

OFFICE USE ONLY	
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Date and type of revision:	28 August 2020 (delivery sequence change of HUM571, HUM563 and HUM566)

## PROGRAMME SPECIFICATON

### BA (Hons) Creative Writing and English

1	<b>Awarding body</b> Glyndŵr University
2	<b>Programme delivered by</b> Wrexham Glyndŵr University
3	<b>Location of delivery</b> Plas Coch Campus
4	<b>Faculty/Department</b> Arts, Science and Technology: History/English
5	<b>Exit awards available</b> BA (Ord) / Diploma in HE / Certificate in HE
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b> N/A.
7	<b>Accreditation available</b> N/A.
8	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b> N/A
9	<b>JACS3 code</b> BA (Hons) Creative Writing and English JACS = W800 and Q310. HECOS = 100046 and 100318
10	<b>UCAS code</b> BA (Hons) Creative Writing and English WQ83
11	<b>Relevant QAA subject benchmark statement/s</b> Creative Writing 2016 English

12	<b>Other external and internal reference points used to inform the programme outcomes</b>
	N/A
13	<b>Mode of study</b>
	Full & part time
14	<b>Normal length of study</b>
	3 years full-time. 6 years part-time
15	<b>Maximum length of study</b>
	5 years full-time
16	<b>Language of study</b>
	English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

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

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

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

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### DBS Requirements

N/A

### Non-standard entry criteria and programme specific requirements

Applicants who do not have the academic entry requirements but can demonstrate they have relevant experience are also eligible for entry under the University's non-standard entry procedure. Such applicants will be invited to attend an interview and must be able to demonstrate the ability to cope with, and benefit from, the demands of the programme.

## 18 Recognition of Prior (Experiential) Learning

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

### Programme specific restrictions

N/A

## 19 Aims of the programme

### Creative Writing

- To provide a stimulating and focussed programme of study that will develop subject knowledge within a supportive learning environment.
- To enable students to become critical thinkers, independent learners and confident communicators with the self-belief to take these skills into the work environment.
- To encourage students to develop an enjoyment of their subject, a love of learning and a professional, enterprising attitude suitable for employment and post-graduate study.
- To enable students to develop a wide range of multi-vocational and academic skills valued in graduate employment.
- To provide students with opportunities to write and to develop their skills as a writer and producer of texts
- To enable students to develop skills and expertise in a variety of writing styles and formats

### English

- To enable students to engage critically with range of literatures and genres, thus developing skills such as close reading, formulation of arguments, communication of ideas, and independent analytical thinking.
- To draw on a range of critical and theoretical perspectives which underpin the core activity of the reading of literary texts, enabling students to gain an understanding of some of the major developments in the study of literature and provide them with interpretive frameworks.

## 20 Distinctive features of the programme

### Creative Writing

Creative Writing emphasises practical skills used in original and imaginative ways. Through Levels 4-6 students, via an integrated mixture of narrative, drama and poetry, students learn that composition is closely related to drafting, editing and polishing, leading to the completion and evaluation of a finished product in the light of reader and market considerations. They are encouraged to develop a highly self-critical attitude towards their work and to respond positively to editorial comments in order to improve the standard of writing and ensure work is marketable.

All modules have been designed to provide experience of writing practice as well as engagement with the processes of textual production undertaken by existing writers. Although there will be a textual studies element of the programme, students will be able to demonstrate their analytical skills through the essay form and also through their own practice.

The students will be equipped with the essential skills, qualifications and experience to start a career in a wide range of professions, offers a good understanding of industry practice and Glyndwr has a memorandum of agreement with Literature Wales, a key organisation which promotes literature (both engagement with and production of) in Wales.

### **English**

English is designed to provide a study of literature which is a combination of diversity and depth. Students will have the opportunity to study a range of genres and styles of literary texts, within a broad range of historical periods in order to give them an understanding of how literature is a product of culture and the way it has developed over time. Students will also be enabled to acquire knowledge of some critical theoretical approaches together with the skills of analytical thinking which will encourage them to consider literary texts in depth.

## **21 Programme structure narrative**

- The programme will be delivered full time over three years or part time over six years. On average full-time students are expected to attend 8 hours of formal sessions a week depending on level. Students are fully informed of these attendance requirements in module guides and student handbooks. Classes are scheduled between 9am-5pm Monday to Friday and students will normally have one day a week without scheduled classes to facilitate independent learning and research.
- Modules are either 20 or 40 credits in line with the University guidelines and are delivered across semesters one and two (September-May). Full time students take 60 credits in semester 1 and 60 credits in semester 2.
- Part time students will take 60 credits a year, selecting from the same module diet as full time students. This means that they will take two years to complete each level of study. They attend classes with full-time students and can choose how to balance their 60 credits across the two trimesters.
- Intake is once yearly in September.

### **Exit awards**

- Students who successfully complete 120 credits at level four will be eligible to exit with a Certificate of HE if they are unable to continue their studies.
- Students who successfully complete 240 credits (120 at level 4 and 120 at level 5) will be eligible to exit with a Diploma of HE if they are unable to continue their studies.
- BA (Ordinary) may be awarded to all students who have successfully completed 300 credits, of which at least 60 are at level 6.
- BA (Hons) may be awarded to students who successfully complete 360 credits.

## 22 Programme structure diagram

### Level 4

All students studying Creative Writing and English will take PPA Skills, The Language of Creative Writing and Introduction to Creative Writing, Introduction to Genre as they are considered to be core to this subject combination. In the second semester Joint students will be able to choose between the two optional Creative Writing modules.

### BA (Hons) Creative Writing and English

#### Level 4

#### Creative Writing modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM453	Personal, Professional and Academic Skills (20 credits)	Deniz Baker	Core
HUM446	Introduction to Creative Writing (20 credits)	Mike Miles	Core
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM447	Introduction to Writing for Children (20 credits)	Deniz Baker	Option
HUM456	The Language of Creative Writing (20 credits)	Mike Miles	Core
HUM455	Text to Screen (20 credits)	Deniz Baker	Option

#### English modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM453	Personal, Professional and Academic Skills (20 credits)	Deniz Baker	Core
HUM448	Introduction to Genre (20 Credits)	Deniz Baker	Core
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM456	Language of Creative Writing (20 credits)	Mike Miles	Core
HUM444	Critical Thinking (20 Credits)	Deniz Baker	Core

## Level 5

All Joint students will take the English modules Experimental Writing Hum 563 in semester 1 and Romantic and Victorian Writing Hum 566 and Research Methods Hum 565 in semester 2. In addition they will either take CW for Adults Hum 560 and The Short Story Hum 569 in semester 1 and one of Hum 571, 570, 564 in semester 2 or one of CW Adults Hum 560 or The Short Story Hum 569 in semester 1 and two out of Hum 571, 570, 564 in semester 2.

### Creative Writing modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM560	Creative Writing for Adults (20 credits)	Mike Miles	Option
HUM569	The Short Story (20 credits)	Deniz Baker	Option
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM571	Writing Historical Fiction (20 credits)	Mike Miles	Option
HUM570	Writing Crime Fiction and Thrillers (20 credits)	Mike Miles	Option
HUM564	Independent Project (20 credits)	Mike Miles	Option
HUM565	Research Methods (20 credits)	Deniz Baker	Core

### English modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM563			
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM566	Romantic and Victorian Writing (20 Credits)	Deniz Baker	Core
HUM565	Research Methods (20 credits)	Deniz Baker	Core

## Level 6

All Joint Creative Writing and English students will take the Creative Writing 40-credit Extended Project over both semesters, but they also have the option to take the 40-credit Dissertation module. Therefore they will take **either**:

- Extended project plus one 20 credit English module in semester one, and the two English modules in semester two

or

- Extended Project **and** the Dissertation over both semesters plus the one English module in either semester one or semester two

## Creative Writing modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM637	Extended Project (40 credits)	Mike Miles	Core
HUM646	Writing for Children Extended Practice (20 credits)	Mike Miles	Core
HUM642	Science Fiction (20 credits)	Deniz Baker	Option
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM637	Extended Project (40 credits)	Mike Miles	Core
HUM638	Gender, Sexuality and Writing (20 credits)	Deniz Baker	Option
HUM645	The Graphic Novel (20 credits)	Deniz Baker	Option

## English modules

Semester 1			
Module code	Module	Module Leader	Core/Option
HUM644	The Contemporary Novel (20 Credits)	Deniz Baker	Option
HUM636	Dissertation (20 credits each semester))	Deniz Baker	Option
Semester 2			
Module code	Module	Module Leader	Core/Option
HUM643	Shakespeare (20 Credits)	Deniz Baker	Option
HUM640	Post War Writing (20 Credits)	Debbie Hayfield	Option
HUM636	Dissertation (continued)	Deniz Baker	Option

## 23 Intended learning outcomes of the programme

### Creative Writing

<b>Knowledge and understanding</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Identify knowledge of the form and structure of various literary modes, including TV, children's literature and writing for radio.	Apply knowledge of the form and structure of various literary modes.	Co-ordinate knowledge of the form and structure of various literary modes.	Evaluate knowledge of the form and structure of various literary modes.
A2	Produce work creatively in both poetry and prose.	Differentiate creatively in both poetry and prose.	Analyse creatively in both poetry and prose.	Evaluate creatively in both poetry and prose.
A3	Execute creative work in the light of publishing institutions and processes.	Organise creative work in the light of publishing institutions and processes.	Analyse creative work in the light of publishing institutions and processes.	Evaluate creative work in the light of publishing institutions and processes.
<b>Intellectual skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Identify skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of editing.	Explain skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of editing.	Execute skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of editing.	Differentiate skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of editing.
B2	Recognise key theories and approaches to writing (professional, commercial, practical) within which writing for adults and children takes place.	Summarise key theories and approaches to writing (professional, commercial, practical) within which writing for adults and children takes place.	Analyse key theories and approaches to writing (professional, commercial, practical) within which writing for adults and children takes place.	Evaluate key theories and approaches to writing (professional, commercial, practical) within which writing for adults and children takes place.
B3	Identify skills in understanding the frameworks for the	Select skills in understanding the frameworks for the	Apply skills in understanding the frameworks for the distribution	Evaluate skills in understanding the frameworks for the distribution and



	distribution and consumption of writing in a range of settings.	distribution and consumption of writing in a range of settings.	and consumption of writing in a range of settings.	consumption of writing in a range of settings.
<b>Subject skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Recognise writing skills in a range of literary formats developed in original and appropriate ways.	Interpret writing skills in a range of literary formats developed in original and appropriate ways.	Execute writing skills in a range of literary formats developed in original and appropriate ways.	Evaluate writing skills in a range of literary formats developed in original and appropriate ways.
C2	Identify skills in processes of composition, editing, revision and polishing of types of writing, leading to the completion and evaluation of the finished product.	Apply skills in processes of composition, editing, revision and polishing of types of writing, leading to the completion and evaluation of the finished product.	Compare and contrast skills in processes of composition, editing, revision and polishing of types of writing, leading to the completion and evaluation of the finished product.	Evaluate skills in processes of composition, editing, revision and polishing of types of writing, leading to the completion and evaluation of the finished product.
C3	Recognise skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Implement skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Analyse skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Evaluate skills in communication, persuasion and the effective and appropriate use of rhetoric and language.
C4	Identify the integral relationship between author/reader/market.	Explain the integral relationship between author/reader/market.	Analyse the integral relationship between author/reader/market.	Evaluate the integral relationship between author/reader/market.
<b>Practical, professional and employability skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Recognise the value of research and IT skills to present creative work professionally.	Interpret research and IT skills to present creative work professionally.	Select and apply research and IT skills to present creative work professionally.	Evaluate research and IT skills to present creative work professionally.
D2	Evaluate research and IT skills to present creative work professionally.	Monitor small group work and projects, and present resulting work in improved written and oral forms	Check and judge small group work and projects, and present resulting work in improved written and oral forms through confident presentation.	Evaluate small group work and projects, and to present resulting work in improved written and oral forms through confident presentation.

		through confident presentation.		
D3	Interpret own learning in order to meet deadlines which are set by the individual student or set by others.	Explain own learning more skilfully in order to meet deadlines which are set by individual student or set by others.	Analyse own learning more skilfully in order to meet deadlines which are set by the individual student or set by others.	Evaluate own learning increasingly more skilfully in order to meet deadlines which are set by the individual student or set by others.
D4	Identify editorial comments in order to improve the standard of writing.	Explain editorial comments in order to improve the standard of writing.	Select and apply editorial comments in order to improve the standard of writing.	Evaluate editorial comments in order to improve the standard of writing.

## English

<b>Knowledge &amp; Understanding</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 (Hons)</b>
<b>A1</b>	Recognize and describe a range of authors, texts and genres from different historical periods and cultures;	Interpret and evaluate a range of authors, texts and genres from different historical periods and cultures;	Interpret and critically analyze a wide range of authors, texts and genres from different historical periods and cultures;	Interpret and critically analyze a wide range of authors, texts and genres from different historical periods and cultures
<b>A2</b>	Describe and explore the importance of historical and cultural contexts to the production and reception of literary texts;	Recognize and evaluate the importance of historical and cultural contexts to the production and reception of literary texts;	Critically analyze and evaluate the importance of historical and cultural contexts to the production of literary texts;	Critically analyze and evaluate the importance of historical and cultural contexts to the production of literary texts;
<b>A3</b>	Employ the concepts and terminology appropriate to the study of literary texts at this level;	Recognize and analyze the ideological dimension of literary and non-literary texts and how this affects their production;	Critically analyze views and ideas contained in critical sources.	Critically analyze views and ideas contained in critical sources.
<b>A4</b>	Describe and explore the integral relationship between social and cultural contexts and nd subversion of values.	Identify and implement the concepts and terminology of literary texts appropriate at this level;	Appraise and critically analyze the concepts and terminology of literary and theoretical texts.	Appraise and critically analyze the concepts and terminology of literary and theoretical texts.

<b>Intellectual Skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 (Hons)</b>
<b>B1</b>	Identify and employ the skills required in the analysis of literary and non-literary texts with	Identify and employ the skills required to analyze literary and non-literary texts in the light of some	Employ and evaluate the skills required to analyze literary and non-literary texts with particular	Employ and evaluate the skills required to analyze literary and non-literary texts with particular attention to key critical and theoretical debates;

	particular attention to form as well as to key critical debates;	engagement with key critical debates;	attention to key critical and theoretical debates;	
<b>B2</b>	Recognize and employ the skills of critical self-evaluation;	Employ close critical self-evaluation;	Employ and exemplify critical self-evaluation;	Employ and exemplify critical self-evaluation;
<b>B3</b>	Describe the theoretical concepts and critical tools that aid interpretation of literary texts.	Identify and analyze the theoretical concepts and critical tools that aid interpretation of literary texts.	Critically analyze and evaluate the theoretical concepts and critical tools that aid interpretation of literary texts.	Critically analyze and evaluate the theoretical concepts and critical tools that aid interpretation of literary texts.

<b>Subject Skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 (Hons)</b>
<b>C1</b>	Implement study skills appropriate to the first year of undergraduate study, and be able to build on these on progression to Level 5;	Execute further study skills appropriate to the second year of undergraduate study, and be able to build on these on progression to Level 6;	Perform research which informs the composition of analytical essays appropriate to this level	Perform research which informs the composition of analytical essays appropriate to this level
<b>C2</b>	Perform reading skills and associated note-taking skills;	Implement more sophisticated writing skills in the composition of discursive and/or analytical essays appropriate to this level;	Demonstrate development of further oral skills via seminars, small group discussions and tutorials, in both formal and informal settings.	Demonstrate development of further oral skills via seminars, small group discussions and tutorials, in both formal and informal settings.
<b>C3</b>	Demonstrate writing skills in the composition of discursive and/or analytical essays appropriate to this level;	Perform further oral skills via seminars, small group discussions and tutorials, in both formal and informal settings.		
<b>C4</b>	Demonstrate oral skills via seminars, small group discussions and tutorials, in both formal and informal settings.			

<b>Practical Professional &amp; Employability Skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 (Hons)</b>
<b>D1</b>	Perform good standards of presentation both in writing and orally.	Execute high standards of presentation both in writing and orally.	Execute very high standards of presentation both in writing and orally.	Execute very high standards of presentation both in writing and orally.
<b>D2</b>	Demonstrate the ability to work in flexible, creative and independent ways, by means of self-discipline, self-direction and effective time management	Demonstrate the ability to work in flexible, creative and independent ways, by means of self-discipline, self-direction and effective time management	Demonstrate the ability to work in flexible, creative and independent ways, by means of self-discipline, self-direction and effective time management	Demonstrate the ability to work in flexible, creative and independent ways, by means of self-discipline, self-direction and effective time management
<b>D3</b>	Demonstrate professional skills in areas such ICT, communication, decision making and interpersonal skills.	Demonstrate further development of professional skills in areas such ICT, communication, decision making and interpersonal skills.	Implement effective professional skills in areas such ICT, communication, decision making and interpersonal skills.	Implement effective professional skills in areas such ICT, communication, decision making and interpersonal skills.

## 24 Curriculum matrix

### Creative Writing

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	Introduction to Creative Writing	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■
	Life Writing	Core	□	■	□	■	■	□	■	■	■	□	■	■	■	■
	Introduction to Children's Writing	Core	■	□	■	■	■	■	■	■	■	□	■	■	■	■
	The Language of Creative Writing	Core	■	■	□	■	□	■	■	■	■	■	■	■	■	■
	Text to Screen	Core	□	■	□	■	■	□	■	■	■	□	■	■	■	■
	Personal, Professional and Academic Skills	Core	□	□	□	■	□	□	■	■	■	□	■	■	■	■
Level 5	Writing Historical Fiction	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Creative Writing for Adults	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	The Short Story	Core	■	□	□	■	■	□	■	■	■	□	■	□	■	■
	Writing Crime Fiction and Thrillers	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Independent Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Research Methods	Core	■	□	□	■	■	■	□	■	■	■	■	■	■	■
Level 6	Extended Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Writing for Children: Extended Practice	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Science Fiction	Core	■	■	□	■	■	□	■	■	■	□	■	■	■	■
	Gender, Sexuality and Writing	Core	■	■	□	■	■	□	■	■	■	□	■	■	■	■
	The Graphic Novel	Core	■	■	□	■	■	□	■	■	■	□	■	■	■	■

## English

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
4	Introduction to Genre	Core	■	■	■	x	■	■	■	■	■	■	■	■	■	■	■
	Critical Thinking	Core	X	X	X		X		X		X			X	X		
	The Language of Creative Writing	Core	X	X		X	X		X	X	X	X	X	X	X	X	X
	Personal, Professional and Academic Skills	Core	□	□	□		■	□	□	■	■	■	□	■	■	■	■
5	Romantic and Victorian Writing	Core	■	□	■	x	■	■	■	■	■	■	■	■	■	■	■
	Experimental Writing	Core	■	■	■	x	■	■	■	■	■	■	■	■	■	■	■
	Research Methods	Core	■	□	□		■	■	■	□	■	■	■	■	■	■	■
Level 6	The Contemporary Novel	Option	■	■	■	x	■	■	■	■	■	■	■	■	■	■	■
	Shakespeare	Option	■	■	■	x	■	■	■	■	■	■	■	■	■	■	■
	Post War Writing	Option	■	■	■	x	■	■	■	■	■	■	■	■	■	■	■
	Dissertation	Option	■	■	■	x	■	■	■	■	■	■	□	■	■	■	■



## 25 Learning and teaching strategy

### **Creative Writing**

Intensive workshop-based exploration and active practice in writing, using set exercises, models, extracts and analysis of texts will be supplemented by lectures ensuring formal input across the whole creative writing spectrum. In Writing for Children for example, lectures will take place on a wide range of children's writing to introduce students to the historical and cultural context and changing forms and styles. Lectures in the Creative Writing modules will focus on particular aspects of technique as practised by authors of technical excellence past and present alike.

Within the practice-based workshops, tutors will act as facilitators and direct group-based work and individual studies leading towards completion of the final product or portfolio of written work.

All teaching methods are designed to focus students' attention on their own creative and technical development as writers, to develop skills and confidence in critical reflection as a basis for improving drafts, and breadth of expertise as producers as well as critics of literature and text in general.

Within the text-focussed modules the aim is to develop the student's knowledge, analytical capability, research skills, and confidence in their own writing. The lecture provides the student with subject knowledge, critical approaches to interpretation of literary texts and guidance for discussion and development of different writing styles. The content of lectures and seminars are determined by the module level, with level 4 modules being largely introductory while modules at levels 5 and 6 will be focussed on more in-depth studies of authors and literary periods. The level 4 module Personal, Professional and Academic Skills provides students with a variety of skills and approaches to enable them to become effective learners and which prepares them for their subject studies.

### **English**

The aim of the English team is to gradually develop the student's knowledge, analytical capability, research skills, and confidence throughout their studies and progression through the levels. Primarily, this is achieved through a balance of direct instruction, via lectures, and seminar sessions with most modules consisting of equal parts of both. The lecture provides the student with subject knowledge, critical approaches to interpretation of literary texts and guidance for discussion. A lecture is followed by a seminar session which encourages discussion and debate, allowing the student to both express their own ideas and assimilate the ideas of others.

One-to-one tutorials are also an integral part of the learning and teaching process as they allow the student to receive feedback on their progress as well as the opportunity to express themselves individually rather than as part of a group.

## 26 Work based/placement learning statement

There is no formal work-based learning element for this programme although as the module descriptors at level 6 indicate the content of modules studied at level 6 explore the business options writers have, as well as ways in which they can put their work in the marketplace: self-help/ publishing options; the literary agent; working with small independent publishers.

## 27 Welsh medium provision

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

## 28 Assessment strategy

### **Creative Writing**

Coursework is the most important kind of assessment for Creative Writing, and students respond well to its demands. It is the quality of the final written product that counts, in terms of creativity, originality, and technical proficiency in the use of language. In addition, students will be expected to show accompanying evidence of creative and technical processes, knowledge of reader or client considerations as well as self-critical reflection at various stages of the writing process. The majority of assessment will take the form of portfolios of finished written products, accompanied by critical and discursive accounts of the practices and processes leading to the final submission of written work.

Throughout their time on the course students will be encouraged to draft and re-draft till a polished version of each piece of work is achieved. All work submitted will be accompanied by an in-depth critical commentary in which students are encouraged to reflect honestly on their work. The three elements combined - the finished product itself plus drafts and critical reflection - should demonstrate a close interrelationship and show the whole creative process from start to finish. Progression from Level 4 to Level 6 will be measured less by variation of content than by greater depth of analysis and more skilful deployment of the same curriculum elements.

Where the modules are text focused part of the assessment will be in the form of an analytical essay in addition to production of a portfolio of writing.

### **English**

The most appropriate assessment for English remains the discursive essay since written analysis of literary texts provides the clearest way to demonstrate understanding, engage in critical interpretation, and allow achievement of the learning outcomes. It is also in keeping with the QAA English Benchmarking Statement. Each module is assessed by 100% coursework, or by 50% coursework and 50% examination. When assessed by 100% coursework, this will consist of one or more discursive essays plus either a close analysis, literature review, or bibliographical exercise. There are no exams at level 4. At level 5 the Research Module will require the student to complete a research proposal which may lead to the Dissertation at level 6. At level 6 students will have the option to produce a Dissertation of 8000 words to demonstrate their ability to carry out sustained research and independent study.

<b>Module</b>	<b>Level</b>	<b>Credit Value</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
<b><u>Creative Writing Modules</u></b>				

Introduction to Creative Writing	4	20	Portfolio (4,000 – 100%)	Week 12 Semester 1
Life Writing	4	20	Portfolio (4,000 – 100%)	Week 12 semester 1
PPA Skills	4	20	Portfolio (4,000 – 100%)	Week 12 semester 1
Introduction to Children’s Writing	4	20	Portfolio (4,000 – 100%)	Week 12 semester 2
The Language of Creative Writing	4	20	Portfolio (4,000- 100%)	Week 12 semester 2
Text to Screen	4	20	Portfolio (4,000 – 100%)	Week 12 semester 2
Creative Writing for Adults	5	20	Portfolio (4,000 – 100%)	Week 12 semester 1
Writing Historical Fiction	5	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 7 and week 12 semester 1
The Short Story	5	20	Portfolio (4000 - 100%)	Week 12 semester 1
Writing Crime Fiction and Thrillers	5	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 7 and week 12 semester 2
Independent Project	5	20	Portfolio (4000 words – 100%)	Week 12 semester 2
Research Methods	5	20	Presentation-30%, Proposal 70% (2000 words)	Week 9 and week 11 semester 2
Writing for Children (Extended Practice)	6	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 6 and week 12 semester 1
Extended Project	6	40	Project (8,000 – 100%)	Week 11 Trimester 2
Science Fiction	6	20	Portfolio (4000 words – 100%)	Week 12 semester 1
The Graphic Novel	6	20	Portfolio (4000 words – 100%)	Week 12 semester 2
Gender, Sexuality and Writing	6	20	Essay (2000 words – 50%) Portfolio (2000 words – 50%)	Week 7 and week 12 semester 2
<b><u>English Modules</u></b>				
Introduction to Genre	4	20	Essay (1000 -20%) Essay (2000 words – 40 %) Presentation (1500 – 40%)	Weeks 5, 8 and 12 semester 1
PPA Skills	4	20	Portfolio (4,000 -40%)	Week 12 semester 1
Critical Thinking	4	20	Portfolio (4,000 – 100%)	Week 12 Semester 2
The Language of Creative Writing	4	20	Portfolio (4,000 – 100%)	Week 12 Semester 2
Romantic and Victorian Writing	5	20	Essay (1,000 -20%) Exam (2 hours - 50%)	weeks 7 & 12 semester 2

Experimental Writing	5	20	Essay (2000 – 50%) exam (2 hours – 50%)	Weeks 6 & 12 semester 1
Research Methods	5	20	Presentation -30%, Proposal 70% (2000 words)	weeks 9 & 11 semester 2
The Contemporary Novel	6	20	Essay (2000 words – 50%) and Exam (2 hours – 50%)	weeks 8 & 12 semester 1
Shakespeare	6	20	Essay (2000 words – 50%) and Exam (2 hours – 50%)	Week 12 semester 2
Post War Writing	6	20	Essay (2000 -50%) and exam (2 hours – 50%)	weeks 7 & 12 semester 2
Dissertation	6	40	Dissertation (8,000 – 100%)	Week 12 semester 2

## 29 Assessment regulations

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to these programmes.

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

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

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt
- The mark achieved for either the 40-credit Extended Project or the 40-credit Dissertation is within the higher classification. –

## 30 Programme Management

### Programme leader

Dr D Baker

### Module Leaders

Dr Deniz Baker

Dr Mike Miles

### Link to Staff Profiles

[Add links](#)

## 31 Quality Management

The Programme follows the university's guidelines on quality management. Leaders are responsible for:

- Ensuring that the programme runs smoothly
- Working with the programme team on curriculum development
- Collating programme information and producing reports etc. for various boards e.g. AMR

- Leading on programme review, development and validation
- Liaising with external examiners

Module Leaders ensure that modules are delivered to the best possible standard i.e.:

- Developing the scheme of work for the module
- Liaising with the Programme Leader over management and delivery of module
- Preparing the module handbook
- Providing academic support for students in completion of assessments
- Arranging marking and moderation for the module in discussion with the Programme Leader
- Evaluating the module and forwarding results to the Programme Leader

### **Student Feedback**

Quality assurance mechanisms are well established and are formalised through programme team meetings, assessment boards, and the annual monitoring report.

Student feedback is sought formally through the Student Voice Forum, Tell Glyn and Moodle. Student representatives, chosen from all three years perform a vital role in raising issues with staff on behalf of the student body

## **32 Research and scholarship activity**

The development and delivery of the programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice.

The programme has been developed in line with staff interest and expertise:

Mike Miles has a keen interest in historical fiction writing in all major genres and has built up useful and relevant links with the writing world, both locally and nationally. He is a committed practitioner of his craft, whose simultaneous work on three novels together with previous pieces for the BBC and Channel 4 has produced a relevant and fruitful connection with his teaching.

Deniz Baker's D.Phil was in the area of Modernism and Gender and this has informed her subsequent research into Literary and Cultural modernism, the field of visual and screen studies and its relation to literary culture as well as literary and cultural theory.

Debbie Hayfield's major area of interest lies in the 19<sup>th</sup> century novel with particular emphasis on representations of gender and sexuality, and the contemporary novel and this is directly reflected in the focus of her teaching.

## **33 Learning support**

### **Institutional level support for students**

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team

- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndwr Students' Union

### **School support for students**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

### **Programme specific support for students**

Creative Writing students will benefit from the Bangor University -Glyndwr library link-up (UNIICAT) which allows students to access sources at both institutions. The Glyndwr Main library has received significant funding in recent years and the stock of books is more than adequate for this programme, This is supported by JStor, Gales Database and Swetwise. We have a dedicated Learning support librarian, Jenny Jones who provides training and support for students as well as supporting the maintenance of Moodle pages.

## **34 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.