

| OFFICE USE ONLY | |
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| Date of validation event: | 21 June 2018 |
| Date of approval by Academic Board: | 25 September 2018 |
| Approved Validation Period: | 5 years from September 2019 |
| Date and type of revision: | 28 August 2020 (delivery sequence change of HUM571) |

PROGRAMME SPECIFICATON

BA (Hons) Creative Writing

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| 1 | Awarding body Glyndŵr University |
| 2 | Programme delivered by Wrexham Glyndŵr University |
| 3 | Location of delivery Plas Coch Campus |
| 4 | Faculty/Department Arts, Science and Technology: History/English |
| 5 | Exit awards available BA (Ord) / Certificate in HE / Diploma in HE |
| 6 | Professional, Statutory or Regulatory Body (PSRB) accreditation N/A. |
| 7 | Accreditation available N/A. |
| 8 | Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A |
| 9 | JACS3 code BA (Hons) Creative Writing – JACS = W800 and HECOS = 100046 |
| 10 | UCAS code BA (Hons) Creative Writing – CWCW |
| 11 | Relevant QAA subject benchmark statement/s <i>Creative Writing 2016</i> |
| 12 | Other external and internal reference points used to inform the programme outcomes N/A |
| 13 | Mode of study |

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| | Full & part time |
| 14 | Normal length of study 3 years full-time. 6 years part-time |
| 15 | Maximum length of study 5 years full-time |
| 16 | Language of study English |

17 Criteria for admission to the programme

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| Standard entry criteria | |
| <p>Entry requirements are in accordance with the University's admissions policy https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf</p> <p>The University's entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/</p> <p>International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.</p> <p>In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.</p> <p>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.</p> <p>International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).</p> | |
| DBS Requirements | |
| N/A | |
| Non-standard entry criteria and programme specific requirements | |
| <p>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.</p> | |

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

- 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

20 Distinctive features of the programme

The programme 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 taken by single honours students 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 textual studies element of the programme single honours students will be able to demonstrate their analytical skills through the essay form and also through their own practice.

The programme will equip students 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.

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 | | | |
|-------------|---|---------------|-------------|
| 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 |
| HUM449 | Life Writing (20 credits) | Deniz Baker | Core |
| Semester 2 | | | |
| Module code | Module | Module Leader | Core/Option |
| HUM447 | Introduction to Writing for Children (20 credits) | Deniz Baker | Core |
| HUM456 | The Language of Creative Writing (20 credits) | Mike Miles | Core |
| HUM455 | Text to Screen (20 credits) | Deniz Baker | Core |
| Level 5 | | | |
| Semester 1 | | | |
| Module code | Module | Module Leader | Core/Option |

| | | | |
|--------------------|---|----------------------|--------------------|
| HUM560 | Creative Writing for Adults (20 credits) | Mike Miles | Core |
| HUM569 | The Short Story (20 credits) | Deniz Baker | Core |
| Semester 2 | | | |
| Module code | Module | Module Leader | Core/Option |
| HUM571 | Writing Historical Fiction (20 credits) | Mike Miles | Core |
| HUM570 | Writing Crime Fiction and Thrillers (20 credits) | Mike Miles | Core |
| HUM564 | Independent Project (20 credits) | Mike Miles | Core |
| HUM565 | Research Methods (20 credits) | Deniz Baker | Core |
| Level 6 | | | |
| 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 | Core |
| Semester 2 | | | |
| Module code | Module | Module Leader | Core/Option |
| HUM637 | Extended Project (cont) | Mike Miles | Core |
| HUM638 | Gender, Sexuality and Writing (20 credits) | Deniz Baker | Core |
| HUM645 | The Graphic Novel (20 credits) | Deniz Baker | Core |

23 Intended learning outcomes of the programme

| Knowledge and understanding | | | | |
|------------------------------------|--|--|--|---|
| | 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. |
| Intellectual skills | | | | |
| | 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 distribution and consumption of writing in a range of settings. | Select skills in understanding the frameworks for the distribution and consumption of writing in a range of settings. | Apply skills in understanding the frameworks for the distribution and consumption of writing in a range of settings. | Evaluate skills in understanding the frameworks for the distribution and consumption of writing in a range of settings. |

| Subject skills | | | | |
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| | 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. |
| Practical, professional and employability skills | | | | |
| | 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 through confident presentation. | 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. |
| D3 | Interpret own learning in order to meet deadlines | Explain own learning more skilfully in order to meet | Analyse own learning more skilfully in order to meet | Evaluate own learning increasingly more skilfully in order |

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| | which are set by the individual student or set by others. | deadlines which are set by individual student or set by others. | deadlines which are set by the individual student or set by others. | 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. |

24 Curriculum matrix

| | <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 no mod s selected</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 | ■ | ■ | □ | ■ | ■ | □ | ■ | ■ | ■ | □ | ■ | ■ | ■ | ■ |

25 Learning and teaching strategy

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.

26 Work based/placement learning statement

There is no formal work-based learning component of this programme, however the Creative Writing content helps to equip students with requisite skills in the world of publishing, for example self-motivation, intellectual curiosity, imagination and divergent thinking, designed to enhance the interactive relationship between producer, mediator and audience. Awareness of writing and publishing contexts, opportunities and audiences in the wider world whether through self or mainstream initiatives, is integral to the course at Levels 4, 5 and 6, and is reflected in assessment of project work and reflective critical commentaries.

In addition, 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

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.

| Module | Level | Credit Value | Assessment type and weighting | Indicative submission date |
|--|--------------|---------------------|---|-----------------------------------|
| 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 2 |
| The Short Story | 5 | 20 | Portfolio (4000 words – 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 |

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|-------------------------------|---|----|--|-------------------------------|
| 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 |

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 the 40-credit Extended Project is within the higher classification.

30 Programme Management

Programme leader

Dr. D Baker

Module Leaders

Ms Debbie Hayfield

Dr Mike Miles

Dr Deniz Baker

Link to Staff Profiles

[Add staff profiles](#)

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 19th and 20th century novel with particular emphasis on representations of gender and sexuality, and the postmodern 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
- Glyndŵr 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 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.