based feedback and opportunities to develop key skills during classroom and assessment activities e.g. presentation/written skills.
- Commitment (the ability to decisively engage with activities and work towards goals): In every module the need will arise to engage with in-class (discussion) and after-class activities (online searches; library visits) in order to achieve goals.
- curiosity (the desire to expand knowledge and horizons, to understand the world more fully): Many students are naturally curious about crime and the law and so staff will refer to real world cases and practice experiences to develop curiosity about legal and/or criminal justice issues
- Resilience (the ability to manage setbacks and recover from difficulties and develop greater ability to manage setbacks and recover from difficulties): Each module will be competed in the face of competing non-academic and academic demands and real-

world challenges. Staff will engage with students in identifying and planning for overcoming such difficulties to build resilience for the future.

Students will also be provided with opportunities to develop six practical skillsets:

- Communication skills (written and persuasive skills: These skills are strengthened throughout the programme as part of moderated online and/or classroom discussions and feedback is provided in personal tutorials and assignment feedback.
- Critical thinking skills (the ability to hold evidence to rigorous standards, to reason carefully and interrogate evidence/claims): This skill is developed throughout the programme with particular emphasis on critical thinking in relation to the experiences of minority groups and during the undergraduate research project module at level 6.
- Emotional intelligence (the ability to identify, understand and manage (self/others) emotions): Law and criminal justice are emotive businesses and students will be encouraged towards thoughtful and considered approaches to justice, crime and victimisation.
- Organisation skills (the skill of being effective/efficient in planning, time-management and appropriately prioritising competing demands): These skills are taught at level 4 and are revisited in assignment feedback and personal tutorials sessions before being applied at level 6 to complete the undergraduate research project module.
- Digital fluency: the opportunity to assess and reflect upon digital skill levels arises on entry to the programme, with enhancements supported through introduction the VLE and to a variety of software as the programme progresses.
- Leadership and team working skills: these are promoted in classroom or online discussions and especially in modules where presentations are required where students will have opportunities to lead and or to work together to meet required standards.

12. Work based/placement learning statement

Work based learning will be facilitated in two ways. Firstly, through a specific work-based law or criminal justice learning module at level 5. The criminal justice work based module has been delivered successfully as part of the BA (Hons) Criminology and Criminal Justice programme for the last four years, and provides the framework and support for student to identify, engage and submit assessments which build on experiences in the workplace, wherein students apply theory to practice to produce a reflective portfolio of their work based learning.

The module begins with the student finding the placement. A meeting between the tutor/student and placement provider is then convened and the opportunities available to meet the module learning outcomes are agreed. A formal contract is signed with the expectation the student will complete 50 hours of observational/practical activities. Task completion is recorded by the placement provider. The module is then assessed by way of a portfolio.

The second way work-based learning will be facilitated is by students being engaged in law clinics wherein, under supervision, they will give legal and other advice to students who book in for a consultation. This degree represents the University's first foray into Law and the legal

ramifications and obligations associated with setting up a law clinic will need to be addressed as part of the programme development process. However, law clinics, staffed by third year students operate in law departments across Universities in England and Wales and subject to necessary diligence procedures, will be developed as a feature of the LLB (Hons) at Glyndŵr University. Students associated with the BA (Hons) Law and Criminal justice programme will be able to be involved in this development.

13. Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

14. Assessment strategy

Assessment is carried out in accordance with Glyndŵr University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees. The approach adopted is informed by guidance published by the QAA to ensure integrity in digital learning (2020)².

In relation to all modules opportunities for formative assessments and debates in the classroom will feature regularly in order that students can gauge their own benchmarks and plot their own progress. At WGU such activity is facilitated by relatively small class sizes. The University is in the process of developing a Moot Room and debating chamber. Accordingly, as part of formative assessments and 'WGU law society' driven extracurricular activity, to develop key skills, students will be encouraged to take part in debates and mooting activity. Formative assessments will also include short pieces of writing and on-line exercises.

Opportunities for formative assessments will feature regularly in order that students can gauge their own benchmarks and plot their own progress. These will include short pieces of writing and on-line exercises. Levels five and six will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations.

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, individual and group presentations and role plays. Exams feature prominently. This is because to become a solicitor in England and Wales from 2021 onwards, two SQE exams must be passed. Accordingly, it is prudent to progressively expose students to examination conditions to develop their familiarity and skills in such assessments.

Importantly, some of the assessments have been designed to reflect the professional requirements of legal and criminal justice practice – associated with accurate and professional presentation of evidence/knowledge and self.

² <https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

Assignments are set in advance and provided to students in module handbooks and marked and returned by module (using the online system Turnitin) with students being given in depth electronic feedback on all assessments within an appropriate timescale determined by University regulations (within 3 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 and refer to their own experiences many assignment questions can be answered from different perspectives. However, the design of the assessment task (outlined in further detail in the module specification) 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 assessment strategy focusses on assessing achievement in meeting the academic learning outcomes of the programme but with a view, to preparing students for the workplace.

Module code & title	Assessment type and weighting	Indicative submission date
Level 4		
SOC481 Studying in Higher Education	MCQ 75% Essay 25%	Semester 1: Week 12 Semester 1 Week 6
LAW401 Public Law: Constitutional and Administrative Law	Exam 50% Essay 50%	Semester 1: Examination window Semester 1: Week 10
SOC479 Introduction to Criminology and Criminal Justice	Group Project 25% Essay 75%	Semester 1: Week 10 Semester 1: Week 13
LAW402 Contract Law	Oral assessment 50% In-class test 50%	Semester 1: Exam window Semester 1: Week 10
LAW403 European Law and Global Problems	Group Project 50% Essay 50%	Semester 2: Week 8 Semester 2: Week 12
SOC478 Drugs, Alcohol and Crime	MCQ Exam 100%	Semester 2: Week 12
SOC477 Crime, Society and Social policy	Group project 100%	Semester 2: Week 13
SOC480 Attachment, Trauma and Crime	Case Study 100%	Semester 2: Week 13
SOC467 Introduction to Forensic Psychology	Examination 100%	Semester 2: Week 14

Module code & title	Assessment type and weighting	Indicative submission date
Level 5		
LAW501 Legal Skills, Ethics and Professional Standards	Reflective Portfolio 100%	Semester 1: Week 12
SOC575 Criminal Law	Case Study 100%	Semester 1: Weeks 6, 8, 10 and 14
SOC574 Criminology	Poster presentation 100%	Semester 1: Week 10
LAW502 Tort	Examination 50% Essay 50%	Semester 2: Exam Window Semester 2: Week 14
SOC576 Work Based Learning (Criminal Justice)	Portfolio of learning 100%	Semester 2: Week 12
SOC542 Research Methods	Research Proposal 100%	Semester 2: Week 14
SOC571 Working in Custodial and Community Settings with people who have offended	Essay 100%	Semester 2: Week 15
Level 6		
LAW601 Property and Land Law	Essay 40% Examination 60%	Semester 1: Week 10 Semester 2: Examination Window
LAW603 Equity and Trusts	Examination 50% Case Study 50%	Semester 2: Exam window Semester 2: Week 11
SOC664 Constructing Guilt and innocence	Essay 100%	Semester 2: Week 12
SOC670 Multi-Agency Working to Manage Risk and Dangerousness	Case Study 100%	Semester 2: Week 13
SOC672 Terrorism	Essay 100%	Semester 2: Week 13
POL605 Policing Contemporary Communities	Essay 100%	Semester 2: Week 14
SOC671 Undergraduate Research Project	Project 100%	Semester 2: Week 6

15. Assessment and award regulations

Derogations

None

Non Credit Bearing assessment

None

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the Undergraduate Research Project is within the higher classification.

Ordinary Degrees

An ordinary degree may be awarded for completion of no fewer than 300 credits of the programme(s)

Restrictions for trailing modules (Taught Masters)

N/A

Prerequisites for processing to MRes research component

N/A

16. Accreditation

N/A

17. Quality Management

Processes for Quality Assurance and programme enhancement align with the University policies contained within the Annual Academic Quality Handbook.

At the University level, responsibility is accepted for the academic standards and provision of all awards granted in its name, noting that Glyndŵr University is accountable to HEFCW, QAA, and Professional Bodies for the provision it offers.

For the purposes of management and administrative clarity, responsibility for the BA (Hons) Law and Criminal Justice programme will reside with the programme leader for the Law portfolio at WGU. The Programme Leader will report to a Programme Management Board for Law which will convene three times a year. The Law Programme board will be constituted by programme staff, the programme leader of the Criminology and Criminal Justice provision, professionals in Law and other key stakeholders in Law within Chester/North Wales area. The board will receive reports from the programme leader on developments in the specific area of law at WGU. The board will offer commentary and guidance on developments in the academy and profession for programme enhancement purposes and will be overseen by the Faculty Board of Studies (held twice a year).

Student feedback is sought through the Student Voice Forum which meets three times each year, twice in Semester 1 (week six and at the end of the Semester), and once in Semester 2. The Student Voice Forum includes the Programme Leader, tutors, and 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 and annual monitoring report

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 scrutinise the quality of the programme delivery and assessment to ensure that the standards achieved on the programme are comparable with similar programmes elsewhere. They 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 I meets twice annually (May/June and September) to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme

Annual programme monitoring is the key element of Glyndŵr University's approach to quality assurance and enhancement. The QAA's UK Quality Code [Advice & Guidance on Monitoring & Evaluation](#), underpins and informs Glyndŵr University's model for annual programme monitoring providing the University with comprehensive evidence on the quality and standards of its provision. The Annual monitoring report draws together data on performance and from student feedback, NSS results, PSRB reports, and External Examiner's reports to provide an overall assessment of the health of the programme and what actions may be necessary or possible to enhance the quality of the provision. The Final AMR is considered at the annual Faculty Programme Monitoring Board. If the programme performance and student satisfaction is identified as being unsatisfactory, the programme management board is empowered to take actions in the form of an enhancement plan and produce commentary in the annual report as to how such a plan will be monitored and reviewed within the academic year. Matters that cannot be resolved this way can be referred for further action to the University's Learning and Teaching Quality Committee. Enhancement of the curriculum or constituent module is subject to university procedures for effecting minor and/or major amendments as in the Academic Quality Handbook.

18. Support for Students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Students' Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Institutional level support for students

The Library and I.T. Service Desk is the first point of contact for all Library, Learning Resources and I.T. Services enquiries. Students will be provided with a Glyndŵr account to access library and IT services including Wi-Fi, e-mail, VLE and a range of core software such as Office365; SPSS; Teams; Nvivo and McAfee anti-virus software.

Because criminology has been delivered at the University at both postgraduate and undergraduate levels for many years, library provision for criminology students at Glyndŵr University is well developed. Many resources, such as eBooks and eJournals are available to access off campus via Resource Finder which is accessible through the University website.

Library (book and legal literature) provision for law students at Glyndŵr University will be in line with the standards set out in "A library for the modern law school: a statement of standards for University law library provision in the United Kingdom" (2009) by the Libraries Sub-Committee of the Society of Legal Scholars. The University will procure a provider of legal resources such as Westlaw to provide online access to the 'common law library' (the minimum level of library most Universities provide) to covers all of the following, including EU provision:

- all Public General Acts currently in force in official or reprint form;
- a selection of Statutory Instruments and other secondary legislation, in original or reprint form, relevant to the subjects taught;

- the treaties and legislation of the European Union in original or reprint form, relevant to the subjects taught;
- all reported decisions of the superior courts of the jurisdiction in which the law school is located that are relevant to the subjects taught, together with such decisions of other courts as are necessary to the understanding of those subjects;
- all reported decisions of the European Court of Justice relevant to the subjects taught;
- Parliamentary materials of the United Kingdom and its constituent jurisdictions, to include Bills, Parliamentary Papers, and reports of Parliamentary proceedings.

The Learning Resources team at the library are able to offer one to one or small group appointments, tailored to student need around accessing and integrating literature. The Learning Resources team are also able to help find suitable resources for assignments, dissertations and research. Students can make appointments or contact 'Learning Resource Advisors' to arrange to meet and discuss personal learning needs.

Academic Skills support is available to all students. The Academic Skills Team can help equip students with the tools needed to improve marks by, for example, providing advice on assignment planning, academic writing and referencing. They can also support students to develop understanding and practical application of research methods, statistics, and IT.

The Inclusion Service assists students with individual needs arising in relation to a disability, medical condition, or specific learning difference, such as dyslexia. The team can help students find out if they are experiencing learning differences such as dyslexia, access specialist one-to-one study skills support; meet with a specialist mental health mentor; help ensure appropriate exam arrangements are in place; apply for Disabled Students' Allowance (DSA).

The Careers and Employability team are a professional service offering expert information, advice and guidance to students and graduates. They work in partnership with academic members of staff to add value to programmes and with employers to promote their vacancies and volunteering opportunities.

There are a variety of open use PCs, printers and photocopiers located around the campus. Computers can be used for a number of activities including word processing, presentations, internet access, e-mail and printing.

The University Counselling Service offers a confidential, professional and accessible service for students in a safe and supportive environment. They offer one-to-one counselling, self-help information, self-help programmes, and counsellors also have access to a comprehensive network of external services which can support individual needs.

All students studying away from home are advised to register with a local GP. A list of local GPs is provided to new students as part of the induction process.

The Chaplaincy supports students spiritually (all faiths and none). The chaplaincy regularly holds worship meetings and are there to listen to students who may draw comfort from their presence.

The University has an active Students' Union which provides advice and support services as well as organising social events.

Faculty support for students

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 tutor.
- Individual learning support through student support services and personal tutoring.
- 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. Additional academic skills sessions are also frequently made available.

Personal Tutor (PTs)

PTs are allocated to students early into the academic year and a booking system is in operation to facilitate contact between students and personal tutors early in each academic semester. The main responsibilities of the personal tutor are set out in the Glyndŵr University guidance 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 students 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 to the 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.

Personal Development Planning (PDP)

Personal Development Planning (PDP) is described by the HE Academy as 'a structured and sported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'. Whilst PDP is not mandatory, it is on the agenda of personal tutorial meetings. Personal tutors discuss with students what their study and career aspirations are and help them to devise a PDP to reach their goals.

Individual Learning Plans (ILPs)

Personal tutors at Glyndŵr University also take responsibility for developing Individual Learning Plans (ILPs) for students. 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.

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 consider referral to student support services. All attempts will be made to explore this with the student prior to suggesting the student access an assessment of learning needs.

19. 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 Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

All relevant programme literature will highlight and reflect the importance ascribed by the University to tackling unfair discrimination. All those concerned with admissions and retention on the programme will be made aware of the potential needs of students and of strategies available to provide for these needs.

The programme curriculum and philosophy will establish and develop the basis for an anti-discriminatory practice by ensuring that all students develop an awareness of the inter-relationship between individual and structural oppression; understand and counteract the impact of stigma and discrimination and recognise the need for and seek to promote policies and practices which are non-discriminatory and anti –oppressive. 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, student counsellors or one of the programme student representatives may be called upon for advice or support. No student should feel that they have to tolerate unfair or oppressive treatment.

The programme has been designed to be accessible to students with disabilities, additional learning requirements and those who have the need to work and/or have caring responsibilities. Technology is used to enhance the student experience and is used innovatively to ensure equality of access to learning opportunities. Other examples of how diversity is addressed in practice include:

- A variety of assessment methods staggered throughout the year to accommodate those with additional learning needs
- Most lectures are audio and video recorded, then made available online
- Personal Tutorial support
- Support through Learning Plans where required
- Ensuring that face to face lectures are provided in full as online resources to meet the needs of those who may not be able to attend all/a particular face to face session.
- The use of the VLE to provide additional support and resources to learners to access at times to suit their needs.
- Case studies are varied to reflect the diverse communities of Wales.