

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	N/A
<b>Final award/s available</b>	MA
<b>Award title</b>	MA Criminology and Criminal Justice  Postgraduate Certificate in Criminology and Criminal Justice  Postgraduate Diploma in Criminology and Criminal Justice
<b>UCAS code</b>	
<b>Relevant QAA subject benchmark statement/s</b>	Criminology 2007
<b>Other external and internal reference points used to inform the programme outcomes</b>	N/A
<b>Mode/s of study</b>	Full Time: 12 months and Part Time 36 months using Blended (online and face to face) learning approaches
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	March 2012

### **Aims of the programme**

The main aim of this programme is to provide an advanced level programme for students wanting to critically analyse the theory and practice of criminal justice. It seeks to engage students in critically assessing and synthesising theoretical perspectives on criminal justice policy and practice, making it attractive to individuals interested in advancing their

knowledge and critical understanding of the complexities of working in the Criminal Justice arena

## **Intended Programme Learning Outcomes**

The outcomes listed below are informed by the Criminology subject benchmark statement (QAA 2007) and the Quality Assurance Agency framework for Higher Education Qualifications (August 2008)

### **Postgraduate Certificate in Criminology and Criminal Justice**

#### A Knowledge and Understanding:

On successful completion of the programme students will be able to...

1. Demonstrate critical awareness of criminological theories and their application
2. Demonstrate awareness of the impact of socio-political changes on crime and criminal justice practice
3. Critically debate quantitative and qualitative methodological foundations
4. Critically assess approaches to gathering data and conducting research in the criminal justice system
5. Critically explore the consistencies and contradictions inherent in an aspect of the criminal justice process and system
6. Explain the differential impact of criminal justice processes and practices on diverse groups
7. Critically examine the social construction of crime and contemporary responses to managing crime.

#### B Intellectual Skills:

On successful completion of the programme students will be able to...

1. Critically assess complex phenomenon
2. Analyse and assess the merits of competing theories and explanations.
3. Analyse and interpret values and practices
4. Evaluate both quantitative and qualitative data.
5. Assess ethical issues arising in particular situations.
6. Demonstrate self-direction and originality in tackling and solving problems

### 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. Critically analyse and assess data methodically
3. Evaluate the relevance of criminological work on crime
4. Apply theoretical constructs to social problems

### D) Professional Skills and Abilities; and Employability Skills and Abilities

On successful completion of the programme students will have...

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

## **Postgraduate Diploma in Criminology and Criminal Justice**

The learning outcomes for the Postgraduate Diploma in Criminology and Criminal Justice are those for the Post Graduate Certificate in Criminology and Criminal Justice, plus the following:

### A Knowledge and Understanding:

On successful completion of the programme students will be able to:

1. Show a systematic understanding of criminological knowledge and a critical awareness of current criminal justice issues in a particular area of study
2. Demonstrate a critical awareness of criminological theories, their application to working in the criminal justice system and their relationship to research.
3. Critically assess how the criminal justice system responds to social and cultural shifts.

4. Articulate a critical understanding of the recent trends that have shaped aspects of the UK Criminal Justice System.
5. Show critical understanding of the philosophies and ideology of welfare, justice and punishment as it pertains to particular settings and groups

#### B Intellectual skills:

On successful completion of the programme students will be able to...

1. Apply to criminological theories and issues to a range of social problems.
2. Critically assess the complexity of crime and victimisation and be able to analyse and assess the merits of competing theories and explanations.
3. Appreciate the range of responses to crime and deviance and be able to analyse and interpret the values and practices of the agencies which administer them.
4. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

#### 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. 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.
3. 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. Developed and demonstrated key written, verbal, presentation, information technology (handling), interpretation and problem solving
2. Acquired and demonstrated the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.
3. Developed the ability to exercise initiative and personal responsibility.
4. Developed the independent learning ability required for continuing professional development

## **MA Criminology and Criminal Justice**

The learning outcomes for the Ma in Criminology and Criminal Justice are those for the Post Graduate Diploma in Criminology and Criminal Justice, plus the following:

### A Knowledge and Understanding:

On successful completion of the programme students will be able to...

1. Demonstrate a systematic understanding of criminological research and a critical awareness of a current criminal justice issue.
2. Demonstrate a critical understanding of the recent trends that have shaped an aspect of the UK Criminal Justice System.
3. Critically apply an appropriate research strategy and methods in relation to issues of crime, victimisation and responses to crime and deviance.

### B Intellectual Skills:

On successful completion of the programme students will be able to...

1. Design research appropriately in relation to a specific problem, know how to gather, retrieve and synthesise information, including comparative data. Have an understanding of how to evaluate research data including both quantitative and qualitative data.
2. Assess the ethical issues arising in particular research situations.
3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

### 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. Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.
3. Identify and critically debate qualitative and quantitative methodological approaches
4. Critically evaluate ethical research constructs.

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.

D) Professional Skills and Abilities; and Employability Skills and Abilities.

On completion of the programme students will have...

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

**Curriculum Map of Modules against Intended Learning Outcomes of the Programme**

<b>Postgraduate Certificate in Criminology and Criminal Justice</b>																						
<b>Module Title</b>	<b>Core Option</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>A6</b>	<b>A7</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Theorising Crime	Core	*	*	*	*	*			*	*	*	*	*		*		*	*	*	*	*	*
Research Methodology	Core				*		*	*			*	*	*	*		*	*	*	*	*	*	*
All Modules	Option	*	*			*	*	*	*	*	*		*		*			*	*	*	*	*

<b>Postgraduate Diploma in Criminology and Criminal Justice</b>																		
<b>Module Title</b>	<b>Core Option</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	
Leadership and Professional Issues	option	*		*	*				*	*	*		*	*	*	*	*	
Contemporary Crime and Justice	option	*	*	*	*	*					*	*	*				*	
Risk and Dangerousness	option	*	*	*	*	*	*		*		*		*	*	*	*	*	*
Children and Young People as Victims and Perpetrators	option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Negotiated Learning	option	*	*	*	*	*	*	*	*	*	*	*	*					

<b>MA in Criminology and Criminal Justice</b>																
<b>Module Title</b>	<b>Core Option</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Research Project	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## **Distinctive features of the programme**

There are three principal domains in which criminology and criminal justice courses in the U.K. are offered: Law; Sociology and Social Policy and Forensic Science. The Glyndŵr 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, and the orientation of Glyndŵr University towards promoting employability, puts the focus of the programme on issues of social and criminological theory and how they might inform and direct criminal justice practice.

The MA Criminology and Criminal Justice 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 programme has a strong applied perspective and seeks to engage students with theoretical constructs and their application to work related contexts. It is designed to be of interest to a whole range of criminal justice personnel keen to develop expert knowledge in particular fields of study. The programme offers opportunities of continuing professional development for those already employed in the criminal justice system, as well as a progression route for students who have completed a BA Criminology and Criminal Justice programme at Glyndŵr or any other recognised University.

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

### ***Learning and Teaching Strategy***

The programme is studied completely online but student learning is also supported by two optional face to face workshops per year of full time or part time study- at the beginning of each semester. Students will be strongly encouraged to attend the workshops wherein the



modules available for that semester will be briefly introduced and described. Students who cannot attend, either by dint of work commitments or being 'international' students may choose, however, to participate at a distance through utilising 'skype' technology, or to receive the necessary materials electronically from module leaders.

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). This programme is built on the criminal justice team's experience of providing online courses over the last ten years and enables students to fit their studies around their work or care commitments.

Provisions are made to facilitate students whose first language is Welsh to submit assessed work through the medium of Welsh. In relation to the institutional commitments to Welsh medium provision, two of the core criminal justice members of staff are Welsh speakers.

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. The opportunity for students to specialise and study a particular area of criminal justice practice builds into the curriculum the possibility that students can construct the programme they follow to meet their own future career aspirations.

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.

### ***Assessment strategy***

The principal methods used for assessment purposes on this programme are assessed coursework in the form of essays and a Research Project. The on-line environment provides a context for formative assessment of student learning to take place and appropriate teaching adjustments to be made. A detailed marking schedule is used for all summatively assessed work and this contains specific feedback on all aspects of the relevant assessment.

### Assessment Details

Module Title	Assessment Method
Theorising Crime	Essay 100%
Contemporary Crime and Justice	Essay 100%
Research Methodology	Research Proposal and Ethics Forms 100%
Leadership and Professional Issues	Strategy Document 100%
Risk and Dangerousness	Case Study 100%
Children and Young People as Victims and Perpetrators	Essay 100%
Negotiated Learning	As Agreed 100%
Research Project	Research Project 100%

## ***Assessment Regulations that Apply to the Programme***

The programme accords with Glyndŵr University's Regulations for Taught Master's Programmes.

## ***Programme Structures and Requirements, Modules, Credits and Awards***

### **The Programme Structure**

The programme is delivered as a series of 20 credit modules (two of which are core and five of which are optional) and a 60 credit Research Project Module, as indicated below:

<b>Block One</b>  <b>Post Graduate Certificate in Criminology and Criminal Justice</b> <b>60 M level credits – Two core and one optional 20 credit module</b>  <b>Post Graduate Diploma in Criminology and Criminal Justice</b> <b>120 M Level Credits- Two Core, and Four Optional 20 credit modules</b>
Theorising Crime (SOC708) - Core Module
Research Methodology (SOC709) - Core Module
Negotiated Learning (SOC710) - Optional Module
Contemporary Crime and Justice (SOC714) - Optional Module
Leadership and Professional Issues (SOC711) - Optional Module
Children and Young People as Victims & Perpetrators (SOC712) - Optional Module
Risk and Dangerousness (SOC713)- Optional Module
<b>Block Two</b>  <b>MA Criminal Justice</b> <i>180 M Level Credits</i>
Research Project (SOC715) - 15,000 words (60 credits– core module)

## Full Time Programme

The full Time programme is completed over 12 months and recruits at the start of each academic year as per the timetable below.

The programme has been structured so as to be attractive to a broad range of staff and students interested in studying the Criminal Justice System and process. Two core modules provide the foundation for the programme. The core 'Theorising Crime' module develops student's theoretical understanding of the discipline of criminology and the various philosophical and theoretical ideas that provide a foundation for understanding crime and criminal justice processes. The core 'Research Methodology' module explores paradigms and methods for research in the criminal justice area as a prelude for the 'Research Project' module to be undertaken by those progressing to the MA award.

After completing the core modules, students complete four out of the five optional modules. To begin with students may undertake either the 'Negotiated Learning' Module or the 'Leadership and Professional Issues' module. The 'Negotiated Learning' module provides the opportunity for students to explore an area of particular interest or relevance to themselves which may involve focussed study of an area which is relevant to their employers and/or professional role. The 'Leadership and Professional Issues' module is available for those with an interest in managing and leading criminal justice systems and resources.

Thereafter students chose three of the following four modules: 'Negotiated Learning' (if not already completed); 'Children and Young People as Victims & Perpetrators'; 'Risk and Dangerousness'; 'Contemporary Crime and Justice'. The 'Negotiated Learning' module (also available in the first semester but may only be taken once) provides the opportunity for students to explore an area of particular interest or relevance to themselves which may involve focussed study of an area which is relevant to their employers and/or professional role. The module 'Children and Young People as Victims and Perpetrators' is for those interested in the development and nature of Youth Justice in England and Wales. The 'Risk and Dangerousness' module considers the cross cutting issue of managing risk- an issue that has become of primary concern within the criminal justice system over the last few years. In the 'Contemporary Crime and Justice' module various types of offences and categories of offenders are explored so that students develop a critical appreciation of how processes of justice understand and respond to particular types of offending behaviour.

At the Masters level, the 'Research Project' module provides an opportunity for students to engage in primary research in an area of their own choosing.

<b>Full Time 12 Month Route</b>	
<b>Semester One</b>	
Week 1	Workshops: Theorising Crime and Research methodology; AND 1 of 2: Negotiated Learning or leadership and Professional Issues
Weeks 2-9	Online lectures
Week 15	Assessments Due
<b>Semester Two</b>	
Week 1	Workshops: 3 of 4 : Negotiated Learning; Children and Young People as Victims and Perpetrators; Risk and Dangerousness; Contemporary Crime and Justice
Weeks 2-9	Online lectures
Week 15	Assessments Due
	Research project- to be submitted within 12 months of enrolment

### Part Time Programme

The Part Time programme is run over 36 months and recruits at the start of each academic year.

This programme also begins in year one with the two core modules as described above. Thereafter students choose one of the optional modules as befits their interests out of: Negotiated Learning; Contemporary Crime and Justice; Children and Young People as Victims & Perpetrators; and Risk and Dangerousness. In year two, students may choose to complete the 'Negotiated Learning' or 'Leadership and Professional Issues' module, before choosing two additional optional modules in semester two out of 'Negotiated Learning'; 'Contemporary Crime and Justice'; 'Children and Young People as Victims & Perpetrators'; and 'Risk and Dangerousness'. Modules may only be completed on one occasion.

Exit Awards: In the case of both the full time and the part time route the Post Graduate Certificate in Criminal Justice will be awarded as an exit award for any student unable to continue who has completed two core and one optional 20 credit module (60 credits)

In the case of both the full time and the part time route the Post Graduate Diploma in Criminal Justice will be awarded as an exit award for any student unable to continue but who has completed two core and four optional 20 credit module (120 credits)

<b>Part Time 36 Month Route</b>	
<b>Semester One</b>	
Week 1	Workshops : Theorising Crime and Research methodology.
Weeks 2-9	Online lectures
Week 15	Assessments Due
<b>Semester Two</b>	
Week 1	Workshops: 1 of 4 : Negotiated Learning; Children and Young People as Victims and Perpetrators; Risk and Dangerousness; Contemporary Crime and Justice
Weeks 2-9	Online lectures
Week 15	Assessments Due
<b>Semester Three</b>	
Week 1	Workshops: 1 of 2: Negotiated Learning or Leadership and Professional Issues
Weeks 2-9	Online lectures
Week 15	Assessments Due
<b>Semester Four</b>	
Week 1	Workshops: 1 of 4 : Negotiated Learning; Children and Young People as Victims and Perpetrators; Risk and Dangerousness; Contemporary Crime and Justice
Weeks 2-9	Online lectures
Week 15	Assessments Due
	Research project- to be submitted within 36 months of enrolment

## ***Criteria for Admission to the Programme***

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

## ***Programme Management***

The Programme Leader (presently Caroline Hughes) 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 (Sarah Dubberley, Iolo Madoc-Jones and Caroline Gorden) all of whom attend a weekly team meeting.

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.

Staff Student Consultative Committees are convened three times a year-two face to face at the workshops and one online. Due to the small number of students, all students attend and contribute to the meetings. Agendas and minutes of meetings are made available to all students on Moodle. Issues that are raised by students 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 four 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 (Programme Leader MA Criminology and Criminal Justice and



Senior Lecturer in Criminal Justice) holds 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. 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 MA in 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.

### ***Particular Support for learning***

The MA Criminology and Criminal Justice Programme embraces the VLE environment. As part of this, Moodle provides an integrated environment which enables:

- Course materials, such as handbooks, lecture handouts, 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.

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.

At the start of the academic year students will be invited to Glyndŵr University to undertake an induction programme. During the induction programme students will be introduced to and made familiar with the programme, Moodle, the University campus, and importantly the University wide support services available to them. These services include: University Counselling, Disability Support, Assessment Centre, Funding and Welfare, Careers Service, Library Introductions, Entrepreneurship, and Chaplaincy. Students have differing levels of IT literacy but during the induction programme a half-day is devoted to using Moodle so that students rapidly gain confidence and become proficient with the VLE.

The programme runs a personal tutorial system. Students are required to meet with their tutor once a semester either online or face to face.

### ***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 can be 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 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 ongoing basis in most of the formal meetings and processes of the programme as well as in individual essays and modules involving students.