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 for HUM571, HUM566 and HUM563)* *15/06/2021 Administrative change to delivery sequence from Sept 21 for HUM566 from Sem2 to Sem1 and HUM563 from Sem1 to Sem2*

PROGRAMME SPECIFICATON

BA (Hons) Social and Cultural History and English

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 & English JACS = V320 and Q310. HECOS = 100312 and 100318
10	**UCAS code**
	BA (Hons) Social & Cultural History & English SE19
11	**Relevant QAA subject benchmark statement/s**
	History Subject Benchmarks 2014 English Subject Benchmarks 2015
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/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

The **Social and 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 **English** programme aims 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.
- 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

Social and 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.

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 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 English credits). The students are able to select the option mix they prefer. English is only available as a joint honours route at Glyndwr University and as such is made up of more core modules. 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, English 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 on this joint honours programme will take:

At Level 4 Personal, Professional and Academic Skills

Part-time students are required to take this module in their first year of Level 4.

At Level 5 Research Methods for Humanities

Part-time students take this module in year 4 of their study (the second year of Level 5).

At Level 6 Dissertation (in either History or English)

Part-time students take this module in year 6 of their study (the second year of Level 6)

Students on this joint honours programme will be advised and guided on module choice at Induction, in all programme documentation and in individual tutorial sessions.

Social and Cultural History

Level 4					
Mod title	Personal, Professional & Academic Skills	Mod title	Presenting the Past	Mod title	The Roman Empire: People and Power
Mod code'	HUM453	Mod code'	HUM454	Mod code'	HUM458
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Option	Core/Option	Option
Mod leader	Debbie Hayfield	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Semester	1	Semester	1	Semester	1
Mod title	Britain and Europe, c. 1860 - 1945	Mod title	Crime and Popular Culture in Victorian Britain	Mod title	Cultural Turning Points
Mod code'	HUM443	Mod code'	HUM457	Mod code'	HUM445
Credit value	20	Credit value	20	Credit value	20
Core/Option	Option	Core/Option	Option	Core/Option	Option
Mod leader	Peter Bolton	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Semester	2	Semester	2	Semester	2

Level 5					
Mod title	Society & Culture in Tudor England & Wales	Mod title	The Georgian Age	Mod title	British Colonial America
Mod code'	HUM567	Mod code'	HUM568	Mod code'	HUM559
Credit value	20	Credit value	20	Credit value	20
Core/Option	Option	Core/Option	Option	Core/Option	Option
Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Semester	1	Semester	1	Semester	1
Mod title	Research Methods in the Humanities	Mod title	Culture and Belief in Renaissance Europe, c.1400 - 1600	Mod title	Experiencing History in the Workplace
Mod code'	HUM565	Mod code'	HUM561	Mod code'	HUM562
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Option	Core/Option	Option
Mod leader	Kathryn Ellis	Mod leader	Peter Bolton	Mod leader	Kathryn Ellis
Semester	2	Semester	2	Se4mester	2

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

English

Level 4

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

Level 5

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

Level 6

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

23 Intended learning outcomes of the programme

Social and Cultural History

	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 & 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 incomplete, controversial or contradictory evidence	Select appropriate skills and analytical techniques to solve complex problems created by 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

English

Knowledge & Understanding				
	Level 4	**Level 5**	**Level 6**	**Level 6 (Hons)**
A1	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
A2	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;
A3	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.
A4	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.

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Identify and employ the skills required in the analysis of literary and non-literary texts with particular attention to form as well as to key critical debates;	Identify and employ the skills required to analyze literary and non-literary texts in the light of some engagement with key critical debates;	Employ and evaluate the skills required to analyze literary and non-literary texts with particular attention to key critical and theoretical debates;	Employ and evaluate the skills required to analyze literary and non-literary texts with particular attention to key critical and theoretical debates;
B2	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;
B3	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.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	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
C2	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.
C3	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.		
C4	Demonstrate oral skills via seminars, small group discussions and tutorials, in both formal and informal settings.			

Practical Professional & Employability Skills				
	Level 4	**Level 5**	**Level 6**	**Level 6 (Hons)**
D1	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.
D2	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
D3	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

Social and Cultural History

	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,c1400-1600	Option	■	■	■	■	■	□	□	■	■	□	■	■	■	■
	Experiencing History in the Workplace	Option	□	□	□	■	■	■	■	■	□	■	■	■	■	■
	Research Methods	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	□
Level 6	People and Protest in Victorian England & Wales	Option	■	■	■	■	■	■	□	■	■	■	■	■	■	■
	Revolution in 17th Century England & Wales	Option	□	■	■	■	■	■	□	■	■	■	■	■	■	■
	American Frontiers in C19th	Option	■	■	■	■	■	■	■	■	■	□	■	■	■	■
	Dissertation	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■

English

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

25 Learning and teaching strategy

Social and 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 will undertake 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*.

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

Social and Cultural History

The Level 5 Module 'Experiencing History in the Workplace' 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

There is no formal work-based learning component of the English route.

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.

28 Assessment strategy

Social and 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 comes to fruition in the third year with the 8000-word dissertation in which students have the opportunity to demonstrate their historical skills including task-setting and problem-solving.

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.

Social and Cultural History

Module 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%)	2000	Week 4

	Essay (50%)	2000	Week 11 trimester 2
Society & Culture in Tudor England and Wales	Essay (50%)	2000	Week 7
	Presentation (50%)	10-15mins & 500 word synopsis	Week11 trimester 1
The Georgian Age	In-class test (40%)	1 hour	Week 6
	Project (60%)	2500	Week 12 (trimester 1)
British Colonial America	Essay (50%)	2000	Week 8
	Examination (2 hours-50%)		End of trimester 1
Culture and Belief in Renaissance Europe, c.1400 - 1600	Essay (50%)	2000	Week 7
	Examination (50%)	2 hours	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%)	10 mins	Week 9
	Research Proposal (70%)	2000	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

English Modules				
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
Romantic and Victorian Writing	5	20	Essay (1,000 -20%) Exam (2 hours - 50%)	weeks 7 & 12 semester 1

Experimental Writing	5	20	Essay (2000 – 50%) exam (2 hours – 50%)	Weeks 6 &12 semester 2
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 the 40 credit Dissertation is within the higher classification.

Programme Management

Dr Kathryn Ellis	Senior Lecturer	Programme Leader Module Tutor
Peter Bolton	Senior Lecturer	Module Tutor
Dr Mike Miles	Senior Lecturer	Module Tutor
Dr Deniz Baker	Senior Lecturer	Module Tutor

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

30 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. 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. 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.

English

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 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

31 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.

32 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.