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

PROGRAMME SPECIFICATON

BA (Hons) Social & Cultural History and Creative Writing

1	**Awarding body**	
	Glyndŵr University	
2	**Programme delivered by**	
	Glyndŵr University	
3	**Location of delivery**	
	Plas Coch Campus,	
4	**Faculty/Department**	
	Arts, Science and Technology: History/English	
5	**Exit awards available**	
	BA (Ord), Diploma of HE, Certificate of 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	**JACS**	
	BA (Hons) Social & Cultural History & Creative Writing JACS = V320 and W800. HECOS =100312 and 100046	
10	**UCAS code**	
	BA (Hons) Social & Cultural History& Creative Writing SW19	
11	**Relevant QAA subject benchmark statement/s**	
	History Subject Benchmarks 2014 Creative Writing Subject Benchmarks 2016	
12	**Other external and internal reference points used to inform the programme outcomes**	

13	Mode of study

Full & part time

14	Normal length of study

3 Years full-time
6 Years part-time

15	Maximum length of study

6 Years

16	Language of study

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%202020
17.pdf

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

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/EntryandEnglishLanguageRequ
irements/ 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

This **Social & Cultural History** programme aims to:

- provide students with a broad and balanced body of historical knowledge in a social & cultural context and an appreciation of the nature and purpose of the discipline

- enable students to develop the ability to locate, analyse and interpret historical sources and communicate their findings in an appropriate manner

- provide students with the opportunity to become independent learners by developing their research, archival and digital skills

The **Creative Writing** programme aims to :

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

20 Distinctive features of the programme

Social & Cultural History

The programme places great emphasis on the development of academic and transferable skills in addition to the acquisition of historical knowledge and understanding. The practical application of these skills is developed through the investigation of socio-cultural subjects which range from the Roman period to the modern day in a Welsh, British, European and international context. The programme emphasises the growing significance of digital resources and methods in the study and transmission of academic History and, in addition, incorporates field work as a central feature of the learning experience.

Level 4 modules introduce students to a wide range of theory and practice, with specific consideration given to the development of essential skills and the methods of communicating history to a modern audience. At **level 5**, the modules follow an 'early modern' pattern which allows for a more focused and in-depth analysis of socio-cultural themes in a distinct historical period. In addition, the 'Experiencing History in the Workplace' module gives students the opportunity to engage with the work environment first-hand, whilst modules like 'Research Methods in the Humanities' are crucial preparation for the methodological demands of the final year. **Level 6** consolidates the already strong emphasis placed on research skills in the previous years. Research skills are further developed through dedicated source-based modules which reflect staff expertise and interest. All students will undertake a dissertation centred upon primary source investigation and analysis.

- History offers a unique selling point as it combines a practical, hands-on element with a wide-ranging curriculum.

- The work-placement element is a recognised strength of the provision and the Department has links with over 20 heritage organisations.

- The socio-cultural emphasis provides an excellent foundation for future employment and postgraduate study in a diverse range of areas.

Creative Writing
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 have been designed to provide experience of writing practice as well as engagement with the processes of textual production undertaken by existing writers. 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 is delivered full time over three years or part time over six years. The programme will be delivered in accordance with the University guidelines which specify an average attendance of between 6-12 hours a week dependent on year of study (see module breakdown for details). Fieldwork demands can mean some variation on a weekly basis, but all students are fully informed of detailed arrangements 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 trimester one and two (September-May). Full time students take 60 credits in trimester 1 and 60 credits in trimester 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.

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. For Joint Honours students this 60 credit requirement should comprise a minimum of 20 credits in each subject area.

BA (Hons) may be awarded to students who successfully complete 360 credits.

22 Programme structure diagram

The tables below present all the modules available to students on this programme. Students on this joint honours route would divide their time equally between the two subjects (180 History credits and 180 Creative Writing credits). The students are able to select the option mix they prefer. Students will be guided on module choice during Level 4 induction to ensure they fully understand the choices available to them and to ensure they have a balanced number of credits. The timetable is arranged to ensure there are no clashes for Social & Cultural History and Creative Writing. Students are guided on option choice for Level 5 and Level 6 at group and individual meetings held at the end of semester two in the respective years.

All students are required to take Personal, Professional and Academic Skills as a core module at Level 4. Part-time students would take this module in their first year of Level 4.

All students are also required to take Research Methods at Level 5 as a core module. Part-time students take this module in year 4 of their study (the second year of Level 5).

At Level 6 all Joint Social and Cultural History and Creative Writing students will take at least one 40 credit module. This could be the Extended Project or the Dissertation each of which is taken over both semesters. Students have the option to take both of these modules, but will be guided by tutors on an individual basis.

Social & Cultural History

<table>
<tr><td colspan="7">Level 4</td></tr>
<tr>
<td rowspan="5">Semester 1</td>
<td>Mod title</td>
<td>Personal, Professional & Academic Skills</td>
<td>Mod title</td>
<td>Presenting the Past</td>
<td>Mod title</td>
<td>The Roman Empire: People and Power</td>
</tr>
<tr>
<td>Mod code</td><td>HUM453</td>
<td>Mod code</td><td>HUM454</td>
<td>Mod code</td><td>HUM458</td>
</tr>
<tr>
<td>Credit value</td><td>20</td>
<td>Credit value</td><td>20</td>
<td>Credit value</td><td>20</td>
</tr>
<tr>
<td>Core/Option</td><td>Core</td>
<td>Core/Option</td><td>Option</td>
<td>Core/Option</td><td>Option</td>
</tr>
<tr>
<td>Mod leader</td><td>Debbie Hayfield</td>
<td>Mod leader</td><td>Kathryn Ellis</td>
<td>Mod leader</td><td>Peter Bolton</td>
</tr>
<tr><td colspan="7">Level 4</td></tr>
<tr>
<td rowspan="5">Semester 2</td>
<td>Mod title</td>
<td>Britain & Europe, c.1860-1945</td>
<td>Mod title</td>
<td>Crime and Popular Culture in Victorian Britain</td>
<td>Mod title</td>
<td>Cultural Turning Points</td>
</tr>
<tr>
<td>Mod code</td><td>HUM443</td>
<td>Mod code</td><td>HUM457</td>
<td>Mod code</td><td>HUM445</td>
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<td>Credit value</td><td>20</td>
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<td>Core/Option</td><td>Option</td>
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</tr>
<tr>
<td>Mod leader</td><td>Peter Bolton</td>
<td>Mod leader</td><td>Kathryn Ellis</td>
<td>Mod leader</td><td>Peter Bolton</td>
</tr>
<tr><td colspan="7">Level 5</td></tr>
<tr>
<td rowspan="5">Semester 1</td>
<td>Mod title</td>
<td>Society & Culture in Tudor England & Wales</td>
<td>Mod title</td>
<td>The Georgian Age</td>
<td>Mod title</td>
<td>British Colonial America</td>
</tr>
<tr>
<td>Mod code</td><td>HUM567</td>
<td>Mod code</td><td>HUM568</td>
<td>Mod code</td><td>HUM559</td>
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<tr>
<td>Core/Option</td><td>Option</td>
<td>Core/Option</td><td>Option</td>
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</tr>
<tr>
<td>Mod leader</td><td>Kathryn Ellis</td>
<td>Mod leader</td><td>Kathryn Ellis</td>
<td>Mod leader</td><td>Peter Bolton</td>
</tr>
<tr><td colspan="7">Level 5</td></tr>
<tr>
<td rowspan="5">Semester 2</td>
<td>Mod title</td>
<td>Research Methods in the Humanities</td>
<td>Mod title</td>
<td>Culture and Belief in Renaissance Europe, c.1400 - 1600</td>
<td>Mod title</td>
<td>Experiencing History in the Workplace</td>
</tr>
<tr>
<td>Mod code</td><td>HUM565</td>
<td>Mod code</td><td>HUM561</td>
<td>Mod code</td><td>HUM562</td>
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<td>Core/Option</td><td>Core</td>
<td>Core/Option</td><td>Option</td>
<td>Core/Option</td><td>Option</td>
</tr>
<tr>
<td>Mod leader</td><td>Kathryn Ellis</td>
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<td>Mod leader</td><td>Kathryn Ellis</td>
</tr>
</table>

	Level 6					
Semester 1	Mod title	People & Protest in Victorian England and Wales	Mod title	Dissertation	Mod title	
	Mod code	HUM639	Mod code	HUM636	Mod code	
	Credit value	40	Credit value	40	Credit value	
	Core/Option	Option	Core/Option	Option	Core/Option	
	Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	
	Mod title		Mod title		Mod title	
	Mod code		Mod code		Mod code	
	Credit value		Credit value		Credit value	
	Core/Option		Core/Option		Core/Option	
	Mod leader		Mod leader		Mod leader	
	Level 6					
Semester 2	Mod title	Revolution in Seventeenth Century England & Wales	Mod title	American Frontiers in the Nineteenth Century	Mod title	
	Mod code	HUM641	Mod code	HUM635	Mod code	
	Credit value	20	Credit value	20	Credit value	
	Core/Option	Option	Core/Option	Option	Core/Option	
	Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	

Creative Writing

Level 4 Semester 1			
Module code	**Module**	**Module Leader**	**Core/Option**
HUM453	Personal, Professional and Academic Skills (20 credits)	Debbie Hayfield	Core
HUM446	Introduction to Creative Writing (20 credits)	Mike Miles	Core
HUM449	Life Writing (20 credits)	Deniz Baker	Option
Level 4 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	Option
HUM455	Text to Screen (20 credits)	Deniz Baker	Option

Level 5 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
Level 5 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

Level 6 Semester 1			
Module code	**Module**	**Module Leader**	**Core/Option**
HUM637	Extended Project (40 credits)	Mike Miles	Option
HUM646	Writing for Children Extended Practice (20 credits)	Mike Miles	Option
HUM642	Science Fiction (20 credits)	Deniz Baker	Option
Level 6 Semester 2			
Module code	**Module**	**Module Leader**	**Core/Option**
HUM637	Extended Project (40 credits)	Mike Miles	Option
HUM638	Gender, Sexuality and Writing (20 credits)	Deniz Baker	Option
HUM645	The Graphic Novel (20 credits)	Deniz Baker	Option

23 Intended learning outcomes of the programme

Social & Cultural History Learning Outcomes

	Knowledge and understanding			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Discuss the concept and consequences of change over time.	Explore the relationship between continuity and change over time and the impact of the past on the present.	Evaluate the way in which contemporary concerns impact on the study of the past.	Evaluate the way in which contemporary concerns impact on the study of the past.
A2	Apply an awareness of different geographical cultures: British, Welsh, European and American	Reflect upon the thematic relationships between different geographical cultures: British, Welsh, European, American	Identify and empathise with the History created by societies in diverse geographical settings	Identify and empathise with the History created by societies in diverse geographical settings
A3	Recognise a range of socio-economic, political, cultural and religious themes in the past	Identify and analyse socio-economic, political, cultural and religious themes in the past	Apply a sophisticated and wide ranging knowledge of socio-economic, political, cultural and religious themes.	Apply a sophisticated and wide ranging knowledge of socio-economic, political, cultural and religious themes
	Intellectual skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Execute a basic ability to analyse text and source material	Interpret text and source material	Assess the value of a wide range of texts and source material	Assess the value of a wide range of texts and source material
B2	Construct basic arguments and communicate them in oral and written forms	Produce convincing arguments and apply them in oral and written forms	Devise coherent and effective arguments and articulate them fluently in oral and written forms	Devise coherent and effective arguments and articulate them fluently in an oral form and in written work, including an individual dissertation
B3	Recognise the importance of differing views and arguments	Interpret the strengths and weaknesses of differing views and arguments	Deconstruct differing views and arguments, both of contemporaries and historians	Deconstruct differing views and arguments, both of contemporaries and historians
	Subject skills			

		Level 4	Level 5	Level 6	Level 6 Honours Degree
C1		Explain the basic concepts, theories and debates underpinning the discipline	Apply the concepts, theories and debates underpinning the discipline	Evaluate and apply the concepts, theories and debates underpinning the discipline	Evaluate and apply the concepts, theories and debates underpinning the discipline
C2		Access and organise historical evidence	Access, organise and synthesise physical and documentary sources	Interpret and synthesise historical evidence critically and empathetically	Interpret and synthesise historical evidence critically and empathetically in a piece of extended written work
C3		Recognise the importance of controversy in historical interpretations	Evaluate the importance of a range of controversies in history	Appraise a wide range of historical controversies and show confidence in challenging accepted historical views	Appraise a wide range of historical controversies and show confidence in challenging accepted historical views
C4		Recognise the value of different historical methodologies	Implement different historical methodologies	Utilise a range of historical methodologies including statistical analysis to reach historical interpretations	Utilise a range of historical methodologies including statistical analysis to reach an original historical interpretation
Practical, professional and employability skills					
		Level 4	Level 5	Level 6	Level 6 Honours Degree
D1		Demonstrate the ability to meet deadlines	Demonstrate self-discipline and self-direction	Apply consistently high levels of self-discipline, self-direction and initiative	Apply consistently high levels of self-discipline, self-direction and initiative in planning and undertaking an extended piece of historical research
D2		Perform both independently and as part of a team	Plan and execute set tasks and goals both independently and as part of a team	Demonstrate the ability both individually and as part of a team to generate and critique ideas in completing set tasks	Demonstrate the ability both individually and as part of a team to generate and critique ideas in completing set tasks
D3		Use basic skills in decision-making and problem-solving	Select skills and analytical techniques to solve problems	Select appropriate skills and analytical techniques to solve complex problems created by	Select appropriate skills and analytical techniques to solve complex problems created by incomplete, controversial or contradictory evidence

			incomplete, controversial or contradictory evidence	
D4	Use basic IT/digital sources and tools for research and presenting ideas and arguments	Identify the most appropriate IT/digital sources and tools for the research and communication of ideas and arguments	Access, evaluate and apply IT/digital sources, including websites, e-books and journals and on-line archives for advanced research and communication	Access, evaluate and apply IT/digital sources, including websites, e-books and journals and on-line archives for advanced research and communication

Creative Writing Learning Outcomes

	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			
	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 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.

24 Curriculum matrix

Social & Cultural History Matrix

	Module Title	Core or option?	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Personal, Professional & Academic Skills	Core	■	□	□	□	□	■	□	□	■	□	■	■	■	■
	Presenting the Past	Option	■	□	□	■	■	■	■	■	■	■	■	■	■	■
	The Roman Empire: People and Power	Option	□	■	□	■	■	□	□	■	□	□	■	■	■	■
	Crime and Popular Culture in Victorian Britain	Option	□	□	■	■	■	■	□	■	■	■	■	■	□	■
	Britain and Europe 1860-1945	Option	■	■	■	■	■	■	□	■	■	□	■	□	□	■
	Cultural Turning Points	Option	■	■	■	■	■	■	■	■	□	□	■	■	■	■
Level 5	The British In America, c.1580 – 1783	Option	□	■	■	■	■	□	□	■	■	■	■	■	■	■
	Society & Culture in Tudor England & Wales	Option	□	■	■	■	■	■	■	■	□	□	■	■	■	■
	The Georgian Age	Option	■	■	■	■	■	■	□	■	□	■	■	■	■	■
	Culture & Belief in Renaissance Europe	Option	■	■	■	■	■	□	□	■	■	□	■	■	■	■
	Experiencing History in the Workplace	Option	□	□	□	■	■	■	■	■	□	■	■	■	■	■
	Research Methods in the Humanities	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	□
Level 6	People and Protest in Victorian England & Wales	Option	■	■	■	■	■	■	□	■	■	■	■	■	■	■
	Revolution in 17th Century England & Wales	Option	□	■	■	■	■	■	□	■	■	■	■	■	■	■
	American Frontiers in C19th	Option	■	■	■	■	■	■	■	■	■	□	■	■	■	■
	Dissertation	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Creative Writing Matrix

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

25 Learning and teaching strategy

Social & Cultural History

The History Benchmark Statement advocates that all students should have regular formal contact with staff in a variety of settings. In accordance with this, effective student learning is facilitated by lectures, seminars and tutorials. All sessions are interactive to encourage active learning and student engagement. All students are given regular individual timetabled tutorials to monitor progress and receive feedback on assessment. These sessions encourage a strongly supportive learning environment and contribute to on-going pastoral care and retention. Independent learning is supported by detailed written documentation and clear guidelines on issues such as aims, learning outcomes and assessment, which are made available in hard copy and online through Moodle.

The History programme has been designed to be a practical and participatory one and the team is keen to emphasise this philosophy. Students are guided through the requirements of this practical work during the Induction process and as an on-going part of History module delivery. Fieldwork and visits to historical sites are an integral part of the learning and teaching process and the History team complies with all risk assessment requirements of Glyndŵr University and the individual sites visited.

Practical workshops on primary sources are incorporated into a number of modules in order to develop inquiry-based learning and research skills. All students are encouraged to use the local record repositories. At Level 4 tutor-led visits to the archive repositories are included in modules to introduce students to these facilities. This provides a foundation for more independent research and learning at Levels 5 and 6. At Level 6 students have the option of undertaking a 40 credit module in trimester one (People & Protest) to better facilitate a focussed learning experience.

Students are introduced to the ever-increasing range of digital resources for History and the development of digital literacy is a key aspects of the learning process. For example, the *Cynefin* project underpins the tithe map work at Level 4 and the *Nineteenth Century newspapers* on line provide vital archival evidence for modules across the programme.

All modules are intended to develop graduate knowledge and skills, but the team has also attempted to ensure that student learning is explicitly linked to key employability skills as listed by the Confederation for British Industry (CBI) (https://www.stem.org.uk/resources/elibrary/resource/34632/learning-grow-what-employers-need-education-and-skills) and *The North Wales Regional Skills Employment Plan.*

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.

26 Work based/placement learning statement

There is no work-based/placement learning in the Creative Writing part of 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.

Students do have the option to take the Level 5 History module 'Experiencing History in the Workplace' which has been designed specifically to ensure that student learning is directed more explicitly towards employability and improved professional pathways. The module is informed by the precepts of the QAA Code of Practice for work-based and placement learning. In this module students are required to spend 30 hours in a specific venue: library, Museum, National Trust property etc. (either in a block of time or over a period of weeks - arrangements to be negotiated between the student, Glyndwr academic staff and the placement provider). All venues are approved and allocated by the History team with the agreement of educational officers and archive managers as appropriate. Risk assessments are completed by all providers prior to the start of the placement and students receive formal written approval before commencing placements.

During the placement students will keep a journal which will record attendance and provide them with an opportunity to critically evaluate the projects/work they have undertaken at the organisation. Although students will be supported by professional staff at the placement students work will be monitored, marked and graded by academic tutors at Glyndŵr University. The History staff meet students on a regular basis for progress tutorials in addition to on-going liaison with the placement providers. Staff at the Record Office will not carry out any formal assessment of the placement.

Placement providers include:

- National Trust: Erddig, Chirk Castle
- Gladstone Library
- Flintshire Record Office
- Brymbo Heritage Centre
- Marches School

- Denbighshire Archives
- Palmer Centre, Wrexham
- Royal Armouries, Leeds
- Oswestry Library
- Shrewsbury Record Office
- Llangollen Museum

27 Welsh medium provision

The programme will be delivered through the medium of English. Students are offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook and verbal reminders from the programme team.

One member of the History team is a Welsh-speaker and students can elect to hold tutorials in Welsh for the History section of this programme.

28 Assessment strategy

Social & Cultural History

Varied assessment strategies are employed to test students' knowledge, analytical skills, digital literacy and levels of communication. These skills are developed and refined as students' progress through the programme. Assessment includes essays, class tests, timed examinations, oral presentations, fieldwork reports and reflective journals. There is particular emphasis on project work which encourages the understanding of and the ability to handle primary source material. These projects require students to employ qualitative and quantitative methodologies across a range of traditional archival and digital platforms.

A student-centred approach to research is encouraged by the setting of feasibility reports with literature reviews to test out hypotheses and plan out research tasks. This research training is particularly helpful for students who elect to undertake the 8000-word dissertation which allows them to demonstrate their historical skills including task-setting and problem-solving.

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.

Social & Cultural History

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Personal Professional & Academic Skills	Portfolio 100%	*4000*	End of trimester 1
Presenting the Past	Report (50%) Case Study (50%)	2000 2000	Week 6 Week 12 trimester 1
The Roman Empire: People and Power	Poster Presentation (40%) Essay (60%)	2000 2000	Week 5 Week 10 trimester 1
Crime and Popular Culture in Victorian Britain	In-class test (50%) Project (50%)	I hour 2000	Week 6 Week 12 trimester 2
Britain & Europe, c.1860-1945	Essay (50%) In-class test (50%)	2000 1 hour	Week 5 Week 10 trimester 2
Cultural Turning Points	Case Study (50%) Essay (50%)	2000 2000	Week 4 Week 11 trimester 2
Society & Culture in Tudor England and Wales	Essay (50%) Presentation (50%)	2000 10-15mins & 500 word synopsis	Week 7 Week11 trimester 1
The Georgian Age	In-class test (40%) Project (60%)	1 hour 2500	Week 6 Week 12 (trimester 1)
British Colonial America	Essay (50%) Examination (2 hours-50%)	2000	Week 8 End of trimester 1
Culture and Belief in Renaissance Europe, c.1400 - 1600	Essay (50%) Examination (50%)	2000 2 hours	Week 7 End of trimester 2
Experiencing History in the Workplace	Learning Log/Journal (100%)	4000	Week 12 trimester 2
Research Methods in the Humanities	Presentation (30%) Research Proposal (70%)	10 mins 2000	Week 9 Week 11 trimester 2

People and Protest in Victorian England & Wales	Report (20%)	2000	Week 6
	Project (40%)	3000	Week 10
	Examination (40%)	2 hours	End of trimester 1
American Frontiers in the Nineteenth Century	Essay (50%)	2000	Week 8
			Week 11
	Project (50%)	2000	End of trimester 2
Revolution in Seventeenth Century England & Wales	Project (50%)	2000	Week 10
	Examination (50%)	2 hours	End of trimester 2
Dissertation	Dissertation (100%)	8000	Week 12 trimester 2

Creative 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
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 Dissertation or Extended Project is within the higher classification.

30 Programme Management

Name	Post	Subject/Responsibility
Dr Kathryn Ellis	Senior Lecturer	Programme Leader Module Tutor History
Peter Bolton	Senior Lecturer	Module Tutor History
Dr Mike Miles	Senior Lecturer	Module Tutor Creative Writing
Dr Deniz Baker	Senior Lecturer	Module Tutor Creative Writing

Link to Staff Profiles

https://www.glyndwr.ac.uk/en/StaffProfiles/KathrynEllis/

https://www.glyndwr.ac.uk/en/StaffProfiles/PeterBolton/

https://www.glyndwr.ac.uk/en/StaffProfiles/MikeMiles/

https://www.glyndwr.ac.uk/en/StaffProfiles/DenizBaker/index.html

31 Quality Management

The Programme Leader is 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
- Arranging peer review of teaching
- Co-ordinating the promoting and marketing of the programmes
- Liaising with external examiners
- Organising SVF meetings.

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 meetings (usually twice a year), SEMs, NSS surveys. Student representatives are chosen from the three years of the programme and receive training through the Student Union. Informal feedback is on-going and is facilitated by regular tutorials and our 'open door' policy.

Students are made aware of any actions taken as a result of their feedback either through their representatives, individually (where appropriate) or via Moodle.

32 Research and scholarship activity

Social & Cultural History

The development and delivery of the programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice. Both members of the History team are engaged in scholarship with a cultural focus and regional dimension and this underpins several modules at all levels of the programme. They are also members of the North East Wales Heritage Forum and are editors of the *Transactions of the Denbighshire Historical Society.*

Their joint-authored book *A Mansion for Miners: Plas Mwynwyr, Rhosllannerchrugog* underpins modules such as 'Presenting the Past' and 'People and Protest in Victorian England and Wales'. Similarly, Kathryn Ellis' work in the *New History of Wales* helps

provide a foundation for this Level 6 module. Peter Bolton's recent work on the Art Treasures Exhibition in Wrexham forms a focus of the module 'Cultural Turning Points' in addition to providing methodological insights for the research module at Level 5. The 'Revolution in Seventeenth Century England and Wales' module has developed directly from Kathryn Ellis' doctoral work on seventeenth Parliament.

Creative Writing

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.

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. Personal tutors are allocated in Induction week at Level 4 and students are divided equally between staff members.

Programme specific support for students

Staff act as Admissions tutors and provide students with guidance and information prior to the commencement of studies eg. interviews, open days, taster days, applicant leaflets etc

Students receive a Student Handbook (in hard copy and through Moodle) at the start of the programme which contains details and guidance on all aspects of the student support and guidance, programme-based and institutional.

Personal Tutor System: This is facilitated through an "open door" policy and a formal appointment system. Staff provide one-to-one tutorials and also offer guidance and support via Moodle, SMS and e-mail correspondence. In addition, distinct modules such as Personal Professional and Academic Skills encourage the development of the attributes of the Glyndŵr graduate. Student attendance is monitored through electronic registers which allow staff to identify students 'at risk' and act appropriately.

Learning Support

Students have a dedicated Learning Resources link person based in the Library. Students can access this support which the Resources team explains as follows:

'We can advise students on how to improve their research skills; how to use our resources search engine," Resource Finder" with confidence. How to successfully store and access information and refine searches. We recognise that not every student learns in the same style and we can offer 1-2-1 session to help get you started or to assist with a specific topic. Once you have started to prepare your first assignment, we can help you with your referencing skills by guiding you through how to use Refworks'.

Students benefit from the Bangor-Glyndŵr Library link-up which allows students to access sources at both institutions. The Glyndŵr University Main Library has received significant funding in recent years and the stock of books and journals is more than adequate for these programmes. There is also a History Hub on the online learning Portal from which students can access electronic resources and digital material such as Jstor.

History students are also able to use archive repositories in the local area. These repositories provide a wealth of additional primary source material and helps to inform projects and dissertations. The Gladstone Library at Hawarden is particularly important both as a vital repository holding records such as the *Richard L Hills History of Technology Collection* and as a location for placements.

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.