PART TWO PROGRAMME SPECIFICATION

BSc (Hons) Professional Policing

1 **Awarding body**

Wrexham Glyndŵr University

2 **Programme delivered by**

Wrexham Glyndŵr University

3 **Location of delivery**

Plas Coch Campus, Wrexham LL11 2AW

4 **Faculty/Department**

Faculty of Life and Social Sciences

5 **Exit awards available**

Certificate of HE Policing   120 credits

Diploma of HE Policing   240 credits

BSc Policing   300 credits

BSc (Hons) Policing   360 credits

BSc (Hons) Professional Policing   360 credits

6 **Professional, Statutory or Regulatory Body (PSRB) accreditation**

The Pre-Join Degree in Professional Policing is an academic knowledge-based degree based upon the National Curriculum for the police constable role which can only be offered under license by the College of Policing. The College of Policing does not provide accreditation but has worked with the programme team and University to ensure the degree meets College of Policing requirements and standards for a graduate to then be eligible to apply to a police force.

7 **Accreditation available**

The new Police Education and Qualification Framework (PEQF) has designated three new national entry routes into the policing profession at the rank of police constable in England and Wales. These are:

- A (pre-join) knowledge-based degree in Professional Policing, to be achieved prior to formal recruitment into the police service. These programme specifications relates to this route.

- A programme for degree-holder entry to the policing profession for those whose first degree is in a subject area other than policing

- A degree-level apprenticeship entry route, based upon achievement of a degree in professional policing practice.

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	N/A
9	JACS3 / HECoS **codes**
	L311/L611 100484
10	UCAS **code**
	L900
11	**Relevant QAA subject benchmark statement/s**

There are no Subject Benchmark Statements at this time for Policing degrees. Instead, the programme has been aligned with knowledge requirements within the National Policing Curriculum (NPC) and Criminology benchmark statements.

The National Curriculum for the police constable has been developed so that a student will receive a comprehensive education, based upon the professional responsibility of the police service and all who work within it to serve and protect the public in the most effective ways possible. The curriculum guides learning and development through 18 specific areas of knowledge and professional awareness that have been identified as critical to the performance of the role of a police constable: Understanding the Police Constable Role; Professional Policing, Valuing Difference and Inclusion; Maintaining Professional Standards; Response Policing; Research Methods and Skills; Policing Communities; Policing the Roads; Information and Intelligence; Conducting Investigations; Evidence-Based Policing; Digital Policing; Counter Terrorism Policing; Problem Solving; Decision Making and Discretion; Criminology and Crime Prevention; Vulnerability and Risk; and Public Protection.

In relation to criminology benchmark statements (QAA, March 2014) consideration has been given to 7.3 Subject Knowledge and Understanding; 7.4 Cognitive abilities and skills; 7.5 Subject specific skills.

12	**Other external and internal reference points used to inform the programme outcomes**

See above

13	**Mode of study**

Full & part time

14	**Normal length of study** for each mode of study

3 years full time
6 years part time

15	For proposals for Taught Masters provision, please identify any modules (other than Research Methods) which are NOT eligible for trailing into Part Two as discussed in the Academic Regulations
	N/A

16	**Language of study**

English

17 Criteria for admission to the programme

Standard entry criteria

Minimum requirements for admission to the programme are

112 UCAS tariff points (280 prior to 2017) from GCE A Level or equivalent, eg. BTEC, Access to HE Diploma.

OR

Entry to the degree is also possible for applicants not meeting these academic entry requirements where they are able to demonstrate that prior and/or experiential learning will enable them to cope with the academic demands of the programme. This could be by way of having held a position of responsibility or been responsible for producing written work in a previous employment.

AND

The applicant must demonstrate in their UCAS personal statement a readiness to engage in Higher Education and the motivation, in particular, to undertake a BSc (Hons) Professional Policing.

AND

In addition to the entry requirements above, 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.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/ for details).
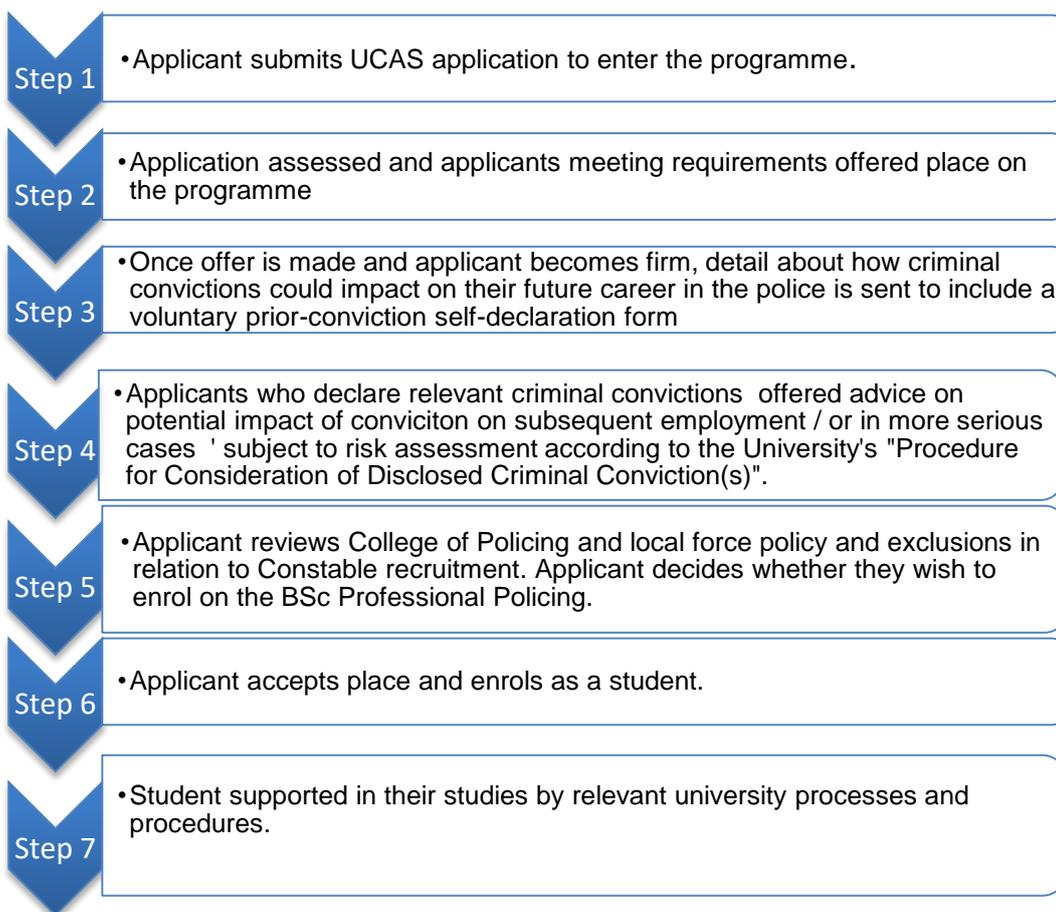
International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/
 for details).

Subject to the availability of places, applicants meeting the requirements would receive an offer of a place on the programme.

It is important for students to be aware that the BSc (Hons) Professional Policing degree has a currency of 5 years following graduation for recruitment into policing. Moreover, successful completion of Programme does not guarantee appointments as a Regular Constable. A student wishing to gain employment as a police constable should be aware that each force has its own eligibility criteria and associated recruitment process(es). Requirements may relate to Maths/English GCSE; health and fitness, age; nationality; background and security checks. It is possible to click on the following link to access individual force websites for students to check eligibility against a force's requirements::
https://www.police.uk/contact/force-websites/

Application Process:

Step 1 • Applicant submits UCAS application to enter the programme.

Step 2 • Application assessed and applicants meeting requirements offered place on the programme

Step 3 • Once offer is made and applicant becomes firm, detail about how criminal convictions could impact on their future career in the police is sent to include a voluntary prior-conviction self-declaration form

Step 4 • Applicants who declare relevant criminal convictions offered advice on potential impact of conviciton on subsequent employment / or in more serious cases ' subject to risk assessment according to the University's "Procedure for Consideration of Disclosed Criminal Conviction(s)".

Step 5 • Applicant reviews College of Policing and local force policy and exclusions in relation to Constable recruitment. Applicant decides whether they wish to enrol on the BSc Professional Policing.

Step 6 • Applicant accepts place and enrols as a student.

Step 7 • Student supported in their studies by relevant university processes and procedures.

DBS Requirements

Entry to the degree does not require DBS but once offer of a place is made and applicant accepts the place, detail about how criminal convictions could impact on future career in the police is sent to include a voluntary prior-conviction self-declaration form. Applicants who declare relevant criminal convictions will be offered advice on potential impact of conviction on subsequent employment.

Whilst the University may be willing to admit an applicant with a conviction(s) onto a programme of study, successful completion does not guarantee that the applicant will be able to take up a related profession. It is the applicant's responsibility to seek advice and clarify their position with any relevant bodies / employers prior to admission.

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme 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

Programme specific restrictions

None

19 Aims of the programme

As a market-led institution, the BSc (Hons) Professional Policing meets the 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 degree engages Glyndŵr University in co-operative dialogue with an employer/professional body to develop graduates with the knowledge and skills that are relevant for employment as a Police Constable and for related policing roles:

- To provide students with the theoretical and practical knowledge necessary for working within a policing context
- To enable students to develop an understanding of the scope of policing and its contribution to the criminal justice process
- To enable students to critically reflect on the contribution of policing policy and practices to promoting law and order, and preventing victimisation
- To develop students' critical thinking skills and ability to critically reflect on the nature of ethical and professional policing practice
- To develop students abilities to engage in critical analysis of research and research evidence

20 Distinctive features of the programme

- Delivered under licence from the College of Policing.
- Equips students with the knowledge and understanding, skills and tools that are highly relevant to employment as a Police Constable and in other policing roles.
- Taught by research active academics and practitioners with background in Police and Policing.
- Programme is enhanced by speakers from agencies delivering or engaged in policing and criminal justice.
- Students will build a strong and sustainable networks and links with public service and third sector organisations involved in policing for both professional and personal development and advancement.
- Interactive blended approach to teaching.

- Develops knowledge relating to professional performance of the police constable role, permitting learners who are subsequently recruited to the police service to pursue a career as a police constable.
- Blended and concentrated delivery to facilitate engagement by those with employment and/or caring responsibilities.

21 Programme structure narrative

The programme follows 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 National Policing Curriculum.

The BSc (Hons) Professional Policing degree may be studied full time over three years or part time over six years. Full time students are expected to attend the University at least two days each week for taught sessions. Part time students take the same modules as full time students and take one module in semester 1 and two modules in semester 2, this pattern is reversed as students move through the programme (1- 2, 2-1 etc.)

- Students successfully completing 120 Level Four credits or above may be awarded the Certificate of HE in Policing.
- Students successfully completing 240 Level Four and Five credits or above may be awarded the Diploma of HE in Policing.
- BSc Policing (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level 6.
- BSc (Hons) Policing may be awarded to students who have successfully achieved 360 credits but have a compensatable fail and therefore have not achieved the requirements of College of Policing and cannot be awarded the Professional Policing title.
- BSc (Hons) Professional Policing may be awarded to students who have successfully completed and passed with a mark of 40% or above each module to obtain 360 credits of which 120 are at level 6.

It is important to note that only those students who obtain 360 credits and thereby show that they have met the learning outcomes of the full National Police Curriculum will be awarded a qualification with the title BSc (Hons) Professional Policing. The rationale here is that only those who complete all 360 credits will have fully covered the College of Policing's National Police Curriculum.

The BSc (Hons) Professional Policing programme has been designed and developed with reference to the National Police Curriculum for new police constables. The programme meets 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 National Level Descriptors in Part A of the QAA's Quality Code (2014).

The programmes arises from changes to the way police officers will be recruited from 2019 onwards and a broader agenda to professionalise policing and place police staff on the same academic footing as their peers in related criminal justice occupations (probation, youth justice, law)

Programme structure diagram

BSc (Hons) Professional Policing Level 4						
Semester 1	Mod title	Study Skills for Police in Higher Education	Mod title	Understanding the Police Constable Role	Mod title	Valuing Difference and Maintaining Professional Standards
	Module code	POL401		POL402		POL403
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Dr Sarah Dubberley	Mod leader	Andrew Crawford	Mod leader	Andy Jones
Semester 2	Mod title	Criminology and Crime prevention	Mod title	Decision Making and Discretion	Mod title	Criminal Justice
	Module Code	POL404		POL405		POL406
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core

	Mod leader	Dr Caro Gorden	Mod leader	Andy Jones	Mod leader	Dr Sarah Dubberley

BSc (Hons) Professional Policing						
Level 5						
Semester 1	Mod title	Information and Intelligence	Mod title	Evidence Based Policing and Problem Solving	Mod title	Policing the Roads
	Module code	POL501	Module code	POL502	Module code	POL503
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Andrew Crawford	Mod leader	Andy Jones	Mod leader	Andy Jones
Semester 2	Mod title	Digital Policing and Counter Terrorism	Mod title	Research Methods and Skills	Mod title	Response Policing
	Module code	POL504	Module code	POL505	Module code	POL506
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Andrew Crawford	Mod leader	Dr Karen Washington-Dyer	Mod leader	Andy Jones

BSc (Hons) Professional Policing						
Level 6						
Semester 1	Mod title	Police Investigation	Mod title	Vulnerability and Risk	Mod title	Research Project-
	Module code	POL601	Module code	POL602	Module code	POL604

	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Andrew Crawford	Mod leader	Andrew Crawford	Mod leader	Professor Iolo Madoc-Jones
Semester 2	Mod title	Public Protection	Mod title	Policing Contemporary Communities		
	Module code	POL603	Module code	POL605		
	Credit value	20	Credit value	20		
	Core/Option	Core	Core/Option	Core		
	Mod leader	Andrew Crawford	Mod leader	Darren Jacks		

22 Intended learning outcomes of the programme

Undergraduate				
Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Demonstrate an understanding of good scholarship on a degree level course	Demonstrate an understanding of the legislation/guidance underpinning the use of information/intelligence and the practical, management and regulatory issues pertaining to its use.	Understand the principles related to conducting different types of investigations and evaluate the experience of victims and witnesses involved in them	Critically explore policing processes or practices in relation to an area of policing concern
A2	Understand the development, history and nature of the police constable role	Appraise how evidence based and problem solving approaches can contribute to meeting policing objectives	Critically evaluate, and identify good practice in relation to, police practice with vulnerable and at risk children, adults and communities	Apply research skills to generate insight into a policing related issue
A3	Value diversity and the nature, substance and importance of maintaining professional standards	Show advances knowledge of the nature and challenges associated with response policing to a range of scenarios and contexts	Evaluate the potential for policing practices to protect the public	Understand how to use SPSS or Nvivo or other tool for the purposes of data storage, retrieval and analysis
A4	Understand the contribution a knowledge of criminology can made to operational policing and the potential that inheres in crime prevention strategies	Demonstrate critical understanding of the policing challenges and response to Digital Policing and Counter Terrorism ,	Critically assess the role of police in the community	
A5	Recognise the complexities of, and the models that can assist with, decision making in policing practice involving suspects and victims	Design research appropriately in relation to a specific problem.		

		Level 4	Level 5	Level 6	Level 6 Honours Degree

Undergraduate

Knowledge and understanding

		Level 4	Level 5	Level 6	Level 6 Honours Degree
A6		Understand the criminal justice process	Show advances knowledge of the nature and challenges associated with policing the roads	Critically assess the nature and challenges associated with community policing practice	

Intellectual skills

		Level 4	*Level 5*	*Level 6*	*Level 6 Honours Degree*
B1		Gather, retrieve and synthesise data and information relevant to policing	Analyse and assess the merits of competing theories and explanations.	Critically analyse and assess the merits of competing theories and explanations.	Construct a reasoned argument drawing on quantitative and qualitative data.
B2		Describe, summarise and interpret qualitative and quantitative data	Apply knowledge and skills in relation to a range of complex policing activities	Analyse and interpret the values, experiences and viewpoint of others	Manage and assess conflicting and contradictory evidence
B3		Plan, manage and reflect on own learning and progression	Select from a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend knowledge and understanding of policing	Evaluate viewpoints and construct critical arguments and syntheses	Analyse data to identify their theoretical/ ideological /evidential underpinnings
B4		Develop a reasoned argument based on evidence	Interpret and critically contextualise research related to policing	Locate, interpret and critically contextualise police research	

Subject Skills

		Level 4	*Level 5*	*Level 6*	*Level 6 Honours Degree*
C1		Analyse, assess and communicate quantitative and qualitative empirical	Assess and process information and intelligence	Use theory to explore the role of police in contemporary society	Undertake research to explore policing problems and formulate interventions

Subject Skills				
	Level 4	*Level 5*	*Level 6*	*Level 6 Honours Degree*
	information about policing practice			
C2	Identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of electronic and published data sources	Recognise a range of ethical problems associated with research and take action in accordance with the guidelines for ethical practice	Identify human rights issues in policing and responding to crime, deviance and harm	Present research and articulate a methodological position in relation to one's own research
C3	Show inter-personal and inter-agency communication skills	Generate and evaluate evidence	Generate and evaluate contradictory evidence	Show ethical research behaviour
C4	Gather, retrieve and synthesise data and information	Explore the complexities of decision making in complex policing situations	Assess the merits of competing theories relevant to policing crime and responding to crime and deviance	

Practical, professional and employability skills				
	Level 4	*Level 5*	*Level 6*	*Level 6 Honours Degree*
D1	Demonstrate written, verbal, and self-presentation skills	Apply theory to police practice scenarios and navigate through the complexities that arise	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
D2	Retrieve and evaluate the merits of information from a range of sources including government papers, academic journals and electronic databases	Construct and communicate a considered justification of professional policing practice	Show advanced skills around time management and independent learning.	Evidence advanced skills around time management and independent learning.
D3	Develop skills round time management	Conceive and undertake research	Work independently	Show abilities to critically reflect on and develop own performance

Practical, professional and employability skills				
D4	Demonstrate basic computer literacy	Appreciate the nature and substance of police routines and procedures		Prepare a professional research report

23 Curriculum matrix

For successful completion of the BSc (Hons) Professional Policing, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Study skills for Police in Higher Education	Core	■	□	□	□	□	□	□	■	■	■	□	■	□	□	■	■	■	■
	Understanding the Police Constable Role	Core	□	■	□	□	□	□	■	■	□	□	■	■	■	□	□	■	■	■
	Valuing Difference and Maintaining Professional Standards	Core	□	□	■	□	□	□	■	■	■	□	■	■	■	□	■	■	■	■
	Criminology and Criminal Justice	Core	□	□	□	■	□	□	■	■	□	□	□	■	■	□	□	■	■	■
	Decision Making and Discretion	Core	□	□	□	□	■	□	■	■	■	□	■	■	■	□	□	■	■	■
	Criminal Justice	Core	□	□	□	□	□	■	■	■	■	□	□	■	□	□	□	■	■	■
Level 5	Information and, Intelligence	Core	■	□	□	□	□	□	■	■	■	■	■	■	■	■	■	■	□	■
	Evidence Based Policing and Problem Solving	Core	□	■	□	□	□	□	■	■	■	■	■	■	■	■	■	■	□	■
	Policing the Roads	Core	□	□	□	□	□	■	■	■	■	■	■	■	■	■	■	■	□	■
	Digital Policing and Counter Terrorism	Core	□	□	□	■	□	□	■	■	■	■	■	■	■	■	■	□	■	□

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	Research Methods and Skills	Core	□	□	□	□	■	□	■	■	■	■	■	■	■	■	□	■	□	■
	Response Policing	Core	□	□	■	□	□	■	■	■	■	■	■	□	□	□	■	■	□	■
Level 6	Police Investigations	Core	■	□	□	□	□	□	■	■	■	■	■	■	■	■	■	■	■	□
Level 6	Vulnerability and Risk	Core	□	■	□	□	□	□	■	■	■	■	■	■	■	■	■	■	■	□
Level 6	Public Protection	Core	□	□	■	□	□	□	■	■	■	□	■	■	■	■	■	■	■	■
Level 6	Policing Contemporary Communities	Core	□	□	□	■	□	□	■	■	■	■	■	■	■	■	■	■	■	□
Level 6 honours	Research Project	Core	■	■	■	□	□	□	■	■	■	■	■	□	■	■	■	■	■	■

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24 Learning and teaching strategy

Staff at Wrexham Glyndŵr University are committed to developing a stimulating learning environment, which is responsive to student need and their developing abilities. The mode of delivery during most modules, therefore, will be varied to include individual lectures, demonstrations, guest lectures and peer presentations. Some modules will be delivered online, but no more than one per semester to encourage greater interaction between students in the real and virtual worlds. In on-line learning, use will be made of Moodle- the University's VLE. Learning is supported on-line through a wraparound approach wherein text is interspersed with web links and audio/visual material. Synchronous and asynchronous discussions are thereafter encouraged to enable students to better understand and process lecture materials.

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. The module handbook also provides information on the assessment vehicle, hand in dates, tutor support arrangements and a reading list.

In designing the supportive materials and engaging with students online, cognisance will be taken of the work of the QAA Quality Code. 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.

This programme is primarily delivered face to face but one module is delivered online during most semesters. Like most online modules, these module adopt 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 timetabled 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 for policing practice. 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 criminal justice staff that seeks to keep students up to date with criminal justice developments. As a routine part of most modules they are encouraged to register with relevant authorities (e.g. College of Policing; YJB, Ministry of Justice) to receive news updates. 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) 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 online exchanges.

The programme design is straightforward and reflects the NPC knowledge areas. The fundamentals associated with a police constable or policing role are considered at Level four and then their application in relation to key activities or areas of policing concern at Level five and six. At Level six the focus also moves to a more critical and 'advanced' exploration of policing activity. The spiral curriculum planning of the programme ensures that many of the principal specific areas relevant to a policing role and enshrined within the National Policing Curriculum are studied more than once, and at greater degrees of complexity throughout the three levels. This sequence allows students to gain an overall sense or picture of the programme being undertaken, thereby allowing them to learn in a deeper manner. It also reflects the practical reality that as students become more confident learners they are likely to be able to consider knowledge in more critical ways. 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 police knowledge and practice. The range of modules contained within the programme addresses the challenges of contemporary policing and so the opportunity for students to develop academic learning and skills and knowledge relevant to policing related employment goals.

At level four students are introduced to the discipline and standards of academic learning in the module 'Study Skills for Police in Higher Education'. Thereafter cross cutting issues related to 'the police' and the police constable role are addressed in the module 'Understanding the Police Constable Role'. As students may wish to profess into policing, it is important that early on they appreciate the importance of vaulting diversity and professional standards. Thus semester one ends with the module 'Valuing Difference and Maintaining Professional Standards'. In semester two, students begin their studies into the fundamentals about Criminology in the module 'Criminology and Crime prevention. Next decision making using the National Decision Model (NDM) as it relates to arrest and detention matters is explored in the module 'Decision Making and Discretion'. Here the scope and use of discretion is introduced as a central issue of policing concern. In the module 'Criminal Justice' the fundamentals about Law, Crime, the structure of Police and the agencies that make up the criminal justice system and the experience of victims are explored

At level five the focus is on the development and application of foundational knowledge in the principal areas of professional functionality (known as Policing Practice areas). In the module 'Information and Intelligence' the processes associated with gathering and using information and intelligence for policing purposes are covered. In the module 'Evidence Based Practice and Problem Solving' students explore the added value that an evidence based and problem solving approach to crime might offer, as well as the challenges and constraints of adopting such practices. The semester ends with a module focussing on 'Policing the Roads' and how police constables should act when confronted with a range of common and complex scenarios that demand a policing response on the roads. Thereafter, in semester two, the module 'Digital Policing and Counter Terrorism considers specific crime types and concerns identified nationally with cyber-crime and terrorism. Next in the 'Research Methods and Skills' module students explore the significance and processes associated with conducting quantitative and qualitative research. The module ends with students designing a research project that they

will undertake during level six of their programme (Research Project).The year ends with a module devoted to the complexities of 'Response Policing

At level six the last area of professional functionality is initially covered. In the module 'Police investigations'; students explore the process of conducting investigations and the complexities and intricacies that arise therein when dealing with complex and serious crime with more serious ramifications for citizens and society. Thereafter the focus moves to cross cutting themes and to the broader socio-political context in which policing occurs and the challenges with regards to policing that have proved most enduring. In the module 'Vulnerability and Risk' students explore the police's interface with 'at risk' people and communities and explore the history and drivers in this area. In the module 'Public Protection' the role police play, often in multi-agency contexts and in partnership with others, to protect the public is considered. The final taught module 'Policing Contemporary Communities' considers different models of policing and community policing in particular. It also explores   the interface between policing, social order and social control. The BSc (Hons) Professional Policing programme is completed by the 'Research Project' module. This module enjoins students to produce a research project based on having identified an area of interest to themselves within policing and then to engage in an extended piece of evidence based empirical research to develop insights into that phenomenon relevant for a policing role.

Indicative Timetable[1]: BSc (Hons) Professional Policing
Full Time Timetable
Level 4
Semester 1

ONLINE MODULE	TUESDAY	WEDNESDAY
Studying Skills for Police in Higher Education Dr Sarah Dubberley	Valuing Difference and Maintaining Professional Standards Andy Jones 3 hours Non-core; Academic Workshops (academic writing etc.) 2 hours Joanne Prescott	Understanding the Police Constable Role Andrew Crawford 3 hours Seminar 12 hours Online module seminar twice a semester

Semester 2

ONLINE MODULE	TUESDAY	WEDNESDAY
Criminology and Crime Prevention Dr Caro Gorden	Decision Making and Discretion Andy Jones 3 hours	Criminal Justice Dr Sarah Dubberley 3 hours Seminar 2 hours Online module seminar twice a semester

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[1] Whilst every effort will be made to deliver the programme to the above attendance requirements, days/times, the University cannot commit itself to this timetable and attendance may vary according to the availability of staff and lecture theatres. Students will receive an individualised timetable at the start of each academic year

Indicative Timetable: BSc (Hons) Professional Policing
Full Time Timetable
Level 5

Semester 1

ONLINE MODULE	WEDNESDAY	THURSDAY
Information and Intelligence Andrew Crawford	Evidence Based Policing and Problem Solving Andy Jones 2.5 hours Academic Workshops (academic writing etc.) 2 hours	Policing the Roads Andy Jones 2.5 hours Seminar 2 hours Online module seminar twice a semester

Semester 2

ONLINE MODULE	TUESDAY	WEDNESDAY
Digital Policing and Counter Terrorism Andrew Crawford	Research Methods and Skills Dr Karen Washington Dyer 2.5hours	Response Policing Andy Jones 2.5hours

Indicative Timetable: BSc (Hons) Professional Policing
Full Time Timetable
Level 6
Semester 1

ONLINE MODULE	TUESDAY	WEDNESDAY
Police Investigations Andrew Crawford	Vulnerability and Risk Andrew Crawford 2 hours	Research Project Professor Iolo Madoc-Jones 2 hours Online module seminar twice a semester

Semester 2

Tuesday	Wednesday
Public Protection Andrew Crawford 2 hours Monthly Research Project supervision	Policing Contemporary Communities TBC 2hours

Indicative Timetable[2]: BSc (Hons) Professional Policing
Part Time Timetable:
Level 4
Year 1: Semester 1

ONLINE MODULE	WEDNESDAY
Study Skills for Police in Higher Education Dr Sarah Dubberley	Understanding the Police Constable Role Andrew Crawford 3 hours Seminar 2 hours Online module seminar twice a semester

Year 1: Semester 2

WEDNESDAY
Criminal Justice Dr Sarah Dubberley 3 hours

Year 2: Semester 1

TUESDAY	
Valuing Difference and Maintaining Professional Standards Andy Jones 3 hours	Non core: Academic Workshops (Academic writing etc.) 2 hours Joanne Prescott

Year 2: Semester 2

ONLINE MODULE	TUESDAY	WEDNESDAY
Criminology and Crime Prevention Dr Caro Gorden	Decision Making and Discretion Andy Jones 3 hours	Seminar 2 hours Online module seminar twice a semester

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[2] Whilst every effort will be made to deliver the programme to the above attendance requirements, days/times, the University cannot commit itself to this timetable and attendance may vary according to the availability of staff and lecture theatres. Students will receive an individualised timetable at the start of each academic year

Indicative Timetable: BSc (Hons) Professional Policing

Part Time Timetable
Level 5
Year 3: Semester 1

ONLINE MODULE	THURSDAY
Information and Intelligence Andrew Crawford	Policing the Roads 2.5hours Andy Jones Seminar 2 hours Online module seminar twice a semester

Year 3: Semester 2

WEDNESDAY
Response Policing Andy Jones 2.5 hours

Year 4: Semester 1

WEDNESDAY
Evidence Based Policing and Problem Solving Andy Jones 2.5 hours

Year 4: Semester 2:

Online	Tuesday
Digital Policing and Counter Terrorism Andrew Crawford	Research Methods and Skills Dr Karen Washington-Dyer 2.5 hours

Indicative Timetable: BSc (Hons) Professional Policing

Part Time Timetable
Level 6
Year 5: Semester 1

ONLINE MODULE	WEDNESDAY
Police Investigations Andrew Crawford	Research Project Professor Iolo Madoc-Jones 2 hours Online module seminar twice a semester

Year 5: Semester 2

Wednesday
Policing Contemporary Communities TBC 2 hours

Year 6: Semester 1

TUESDAY	
Vulnerability and Risk 2 hours Andrew Crawford	Bi-Monthly Research Project supervision

Year 6: Semester 2

Tuesday	
Public Protection 2 hours Andrew Crawford	Bi-Monthly Research Project supervision

25 Work based/placement learning statement

In line with College of Policing requirements, this degree is theory based only with no work placement. If successful in applying to join the police force, work based training will then take place within the force joined.

The professional outcome of this programme will be a student in possession of the knowledge requirements of the National Policing Curriculum. It is important for students to be aware that the degree has a currency of 5 years following graduation for recruitment into policing and that successful completion of the BSc (Hons) Professional Policing Programme does not guarantee appointments as a Regular Constable. A student wishing to gain employment as a police constable should be aware that each force has its own eligibility criteria and associated recruitment process(es). Requirements may relate to Maths/English GCSE; health and fitness, age; nationality; background and security checks. It is possible to click on the following link to access individual force websites for students to check eligibility against a force's requirements::

https://www.police.uk/contact/force-websites/

26 Welsh medium provision

At the programme level, students will be offered the opportunity to submit assessed work in Welsh or English. When this is in relation to a subject area the Welsh speaking staff member cannot assess, arrangements are made for the work to be translated before being marked. Application forms received in Welsh can be processed in Welsh and any necessary interviews can also be conducted through the medium of Welsh. A focus on equal opportunities and Anti-Discriminatory Practice is embedded into the programme and so linguistic matters may be addressed on an on-going basis in most of the formal meetings and processes of the programme as well as in individual essays and modules.

27 Assessment strategy

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

Opportunities for formative assessments will feature regularly at Level four 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. Importantly, some of the assessments have been designed to reflect the professional requirements of policing-associated with accurate and professional presentation of evidence/knowledge, and applying theory in encounters with suspects, witnesses, victims and the public.

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	Assessment loading/Duration
Level 4	POL401 Study Skills for Police in Higher Education	• Online test 50% • Learning Style assessment and reflection 25% • Article review and discussion 25%	• 1 hour • 750 words • 30 minutes
	POL403 Valuing Difference and Maintaining Professional Standards	• Case Study 70% • Role Play 30%	• 1,500 words • 15 minutes
	POL402 Understanding the Police Constable Role	• Group Presentation 30% • Role Play 30% • Law exam 40%	• 25 minutes • 15 minutes • 1 hour
	POL404 Criminology and Crime Prevention	• Case Studies 50% • Online Contributions 50%	• 1,250 words • 1,250 words
	POL405 Decision Making and Discretion	• Case study 50% • Case Review 50%	• 1,250 words • 1,250 words
	POL406 Criminal Justice	• Journey map 50% • In class test 20% • Essay 30%	• 1,000 words • 30 minutes • 1000 words
Level 5	POL501 Information and Intelligence	• Traditional Unseen Exam 50% • Essay 50%	• 1.5 Hour • 2 hours-2,000 words
	POL502 Evidence Based Policing and Problem Solving	• Essay 60% • Study proposal 40%	• 2,000 words • 1,500 words
	POL503 Policing the Roads	• Traditional unseen exam 50% Case study 50%	• 1,5 hours • 2,000 words
	POL504 Digital Policing and Counter Terrorism	• Group Presentation 50% • Case study 50%	• 40 minutes • 2,000 words
	POL505	• Survey 20% • Mixed methods article review 30% • Research Proposal 50%	• 500 • 1,000 • 2,000

	Research Methods and Skills		
	POL506 Response Policing	• Traditional unseen Exam 50% • Case studies 50%	• 1.5 hours • 2,000
Level 6	POL601 Police Investigations	• Exam 50% • Interview Strategy Report 25% • Critical incident review 25%	• 2 hours • 1,500 words • 1,500
	POL602 Vulnerability and Risk	• Essay 60% • Presentation 40%	• 2,500 words • 20 minutes
	POL604 Research Project	• Research Report 100%	• 8,000 words
	POL603 Public Protection	• Crime profile 35% • Essay 35% • Essay 30%	• 1,500 words • 1,500 words • 1,000 words
	POL605 Policing Contemporary Communities	• Essay 100%	• 4,000 words

28 Assessment Schedule-Indicative

Week No.	Level Four Assessment Schedule	Level Five Assessment Schedule	Level Six Assessment Schedule
0	Induction		
1			
2	Study Skills for Police in Higher Education: Learning Style assessment and reflection		
3			
4			
5			
6	Study Skills for Police in Higher Education: Article review and discussion		
7			

8	Valuing Difference and Maintaining Professional Standards: Role play		Police investigations: Critical Incident review
9		Evidence Based Policing and Problem Solving Study proposal	
10	Understanding the Police Constable Role: Role Play		
11	Study Skills for Police in Higher Education Online test	*Information and Intelligence: online contributions (ongoing through the semester)*	Police investigations: Interview Strategy Report
Holiday	Christmas Holidays		
Holiday	Christmas Holidays		
Holiday	Christmas Holidays		
12	Understanding the Police Constable Role: group presentation	Evidence Based Policing and Problem: Solving Essay	Vulnerability and Risk: presentations
Exam/Assess	Understanding the Police Constable Role: Law Exam	Policing the roads: case study	Police Investigations: Exam
Exam/Assess	Valuing Difference and Maintaining Professional Standards: Case Study	Information and Intelligence: Exam Policing the roads: Exam	Vulnerability and Risk: Essay
1			
2			
3			
4			
5	Criminal justice: In class test	Research Methods and Skills- survey	
6			
7	Decision Making and Discretion: Case Study	Digital Policing and Counter Terrorism: Group Presentation	Research report
8			
9	Criminal Justice: Journey map	Research Methods and Skills- mixed methods article review	Public protection: crime profile
10			
11	Decision Making and Discretion: Case Review	Response Policing: Case studies	Public protection essay
	Easter Break		
	Easter Break		
12	*Criminology and crime prevention- online contributions (ongoing through the semester)*	Digital Policing and Counter Terrorism: Case study	
Exam/Assess	Criminal Justice: Essay	Response Policing: Exam	Public protection Essay
Exam/Assess	Criminology and crime prevention: case studies	Research Methods and Skills- proposal	Policing Contemporary Communities: Essay
	Resit period		

29 Assessment regulations

The programme accords with Glyndŵr University's Regulations for Initial Undergraduate Modular Bachelor Degrees, Diplomas and Certificates and

Foundation Degrees. Further details on the Regulations can be found on Moodle once a student is enrolled, via the Student Administration pages.

In any one academic year (or every other year for part-time students), if you have passed all your modules you will continue to the next academic year, but if not, you will have to resit the module over the summer period. It is important to note that if you fail too many modules you will not be allowed to resubmit over the summer but will be invited instead to resit the whole year. At present, a maximum of 80 credits can be re-sat over the summer period.

In order to successfully complete all degree modules, a candidate who has failed an assessment(s) on the first attempt has two further opportunities to re-sit the assessment(s) or re-study the module(s) until passed in accordance with the provider academic regulations.

All failed or deferred assessment/examinations must be retaken at the first available opportunity. Examination boards are held at the University in May or June and September.
Under specific circumstances a student may commence study at the next level trailing 20 credits at the lower level provided that:
• 100 credits at that level have been passed
• All assessment elements on the failed module have been attempted

Otherwise a student must repeat the year in order to progress.

Derogations

- In order to obtain the BSc (Hons) Professional Policing degree no compensation may be applied to any module.
- All elements of an assessment must be passed
- If a student fails a module but is eligible to have this compensated and has therefore obtained 360 credits the student will be eligible to be awarded the exit award of BSc (Hons) Policing.

Non-credit bearing assessment

none

Borderline classifications (for undergraduate programmes only)

The level 6 'Research Project' is designated as the Borderline Module for the Programmes. The mark for this 40 credit module 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 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt
- The Research Project module mark is in the higher classification

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management

There are three tiers of management for programmes at Wrexham Glyndŵr University; 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, representatives from North Wales Police 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 the academic experience 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: Professor Iolo Madoc-Jones

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 Student Programme Centre over arrangements for assessment boards and liaising with the external examiners;
- Organising Student Voice Forum.

Module Leaders: Andrew Crawford, Andy Jones, Dr Karen Washington-Dyer, Dr Caro Gorden, Dr Sarah Dubberley, Prof. Iolo Madoc-Jones

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.

- Organising lecturers/inputs to ensure curriculum is covered and all programme content is placed into a practical context for the learners.

Module Contributors: Police staff will make contributions to teaching on modules led by staff with no direct experience of operational policing. In addition, a number of individuals from a range of agencies regularly contribute to our programme Subject to availability, the learning experience is enhanced by guest lectures from North Wales Police, Crown Prosecution Services; Counter Terrorism Unit; Police and Crime Commissioner, Victim Support; Witness Service, Magistrates Court staff; National probation service staff and staff from nearby HMP Berwyn. Amy Rattenbury from the Forensic Science department at Wrexham Glyndwr University contributes to lecturers focussed on crime scene preservation, evidence collection and management

31 Quality Management

Processes for Quality Assurance and programme enhancement align with the University policies contained within the Annual Academic Quality Handbook.
https://glynfo.Glyndŵr.ac.uk/course/view.php?id=132

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.

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 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, 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 Moodle). 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 (May or June/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 Quality Code 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. AMR reports are considered through the Faculty Boards. Matters that cannot be resolved within that form may be referred for further action to the University level 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.

In addition to this the College of Policing will conduct an annual review of the programme and publish an updated National Curriculum. Annual reporting will be required on areas of success and good practice, whilst identifying changes and areas of concern. There will also be an annual evaluation event for external examiners to attend.

Where the programme performance and student satisfaction is identified as unsatisfactory, the University will be required 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. Such requirements would normally be captured in the University's own Annual Monitoring report and reported back to the Faculty Programme Monitoring Board.

Programme Maintenance

In order to drive and support quality delivery the College of Policing will engage in ongoing maintenance of the National Policing Curriculum (providing regular communication on the updates) to ensure that: national learning standards remain current and fit for purpose, in line with the evolving learning and development requirements for the police constable role. The programme team will have continual access to the most up-to-date standards and associated e-learning/distance learning packages linked to the National Policing Curriculum from the College of Policing's Managed Learning Environment.

Where changes are required in the programme or module specifications they will be pursued through the procedures identified in the Annual Academic Quality Handbook University- the procedures for minor and major amendments respectively. The Programme validation shall be reviewed every 5 years.

Staff will keep themselves updated by using the 35 days allocated to each staff member per year to engage in professional continuing professional development activity and scholarship. Where possible staff on the policing degree will be encouraged to take up operational roles in policing e.g. special constables, in order that their links to practice are maintained and enhanced.

32 Research and scholarship activity

Staff at Glyndŵr University are encouraged to be research active and to engage in consultancy, research, attending conferences and writing for publication around their

teaching interests and expertise. To this end, staff are associated with one of the University's research centres and enjoy access to an infrastructure that can support scholarly activity.

Staff on vocational programmes are encouraged to make use of their 35 days 'scholarly activity' in a way that keeps their knowledge and /or skills up to date. Staff may therefore engage in scholarship or 'return to the workplace' type activities. For example as part of the previous policing degree a staff member has been supported to operate in a 'special constable' capacity.

There are a range of mechanisms within the University for the up skilling of teaching staff including

- Support in gaining Associate/Fellowship status of the Higher Education Academy

- In-house teacher education programmes

- RPL and RP(E)L for existing qualifications and experience towards any of the above as mentioned.

There is also general support to staff engagement in Continuing Professional Development (CPD) opportunities which may involve attendance at training and development events.

33 Learning support

Institutional level support for students

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

- Library & IT Resources
- Learning Resources team
- Academic Skills Support Team
- Careers and Employability team
- Inclusion services
- Counselling & Wellbeing
- Student Funding and Welfare
- Chaplaincy
- Glyndŵr Students' Union

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 available. The programme benefits from a full time dedicated administrator who is available to students during normal office hours.

Criminology Society:

The department has a successful criminology society run by students which organises trips and guest speakers and social events to enhance the student experience. Policing students have been welcomed into this society which has organised visits to prisons, talks from magistrates, murder mystery experiences etc. The society will soon be renamed Policing and Criminology Society.

Personal Tutor (PTs)

PTs are allocated to students early into the semester. Students will have an opportunity to change PTs at any time without question. This might arise for instance if a student with aspirations to study a particular area 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 for such support.

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 recommended that students engage with the process and staff are encouraged to make arrangements for you to do so. Personal tutors will discuss with students what their study and career aspirations are, and will help them to devise a PDP to reach their goals.

Individual Learning Plans (ILPs)

Personal tutors at Wrexham 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 bet be made to explore this with the student prior to suggesting the student access an assessment of learning needs.

34 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 https://www.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/EqualityandDiversity/ ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The programme team recognises that unfair discrimination 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.
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 the student counsellor or one of the 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 can be 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
- ➤ Where the classroom allows, lectures may be 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 north east Wales.