PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons), BA, Dip HE, Cert HE
Award title	BA (Hons) Criminology and Criminal Justice
JACS 2 code	L300
UCAS code (to be completed by admissions)	M240
Relevant QAA subject benchmark statement/s	Criminology
Other external and internal reference points used to inform the programme outcomes	N/A
Mode/s of study *(p/t, f/t, distance learning)*	Full and Part time via a blended learning approach
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

    I.   240 UCAS points or equivalent;   OR

        Pass in an Access to Higher Education programme with 15 level 2 credits, 45 level 3

credits to be graded following the rules of combination as follows: 6 Distinctions, 33 merits, 6 passes

AND

II. The student must demonstrate in their personal statement a readiness to engage in Higher Education and the motivation, in particular, to undertake a Criminology and Criminal Justice degree.

Subject to the availability of places, candidates meeting both of these requirements would receive an offer of a place without the need for an interview. Students meeting only the first criteria would be invited for interview where their readiness to engage in Higher Education and their motivation to undertake a Criminology and Criminal Justice degree would be explored further.

The programme shall apply Glyndŵr University's regulation in respect of granting AP(E)L and APL.

Aims of the programme

There are three principal domains in which undergraduate Criminology and Criminal Justice courses in the U.K. are offered: Law; Sociology and Social Policy; and Forensic Science. The Glyndŵr University programme is located within the Sociology and Social Policy domain because staff proceed from an interpretative understanding of 'crime' in terms of the socio-political processes of policy-making and the dynamics of social construction and contingency. The philosophical location of the programme within Sociology and Social Policy puts the focus of the programme on issues of Social and Criminological theory as well as Criminal Justice practice.

The aims of the programme are to

- Provide students with the theoretical, conceptual, historical and methodological knowledge necessary to develop a critical appreciation of the criminal justice system and process
- Provide students with an understanding of the contribution made by a range of disciplines to criminological analysis
- Develop student's awareness of the impact of social diversity and inequality within criminal justice processes
- Develop each student's capacity to undertake independent inquiry into aspects of criminological or criminal justice concern
- Develop students' skills in written and communication skills

Distinctive features of the programme

One of the distinctive benefits for students choosing to study this programme is the interactive blended approach to teaching where face to face and on-line elements of the programme are combined with support and underpin a stimulating curriculum that helps develop students' autonomy and self-motivation. In relation to the programme structure, a proportion of the full time and part time programme will be primarily delivered face to face and another proportion will be delivered online.

The programme has been designed in relation to Part B of the QAA Code of Practice for the

purposes of assuring academic quality in higher education in addressing E-learning, with reference to new benchmark statements for criminology issued by the QAA (2003), and with knowledge requirements in respect of key agencies in the Criminal Justice System. The programme is taught by research active staff who are engaged in an academic and practice capacity in a wide range of projects within the Criminal Justice System. The staff's activities and industry connections ensures the curriculum is both current and directly relevant to many careers in the criminal justice sector. Moreover that staff are a valuable resource for providing network opportunities for agencies and bodies in the sector.

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

- Understanding and contextualising crime;
- Appreciating the diversity and complexity of offenders' lives;
- Critically exploring the representation of crime;
- Critically examining the way criminal behaviour is defined and managed;
- Understanding and assessing the role of key agencies;
- Examining humane and constructive ways of working effectively with offenders.

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

There is an excellent range of career opportunities in the field of criminal and community justice and graduates have found the programme extremely helpful in seeking entry to a range of specialist criminal justice and related careers. Graduates from the programme have progressed to careers in The Police and Probation Services, Victim Support, The Prison Service, the Legal profession, the Youth Offending Service, Drug and Alcohol agencies and within the voluntary sector.

Students studying the BA (Hons) Criminology and Criminal Justice at Glyndŵr will benefit from being co-located in a close and supportive learning environment, being part of a programme managed by a dedicated group of staff and, unlike at some Universities, being part of a student cohort that is not so large that regular staff-student interaction cannot take place. Glyndŵr University offers a friendly environment for learning where Staff and Students interact regularly and on a first name basis. At the same time Glyndŵr University provides access to the usual resources associated with a rounded University experience - teaching rooms with full IT access, Library, Sports facilities and associations as well as the Student's Guild (Union).

Programme structures and requirements, levels, modules, credits and awards

In keeping with the common modular framework for degree programmes developed at Glyndŵr, modules are taught as blocks and are assessed at the end of each semester. Students may opt in semester two to study electives in areas outside of the main area of study and so some modules are designated core and elective in each year.

The Level Four Modules

Level Four modules are designed to provide grounding for all students in key areas of knowledge and skills, and to establish good practice in studying at higher education level. The Study Skills module will begin in semester one to support students in obtaining this grounding knowledge.

The Level Four modules provide an introduction to practice matters relating to working in the community justice system and in the understanding and engaging with offending behaviour, and in theoretical study in criminology, law and psychology. The Level Four modules are designed to provide students with a broad knowledge of the agencies that make up the criminal justice system. The range of modules explored at Level Four will provide knowledge and understanding of crime at a societal and individual level.

The Elective option at Level Four is the 'Drugs, Alcohol and Crime' module. The rationale for this is that whilst a broad overview of the link between substance use and crime is offered, those students who chose not to study this module will still develop knowledge of the issues involved in working with substance misusing offenders and the role of key agencies in responding to alcohol and drug misuse in the Level Five modules called 'Crime in Contemporary Society' and 'Criminal Justice in Practice'. The module will primarily appeal to students whose career goals are clearly related to this field of study and who want to specialise in issues related to substance misuse at an early stage in preparation for the research project at Level 6

Exiting the programme after successful completion of the 120 credits at this Level leads to the award of Certificate of Higher Education in Criminal Justice. Students exiting at this stage will have a broad knowledge of the concepts relevant to criminal justice, and an ability to develop lines of argument in accordance with basic criminal justice theories. Students will have qualities and transferable skills necessary for employment that will be relevant to the criminal justice field.

The Level Five Modules

Level Five modules have been designed to build directly on the skills and knowledge acquired by students at Level Four, and designed to enhance students' understanding of the context within which criminal justice operates. The broad introduction to criminal justice and law opens out into a module on law and the criminal justice process. Basic practice related knowledge, introduced at Level Four, is developed through three modules that look at more advanced issues in effective practice with particular types of offenders ('Crime in Contemporary Society'), a module that looks at the work of key agencies in the Criminal Justice System ('Criminal Justice in Practice') and a module that places diversity and responding to diversity centre stage ('Social Difference and Inequality'). Criminological and research theory is explored in the remaining two modules- beginning the process of developing students' abilities to think theoretically and critically about the practice of criminal justice.

The Elective option at Level Five is the 'Crime in Contemporary Society' module. The rationale for this is that the module provides a broad overview of a range of offences e.g. sex offending, domestic violence, car crime, cybercrime. Those students who chose not to study this module will still develop knowledge of the general issues involved in responding to and working with offenders of different 'types' in the Level Five module 'Criminal Justice in Practice'. The module will primarily appeal to students whose academic interests or career goals are clearly related to a specific field of study and who want to specialise in issues related to that area at an early stage in preparation for the research project at Level Six.

Exiting the programme after successful completion of the 240 credits at this Level leads to the award of Diploma of Higher Education in Criminology and Criminal Justice.

The Level Six Modules

Level Six modules develop student's abilities to apply theoretical and critical perspectives to criminal justice processes and practice. Some degree of choice is also offered in relation to modules options. Here an interpretative understanding of 'crime' in terms of the socio-political processes of policy-making and the dynamics of social construction and contingency is developed in the module 'Control, Justice and Punishment'. A critical lens is brought to bear on the Criminal Justice System in the 'Constructing Guilt and Innocence' module. Youth justice still represents a largely discrete area of criminal justice practice. Accordingly a discrete module focussing on 'Youth Justice' engages students in the task of critically appraising the criminal justice response to youths and 'youth crime'. Responding to the multi-agency nature of contemporary criminal justice practice with adults, the 'Multi-Agency Working' module explores how the Criminal Justice System processes and works with adult offenders.

The Elective at Level Six is the 'Constructing Guilt and Innocence' module. The rationale for this is that it will only appeal to those students who have particular interest in issues associated with how power and authority is deployed in the criminal justice issues, with instances of miscarriages of justice and mistrials.

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

Programme Structure

LEVEL 4						
Module	Study Skills SOC463	Criminal Justice and Law SOC460	Working with offenders SOC562	Drugs, Alcohol and Crime SOC461	Domestic Abuse SOC464	What is Psychology 2 PSY403
Staffing	Sarah Dubberley	Caroline Hughes	Caroline Gorden	Caroline Hughes	Iolo Madoc-Jones	Sahar Hamid
Status	20 Credits Core	20 Credits Core	20 Credits Core	20 Credits **Elective**	20 Credits Core	20 Credits Core
Delivery	Online	Face to Face	Face to face	Online	Face to face	Face to face

LEVEL 5						
Module	Criminology SOC563	Criminal Law and the Criminal Justice Process SOC564	Social Difference and Inequality SOC519	Criminal Justice in Practice SOC561	Crime in Contemporary Society SOC560	Research Methods SOC562
Staffing	Caroline Gorden	Sarah Dubberley	Caroline Hughes	Iolo Madoc-Jones	Sarah Dubberley	Iolo Madoc-Jones
Status	20 credits Core	20 credits Core	20 credits Core	20 credits Core	20 credits **Elective**	20 credits Core
Delivery	Online	Face to face	Face to face	Online	Face to face	Face to Face

LEVEL 6						
Module	Multi Agency Working SOC662	Control Justice and Punishment SOC661	Research Project SOC663	Youth Justice SOC660	Forensic Psychology PSY609	Constructing Guilt and Innocence SOC664
Staffing	Iolo Madoc-Jones	Caroline Gorden	Iolo Madoc-Jones	Sarah Dubberley	Iolo Madoc - Jones	Caroline Gorden
Status	20 credits option	20 credits Core	40 credits Core	20 credits option	20 credits option	20 credits **Elective**
Delivery	Online	Face to face	Face to face	Online	Online	Face to face

Full Time Indicative Delivery Route

Level 4 Full Time Timetable					
Semester One			Semester Two		
Monday Online	Tuesday	Wednesday	Monday Online	Tuesday	Friday
Study Skills (Sarah Dubberley) 9-12	Criminal Justice and Law (Caroline Hughes) 9-12	Working with Offenders (Caroline Gorden) 9-12	Drugs, Alcohol and Crime (Caroline Hughes) 9-12	Domestic Abuse (Iolo Madoc-Jones) 9-12	What is Psychology 2 (Sahar Hamid) 10-12 Am- theory 2-4 Pm- practice

Level 5 Full Time Timetable					
Semester One			Semester Two		
Monday Online	Tuesday	Wednesday	Monday Online	Tuesday	Friday
Criminology (Caroline Gorden) 9-12	Criminal Law and the Criminal Justice Process (Sarah Dubberley) 9-12	Social Difference and Inequality (Caroline Hughes) 9-12	Criminal Justice in Practice (Iolo Madoc-Jones) 9-12	Crime in Contemporary Society (Sarah Dubberley) 9-12	Research Methods (Iolo Madoc-Jones) 9-12

Level 6 Full Time Timetable					
Semester One			Semester Two		
Monday Online	Tuesday	Wednesday	Monday Online	Tuesday	Friday
Multi-Agency Working (Iolo Madoc-Jones) 9-12	Control, Justice and Punishment (Caroline Gorden) 9-12pm	Research Project (Iolo Madoc-Jones) 9-12	Youth Justice (Sarah Dubberley) 9-12 Forensic Psychology (Iolo Madoc-Jones) 1-4	Constructing Guilt and Innocence (Caroline Gorden) 9-12	1:1 Supervision in respect of Research Project 2-4

BA (Hons) Criminology and Criminal Justice Part Time Route[1]

Year One Part Time Timetable			
Semester One		Semester Two	
Monday Online	Tuesday	Monday Online	Friday
L4 Study Skills (Sarah Dubberley) 9-12	L4 Criminal Justice and Law (Caroline Hughes)	L4 Drugs, Alcohol and Crime (Caroline Hughes) 9-12	L4 What is Psychology 2 (Sahar Hamid) 10-12 Am- theory 2-4 Pm- practice

Year Two Part Time Timetable			
Semester One		Semester Two	
Online	Wednesday	Monday Online	Tuesday
L5 Criminology	L4 Working with offenders (Caroline Gorden) 9-12	L5 Criminal Justice in practice (Iolo Madoc-Jones) 9-12	L4 Domestic Abuse (Iolo Madoc-Jones) 9-12

Year Three Part Time Timetable			
Semester One		Semester Two	
Tuesday	Wednesday	Tuesday	Friday
L5 Social Difference and Inequality (Caroline Hughes) 9-12	L5 Criminal Law and the Criminal Justice Process (Sarah Dubberley) 9-12	L5 Crime in Contemporary Society (Sarah Dubberley) 9-12	L5 Research Methods (Iolo Madoc-Jones) 9-12

Year Four Part Time Timetable			
Semester One		Semester Two	
Monday Online	Wednesday	Monday Online	Tuesday
L6 Multi-Agency Working (Iolo Madoc-Jones) 9-12	Research Project 9-12	L6 Youth Justice (Sarah Dubberley)9-12 or L6 Forensic Psychology (Iolo Madoc-Jones) 1-4	L6 Constructing Guilt and Innocence (Caroline Gorden) 9-12

Year Five Part Time Timetable			
Semester One		Semester Two	
As required	Tuesday	Monday Online	As required
1:1 Supervision in respect of Research project 2-4	L6 Control, Justice and Punishment (Caroline Gorden) 9-12pm	L6 Youth Justice (Sarah Dubberley)9-12 or L6 Forensic Psychology (Iolo Madoc-Jones)1-4	1:1 Supervision in respect of Research project

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[1] Part time students study the programme over five years. As part of the programme entry requirements students must acknowledge awareness that 120 Level Four credits must obtained to achieve the award Certificate of HE Criminology and Criminal Justice and 120 Level Five credits must be obtained to achieve the award DipHE in Criminology and Criminal Justice

Intended learning outcomes of the programme

The outcomes listed below are informed by the Criminology subject benchmark statement and the QAA Framework for Higher Education Qualifications.

Level Four

A) Knowledge and Understanding:
On successful completion of the Level students will be able to…

1. Demonstrate knowledge of the work of the main criminal justice agencies and the criminal justice process.
2. Understand how crime is defined and responded to
3. Understand approaches to, and practices of sentencing
4. Understand the nature of criminal law
5. Understand processes of effectively communicating and engaging with professionals and service users in the criminal justice system
6. Show knowledge about different kinds of substances associated with criminal behaviour
7. Understand the tensions and contradictions associated with effectively responding to a range of criminal behaviours
8. Appreciate the nature and significance of anti-discriminatory and anti-oppressive criminal justice practice
9. Understand the contribution a study of psychology can make to understanding crime and behaviour within the criminal justice system

B) Intellectual Skills:
On successful completion of the certificate programme students will be able to…

1. Gather and synthesise existing data
2. Present and structure ideas
3. Identify contradictions and dilemmas

C) Subject and Other Skills:
On successful completion of the Level students will be able to…

1. Communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
2. Identify ethical issues and the range of ethical problems that arise in the criminal justice process and system.
3. Undertake and present scholarly work.
4. Prepare and deliver presentations.

D) Professional Skills and Abilities; and Employability Skills and Abilities.
On successful completion of the programme students will…

1. Have developed and demonstrated written, verbal, presentation, information technology (handling), and team working skills.
2. Have acquired and demonstrated the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.
3. Have developed skills around time management and independent learning.
4. Be able to function effectively as a member of a group

Level Five

The learning outcomes for Level Five are those for Level Four (above) plus the following:

A) Knowledge and Understanding:
On successful completion of the Level students will be able to…

1. Identify how criminal justice practice is influenced by the socio-political context in which it occurs
2. Evaluate and assess the successes and failures of the criminal justice system in responding to issues of diversity
3. Appreciate and analyse the significance of various psycho-social explanations of particular crimes and how they impact on ways of responding to that crime
4. Critically evaluate how the work of key agencies in the criminal justice process has changed
5. Critically evaluate the social and historical development of ways of managing crime, the changing values governing criminal justice work and new and emergent forms of criminal justice governance.
6. Understand the different between quantitative and qualitative research approaches
7. Identify the scope and limitations of different strategies for undertaking criminological research
8. Compare and contrast theoretical approaches within criminology and apply them to understanding criminal justice processes and criminal behaviour
9. Critically assess the nature and foundations of criminal law and criminal justice practice in courts

B Intellectual Skills:
On successful completion of the programme students will be able to…

1. Analyse and assess the merits of competing theories and explanations.
2. Design research appropriately in relation to a specific problem and know how to gather, retrieve and synthesise information, including comparative data.
3. Have an understanding of how to evaluate research data including both quantitative and qualitative data.
4. Assess the ethical issues arising in criminal justice practice and in particular research situations.
5. Review and evaluate criminological evidence.
6. Develop a reasoned argument.

C Subject and Other Skills:
On successful completion of the programme students will be able to...

1. Understand the nature of contentious issues in the criminal justice system and critically investigate them.
2. Analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
3. Identify a range of different strategies and methods and use appropriate research tools in relation to critical issues in the criminal justice system, including quantitative, qualitative and evaluative techniques.
4. Identify the ethical issues and the range of ethical problems that arise in the criminal justice process and system.
5. Evaluate the relevance of criminological work on crime, victimisation and responses to crime and deviance, including representations of these in relation to issues of social, public and civic policy at a national, international and global Level.
6. Undertake and present scholarly work.

7. Prepare and deliver presentations.

<u>D) Professional Skills and Abilities; and Employability Skills and Abilities.</u>
On successful completion of the programme students will be able to…

1. Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others
2. Work to tight deadlines to produce work of the required standard
3. Contribute to the learning process in group settings to meet shared learning goals
4. Synthesise and present competing and complex information
5. Apply ethical codes of practice to their own research intentions
6. Work as a semi-independent learner, identifying and overcoming barriers in the learning process.

Level Six Bachelor of Arts (Ordinary) Criminology and Criminal Justice

The learning outcomes for the Level Six (Ordinary) are those for Level Five (above) plus the following:

<u>A Knowledge and Understanding</u>
On successful completion of the programme students will be able to...

1. Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance
2. Critically evaluate how crime and victimisation are constructed in the media and by agents and practices of crime control.
3. Analyse and assess the significance of power in the criminal justice process and how power operate in complex networks to influence criminal justice processes and outcomes
4. Critically evaluate the contested nature of justice, guilt and innocence
5. Critically evaluate relationships between complex social problems and crime with reference to criminological theory and empirical evidence.
6. Critically assess the meanings attached to childhood, youth and youth crime and the construction of, and provision made for, young offenders in the criminal justice system
7. Critically evaluate the contribution forensic psychology can make to managing and responding to offending behaviour and criminal justice processes

<u>B Intellectual Skills:</u>
On successful completion of the programme students will be able to…

1. Analyse and assess the merits of competing theories and explanations.
2. Analyse and interpret the values and practices of the agencies which administer them.
3. Understand how to evaluate research data including both quantitative and qualitative data.
4. Develop a reasoned argument.

<u>C Subject and Other Skills:</u>
On successful completion of the programme students will be able to...

1. Understand the nature of contentious issues in the criminal justice system and critically investigates them.
2. Analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
3. Identify the ethical issues and the range of ethical problems that arise in the criminal justice process and system.

4. Evaluate the relevance of criminological work on crime, victimisation and responses to crime and deviance, including representations of these in relation to issues of social, public and civic policy at a national, international and global Level.
5. Undertake and present scholarly work.

D) Professional Skills and Abilities; and Employability Skills and Abilities.
On successful completion of the programme students will have…

1. Acquired and demonstrated the ability to retrieve, assess and, critically evaluate information from a wide range of academic sources
2. Developed advanced skills around time management and independent learning.
3. Developed abilities to critically reflect on and develop their own performance

Level Six (Honours)

The learning outcomes for the Bachelor of Arts (Honours) in Criminology and Criminal Justice are those for Level Six (Ordinary) (as above), plus the following:

A Knowledge and Understanding
On completion of the programme students will be able to...

1. Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance
2. Critically evaluate how crime and victimisation are constructed in the media and by agents and practices of crime control.
3. Analyse and assess the significance of power in the criminal justice process and how power operate in complex networks to influence criminal justice processes and outcomes
4. Critically evaluate the contested nature of justice, guilt and innocence
5. Critically evaluate relationships between complex social problems and crime with reference to criminological theory and empirical evidence.
6. Critically assess the meanings attached to childhood, youth and youth crime and the construction of, and provision made for, young offenders in the criminal justice system
7. Critically evaluate the contribution forensic psychology can make to managing and responding to offending behaviour and criminal justice processes
8. Apply research skills to generate new insight into a criminological phenomenon

B Intellectual Skills:
On successful completion of the programme students will be able to…

1. Analyse and assess the merits of competing theories and explanations.
2. Analyse and interpret the values and practices of the agencies which administer them.
3. Understanding of how to evaluate research data including both quantitative and qualitative data.
4. Assess the ethical issues arising in particular, especially research, situations.
5. Review and critically evaluate criminological evidence.
6. Develop a reasoned argument.

C Subject and Other Skills:
On successful completion of the programme students will be able to...

1. Understand the nature of contentious issues in the criminal justice system and critically investigates them.
2. Analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
3. Identify a range of different strategies and methods and use appropriate research tools in relation to critical issues in the criminal justice system, including quantitative, qualitative and evaluative techniques.
4. Identify the ethical issues and the range of ethical problems that arise in the criminal justice process and system.
5. Evaluate the relevance of criminological work on crime, victimisation and responses to crime and deviance, including representations of these in relation to issues of social, public and civic policy at a national, international and global Level.
6. Undertake and present scholarly work.

D) Professional Skills and Abilities; and Employability Skills and Abilities.
On completion of the programme students will have…

1. Acquired and demonstrated the ability to retrieve, assess and, critically evaluate information from a wide range of academic sources
2. Developed advanced skills around time management and independent learning.
3. Developed abilities to critically reflect on and develop their own performance

Learning Outcome	A									B			C				D			
Module Title	1	2	3	4	5	6	7	8	9	1	2	3	C1	C2	C3	C4	D1	D2	D3	D4
Criminal Justice and Law	*	*	*	*				*		*	*	*	*	*	*		*	*		*
Working with Offenders					*		*	*		*	*	*		*	*	*	*	*	*	*
Study Skills					*					*						*	*	*		*
What is Psychology 2		*					*		*	*	*		*	*	*	*	*	*		*
Drugs Alcohol and Crime						*	*	*		*	*	*	*	*	*		*	*	*	*
Domestic Abuse		*	*				*	*	*	*	*	*	*	*	*		*	*	*	*

Level Five Curriculum Map of Modules Against Intended Learning Outcomes of the Programme

Learning Outcome	A									B						C							D					
Module Title	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6
Social Difference and Inequality	*	*											*	*	*	*	*		*		*		*	*	*	*		*
Crime in Contemporary Society	*		*		*			*		*			*		*	*	*		*	*	*	*	*	*	*	*		*
Criminal Justice in Practice	*	*		*				*							*	*			*	*	*			*	*	*		*
Criminology	*				*			*		*				*	*		*		*		*		*	*	*	*		
Research Methods						*	*				*	*	*	*	*	*	*	*			*		*	*	*	*	*	*
Criminal Law and the Criminal Justice Process	*	*		*	*				*				*		*	*			*	*	*			*	*	*		*

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Learning Outcome	A								B						C						D		
Level Six Curriculum Map of Modules Against Intended Learning Outcomes of the Programme																							
Module Title	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
Youth Justice		*	*	*	*	*			*	*			*	*	*	*		*	*	*	*	*	*
Control, Justice and Punishment	*	*	*	*	*				*	*			*	*	*	*		*	*	*	*	*	*
Constructing Guilt and Innocence		*	*	*	*		*						*	*	*		*	*	*		*	*	*
Forensic Psychology						*	*						*	*	*	*		*	*	*	*	*	*
Multi-Agency Working			*			*							*	*	*	*		*	*	*	*	*	*
Research Project			*		*			*			*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Teaching and learning will take place in a combination of the following contexts:

- Lectures – face to face and on-line
- Seminars and workshops
- Tutorials
- Independent study
- Personal Development Planning
- The use of a Virtual Learning Environment (VLE) Moodle

The programme will thereby combine traditional university-based face to face teaching and learning with online learning teaching and learning on Moodle. This is a strategy commended by the Higher Education Academy (formerly LTSN Generic Centre) which formed a group to look at learning environments and pedagogy (LEAP) in 2002 and 2005. As a result of analysing 14 case studies from seven Universities and considering how pedagogies using virtual learning environments (VLEs) were being deployed, they concluded that VLEs can support students' learning when blended with face to face teaching – and encouraged independence, developing confidence in the use of ICT and application and sharing of knowledge and understanding.

In developing the online elements of this programme the programme team has referred to and taken cognisance of the work of the Quality Assurance Agency and its Guidelines on the Quality Assurance of Distance Learning, Part A Section 2 of which concerns itself with good practice in Collaborative Provision and Flexible and Distributed Learning (including e-learning).

The fundamentals of contemporary good practice in education and learning are the same whether the education and learning takes place in the classroom, at a distance through correspondence or in the virtual world of the World Wide Web. It is worth stating therefore that e-learning is not inherently any more or less capable of providing good educational experiences and developing criticality than classroom based or distance learning based courses. Much depends on how the opportunities associated with a learning medium are exploited but that being said, the physical environment within which such learning takes place has a very powerful influence on what is achievable. Like most online courses this programme adopts what may be described as a 'wrap around' approach to education. Lecture content and support in understanding that material is offered online and learning is 'wrapped' by activities such as on-line asynchronous discussions and real time synchronous exchanges which involve providing links to additional educational resources and critical commentaries. Learning is facilitated by students being required to consider the implications of knowledge to their particular in context. Students are engaged in the e-learning process both within and outside of Moodle. They have access to a blog 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 YJB, Ministry of Justice) to receive news updates. Extensive e-mail communications between staff, students and each other is also a regular part of the learning and peer support process. The e-learning approach allows students who may be geographically dispersed to come together and share experiences and knowledge and provide support and encouragement for each other. The range of activity afforded through the wrap around approach supports learning across a range of learning styles. Honey and Mumford's (1986) activists are exposed to a range of activities and provided with opportunities to "bounce ideas" off others using the communication affordances of the VLE. Pragmatists are integrated into a virtual environment and theorists are able to use the

delayed nature of online interaction to explore links between ideas and situations. Finally reflectors benefit from the time to think built into networked learning and the ability to revisit archived discussions and debates.

On the full time and the part time programme one module is delivered online most semesters. The team have conducted research into the student experience and have argued in published peer reviewed journal articles that this percentage blend offers an optimum blend of structure and flexibility to students at Glyndŵr University. This is because the issues of flexibility and isolation stand at opposing corners in research on blended learning. Online learning can make learning flexible. On the other hand it can lead students to feel isolated. Here, the balance of having one module online each semester is intended to address these concerns. Glyndŵr University is a small University that operates on a small campus. Thus the dangers of isolation are minimised further because students, their peers and staff have regular on-going contact with each other.

In deciding which modules to deliver on-line and which to deliver face-to –face, and when, attention has been given to content and learning outcomes in determining the preferred medium. While the majority of modules can be delivered by either method some clearly benefit from a particular mode of delivery. Those that require a more student centred approach to learning and employ interactive/participatory activities such as the Level Four Module 'Working with Offenders' which includes practicing communication and interview techniques are delivered face to face. Those modules that include a significant focus on policy and practice (e.g. the 'Drugs, Alcohol and Crime' module & 'Working with Offenders' module at Level Four and 'Youth Justice' at Level Six) and which utilise appropriate web-sites have an advantage in being delivered on-line. Every online module is supplemented by an introductory and seminar session. That is to say a formal introduction to the module by the module leader during induction/enrolment week, followed by a one hour seminar at the half way point of the seminar in which the module is taught. Each online module is timetabled on a Monday to help students with their time management, but a session may be completed at any point during the relevant teaching week.

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

Where possible, the face to face and online learning on the programme will be enhanced by guest speakers from a range of criminal justice agencies. In the last three years representatives of 'Barnados', AVOW, The Police Service, Crown Prosecution Service, Victim Support, Youth Offending Service, Probation Service, and ex-offenders have addressed the student group. In addition to this, where possible, off site field visits will take place. In the past visits have been organised to a prison museum, a Prison and to local Magistrates and Crown Courts. Six times over the last seven years an International Online Race Conference has been offered involving students from Glyndŵr University interacting with Criminology Students from England, the USA and South Africa. Every second year a careers day is arranged with all the key criminal justice agencies in attendance to discuss career opportunities.

Although the programme does not provide a professional or vocational award it builds on contacts and discussions with a range of agencies within the criminal/ community justice system. Moreover current staff have links with criminal justice practice. An integral part of the programme will be contributions by local criminal justice agencies - members of which contributed to the previous BA (Hons) Criminal justice programme (2007-2011) and to

students' learning via seminars and the provision of volunteer opportunities. Voluntary and statutory organisations will meet with students to provide information about the work they do and the volunteer opportunities available.

Welsh medium provision

In relation to the institutional commitments to Welsh medium provision, one of the core criminal justice members of staff is fluent in Welsh and another is fluent conversationally. Provisions are made to facilitate students whose first language is Welsh, to submit assessed work through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The Quality Assurance Agency for Higher Education's (QAA) Code of Practice (Section Six: Assessment of Students) states that Assessment is a generic term for a set of processes that measure the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained. It serves a number of purposes:

➢ It helps students to improve their learning
➢ It provides the basis for progression/certification
➢ It contributes to quality assurance and the academic institution's monitoring of its own standards

The team recognised that there is scope for both flexibility and innovation in the use of different methods. Accordingly the guiding principle in determining the assessment for each module has been which method is most appropriate to meeting the aims and learning outcomes of that particular module at that particular level. In addition, choice of assessment methods are aligned with the overall aims of the program, and aim to develop the disciplinary skills (such as critical evaluation or problem solving) to support the development of vocational competencies (such as particular communication or team skills). Aware of the temptations associated with using the World Wide Web and the proliferation of 'essay writing businesses' the programme team recognise an additional rationale to include examination/test components at various points through the programme.

When considering assessment methods reference has been made to Glyndŵr University's detailed 'Assessment Guidance'. The principal methods used are examinations, assessed coursework, in the form of assessed essays, case studies, reports, presentations and a project dissertation. A combination of methods is used in some modules. Care has been taken to provide a balance of methods in each year and semester with exams, in particular, becoming progressively more traditional as students develop as independent thinkers. At Level Four there are two unseen online time constrained tests which take the form of a multiple choice quiz. There is also one seen 'open book exam'. For this exam, students may bring into the exam hall those books and articles that will assist them in answering the set essay questions. At Level Five there are two seen, but closed book examinations. Here students are given the exam questions beforehand but must enter the exam hall without textbooks or articles. Finally at Level Six there are two traditional unseen closed book examinations where students answer the set questions presented to them on the day.

The assessments at each level are sensitive to the level differentiation in the BA programme. At Level Four, assessments are designed and graded to enable students to demonstrate and receive credit for broad knowledge and understanding of some key areas of criminology and criminal justice practice and foundational ability in relation to

constructing an academic piece of work. At Level Five assessments are designed and graded to enable students to progressively demonstrate and receive credit for more in-depth knowledge and understanding of some key areas of criminology and criminal justice practice. At this level assessments focus on exploring different systems of knowledge and the relationship between in a clear and sequential manner. At Level Six assessments are designed and graded to enable students to demonstrate and receive credit for an appreciation of the socio-political context and conditionality of criminological knowledge. At this level assessments focus on power, how knowledge is constructed and then used in the Criminal Justice System.

Both on-line and classroom based teaching provides environments for formative assessment and the opportunity to assess student learning and make appropriate teaching adjustments. In the case of online modules each taught session is terminated by a question or issue students must debate together on Moodle. Here students are often required to apply their learning to a contemporary issue in criminal justice or in respect of a particular case. These debates are a critical part of ensuring the information and issues discussed in online modules are subject to critical reflection. They offer the online lecturer the opportunity to review student progress and learning and make any necessary adjustments.

The online tests in year one are managed through the Moodle system which allows work to be timed and available only for a limited period.

A detailed marking schedule is used for all summatively assessed work and this contains specific feedback on all aspects of the assignment.

An assessment schedule, and exemplar assessment submission timetable is overleaf.

Assessment schedule

Module Code	Title	Assessment Method	
		Assessment 1	Assessment 2
LEVEL 4			
SOC463	Study Skills	Online Time Constrained Test 100%	
SOC460	Criminal Justice and Law	100% Essay	
SOC462	Working with Offenders	Group Presentation 100%	
SOC461	Drugs, Alcohol and Crime (elective)	Online Time Constrained Test 100%	
SOC464	Domestic Abuse	Seen/Open book Examination 100%	
PSY403	What is Psychology 2	Essay 50%	Exam 50%
LEVEL 5			
SOC563	Criminology	Seen/ closed book Examination 100%	
SOC564	Criminal Law and the Criminal Justice Process	Seen/closed book Examination 100%	
SOC519	Social Difference and Inequality	Poster 50% with associated Commentary 50%	
SOC561	Criminal Justice in Practice	Essay 100%	
SOC560	Crime in Contemporary Society (Elective)	Presentation 25% with associated Essay 75%	
SOC562	Research Methods	Research proposal 100%	
LEVEL 6			
SOC662	Multi-Agency Working (Option)	Case Study 100%	
SOC661	Control Justice and Punishment (Core)	Unseen Examination 100%	
SOC663	Research Project (Core)	Research Project 100%	
SOC660	Youth Justice (Option)	Unseen Examination 100%	
PSY609	Forensic Psychology (Option)	Essay 100%	
SOC664	Constructing Guilt and Innocence (Option and Elective)	Essay 100%	

Exemplar Submission Timetable
Academic Calendar

Academic Year Calendar

Timetable Week No.		Level Four	Level Five	Level 6
1-8				
9	Enrolment and induction			
10	Module Delivery			
11	Module Delivery			
12	Module Delivery			
13	Module Delivery			
14	Module Delivery			
15	Module Delivery			
16	Module Delivery			
17	Module Delivery			
18	Module Delivery			
19	Module Delivery			
20	Module Delivery		Social Difference and Inequality: Poster and Commentary	
21-23	Vacation			
24	Module Delivery	Psychology Exam	Criminal Law and Criminal Justice Process Exam	Multi-Agency Working essay
25	assessment/exams	Study Skills Test		
26	assessment/exams	Criminal Justice and Law Essay	Criminology Exam	Control, Justice and Punishment Exam
27	assessment/exams	Psychology Essay		
28	Module Delivery			
29	Module Delivery			
30	Module Delivery			
31	Module Delivery			
32	Module Delivery			
33	Module Delivery			
34	Module Delivery			
35-36	Module Delivery			
36	Vacation			
38	Module Delivery			
39	Module Delivery			
40	Module Delivery			Youth Justice Exam
41	Module Delivery	Working with Offenders Presentations	Criminal Justice in Practice Essay	Constructing Guilt and Innocence Essay
42	assessment/exams	Drugs, Alcohol and Crime Test	Crime in Contemporary Society Presentation and Essay	Research Project
43	assessment/exams	Domestic Abuse Exam	Research Proposal	Forensic Psychology Essay
44	assessment/exams			
45	pre module boards			
46	module boards			
47	pre award boards			
48	Award boards			

Assessment regulations that apply to the programme

The programme accords with Glyndŵr University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

The Level Six Research Project Module is designated as the Borderline Module. That is to say, the marks 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 Six fall within the higher classification
- All Level Six modules have been passed at the first attempt
- The Level Six Research project module mark must be in the higher classification

Programme Management

The Programme Leader (currently Dr Caroline Gorden) will take lead responsibility for the day to day management of the programme. The programme itself is delivered primarily by a small group of permanent, full-time academic staff all of whom attend a weekly team meeting. These staff are designated as Module Leaders for various modules and have responsibility for delivering the modules that comprise the BA (Hons) Criminology and Criminal Justice programme. Presently the Module Leaders are Sarah Dubberley, Caroline Hughes and Iolo Madoc-Jones from the Criminal Justice Team and Sahar Hamid from Psychology Team.

Annual monitoring of the programme and its modules is undertaken through a number of means including moderation of marks at Assessment Boards, external examiners' reports, programme reviews and through scrutiny of the Student Perception of Course (SPOC) and Student Perception of Module (SPOM) forms which students complete. In addition feedback, comment and queries from students is obtained daily from the staff/student discussion board on Moodle. The advantage of this facility is the rapid response that can be made to queries as well as the fact that all students on the programme have access to the information provided.

Student representatives are elected for all three years of the programme and then meet with staff at three formally convened Staff Student Consultative Committee (SSCC) meetings per year. Agendas and minutes of meetings are made available to all students on Moodle and the minutes of meetings are published on Moodle for all students to see. Issues that are raised by student representatives and which cannot be addressed at the SSCC are addressed by the programme board and decisions/actions recorded in team minutes.

The Programme team's research and scholarly activity underpins the overall teaching on the criminal justice programme. The members of staff in the criminal justice team have all pursued postgraduate qualifications in areas that relate and underpin the criminal justice curriculum. Caroline Hughes (Senior Lecturer in Criminal Justice) has an MA in Criminal Justice and is currently undertaking her PhD in the area of Homeless people with complex needs. She has published in the area of Youth Justice following a career in the same area. Dr Caroline Gorden (Programme Leader in Criminal Justice) holds a PhD in the area of internet Sex Offending and is currently collaborating with academics from the University of Salford on research concerning constructing guilt and innocence which directly underpins the new Level 6 module. Dr Sarah Dubberley (Senior Lecturer in Criminal Justice) holds an MA

in Comparative Criminology & Criminal Justice and has a PhD in the area of Youth Justice within the secure estate. Dr Iolo Madoc-Jones holds an MSc in Investigative and Forensic Psychology and has a PhD in the area of Welsh Language and the Criminal Justice System. He has an associate role with HMI Probation, inspecting criminal justice services. He has published widely on criminal justice procedures, practice and on diversity related topics.

These specialisms and skills have significant impact upon the following modules: Working with Offenders (Level Four), Social Difference and Inequality (Level Five, Crime in Contemporary Society (Level Five), Criminal Justice in Practice (Level Five), Criminology (Level Five), Youth Justice (Level Six), Forensic Psychology (Level Six), Constructing Guilt and Innocence (Level Six) and the Research Project (Level Six).

Particular support for learning

The BA (Hons) Criminology and Criminal Justice Programme embraces a blended approach to teaching and learning. As part of this   Moodle provides an integrated environment which enables:

- Course materials, such as handbooks, lecture hand-outs, slides, reading lists and web links to be published in a course site facilitating easy access by students.
- Asynchronous 24/7 online communication between students and tutors using discussion boards.
- A volunteer/jobs site where opportunities for voluntary and paid employment is posted.

It is also used for:

- Displaying announcements on a programme site and sending e-mails to students.
- Scheduling tasks and course deadlines.
- Tracking students' online activities.
- Submission and automatic receipting of electronic coursework submission.

The programme has its own study support and library areas in Moodle which include the following resources:

- Harvard referencing guides.
- Study skills booklets.
- Links to useful web sites.
- ATHENs registration and usage guides.
- E-journals.

Students have differing Levels of IT literacy but the half-day introduction ensures students rapidly gain confidence and become proficient with the use of Moodle.

Like previous criminal justice programmes at Glyndŵr University, it is envisioned that the BA (Hons) Criminology and Criminal Justice programme will recruit primarily from the local and regional area. The programme will thereby primarily recruit non-traditional students and thereby fulfil the widening participation agenda of the University. In keeping with Priority 5 of the Learning, Teaching and Assessment Strategy (Glyndŵr University) retention strategies are incorporated into the programme which includes support seminars for students as well as a comprehensive student induction programme and attention paid to the first year experience. The first three days for first year students are devoted to introducing and familiarising them with the programme, the University campus, and importantly, the services available to them. These services include: University Counselling, Disability Support,

Assessment Centre, Funding and Welfare, Careers Service, Library Introductions, Entrepreneurship, and Chaplaincy.

The programme runs a personal tutorial system. Students are required to meet with their tutor once a semester where matters of academic performance and support may be discussed.

Equality and Diversity

Glyndŵr University is committed to ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. This is reflected in the fact that the University has the highest number of students from non-traditional backgrounds and those claiming Disabled Student Allowance in Wales. (HESA performance indicators June 2008) Glyndŵr University is proud to have achieved the Frank Buttle Trust Quality Mark in 2007 for its commitment to helping young people in and leaving care in their academic endeavours and onto success. The typical Glyndŵr University student is mature and gains entry through sitting and passing an access course at an FE college. Glyndŵr University attracts an above average (avg- 11%) of students from less privileged communities. In 2008, for example, 34% of enrolled students came from 'premium' postcode areas or areas covered under Communities First initiatives. The profile of students in relation to disability shows that the University takes seriously its responsibilities under the Equalities Act.

At Glyndŵr University the Disability & Learning Support Team can help with needs arising from a disability or impairment. The team seeks to provide guidance and support throughout a student's time at the University. The Disability Adviser offers appointments to students to discuss any issues relating to learning support or disability, informally and in confidence. The Assessment Centre provides a professional assessment, advice and training service to disabled students. They provide Study Needs Assessments for students who are eligible for the Disabled Students Allowance, which involves talking to them about their disability and barriers they experience to learning. Thereafter they recommend (and often are able to identify funding) support strategies and equipment students need to engage in education on a Level playing field with their peers.

Glyndŵr University has a Welsh language policy approved by the Welsh Language Board in August 2006 that commits the University to treating the Welsh and the English language on the basis of equality and in accordance with the Welsh Language Act 1993. In order to meet its obligations in relation to the Welsh language Glyndŵr University has set up a Welsh Language and Medium Committee to drive language developments within the University. Under its guidance various sabbaticals and fellowships are available to staff in the University to pursue Welsh language training and awareness courses. Staff from Glyndŵr University represent the University on networking panels established by the Centre for Welsh Medium Higher Education to drive Welsh language higher education provision in Wales.

On the programme Level, two members of staff have been appointed who have ability to speak the Welsh language and they offer personal and academic based tutorials through the medium of Welsh when requested. Students are 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.

All students at Glyndŵr University have free access to a range of Welsh language learning classes run at the Second Language Learning Centre and students are encouraged to access these courses as part of their personal development plans. Application forms

received in Welsh can be processed in Welsh and any necessary interviews can also be conducted through the medium of Welsh. Students are encouraged by the marking processes to focus on the Welsh and Welsh language context where possible in assignments .A focus on equal opportunities, the Welsh language and ADP is embedded into the programme and so these are matters that are 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 involving students.