

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b>	BA (Hons)/ BA Ord/ DipHE/ CertHE
<b>Award title</b>	Creative Writing and History
<b>JACS 2 code</b>	V100 W800
<b>UCAS code</b>	WV81
<b>Relevant QAA subject benchmark statement/s</b>	Benchmarks for History and Creative Writing
<b>Other external and internal reference points used to inform the programme outcomes</b>	Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
<b>Mode/s of study</b>	Full time/Part time
<b>Language of study</b>	English with a proportion being available in Welsh
<b>Date at which the programme specification was written or revised</b>	Updated September 2012
<b>Criteria for admission to the programme</b>	
<p>The general formal entry criteria for the programme will be those currently operating for standard degree programmes at Glyndŵr University.</p> <p>Specific entry criteria for UK/EU students will include:</p> <ul style="list-style-type: none"> <li>• qualifications at A2 level with a minimum of 240 points in subjects relevant to</li> </ul>	

and appropriate for the study of the component (s) at HE level

- students from EU member states who have qualifications recognised as equivalent to 240 points in appropriate subject areas
- Access course pass (Humanities and/or Social Sciences)
- AGNVQ/GNVQ III – Merit
- 3-4 Scottish Higher subjects
- 3-4 Irish Leaving Certificate Higher subjects
- For those students seeking entry with non–standard qualifications there will normally be a selection process, as part of the admissions procedure. This is designed to ensure that students have full knowledge of the aims, nature and academic and physical requirements of the course, and that they will be able to benefit from the course. As with the existing BA Humanities programme, all applications will be screened in order to ensure that students are entering at the appropriate level of study and, for those students who are not ready, guidance will be provided on options for Access courses, Screening processes will be based largely on informal interview supplemented if necessary by a review of written work to confirm suitability for the chosen programme.

During the interview process all prospective History students are informed that research activity is not confined to the Glyndŵr University campus, but will take place at a number of different archive repositories.

For students with relevant previous experience and/or qualifications, and who can demonstrate that they have met all the requirements of one or more modules may seek exemption from the appropriate elements of the programme, subject to formal ratification through Glyndŵr University's APL procedures.

Specific considerations apply to students from Overseas who access the programme, either directly into Level 4 as new students, but more probably as students accessing later levels of programmes through 2+2 articulation agreements with contracted universities overseas. Applications from such students will be progressed initially through the University's International Office, and ensuring also that, as part of the screening process, minimum IELTS Language requirements (at least 5.5) are met. Following initial review of the application final decisions on suitability to access the programme and conditions of offer will be progressed by the Academic Head of Department/Programme Leader. It is important to note that decisions to offer places to applicants will be progressed on the basis of contracted articulation agreements with overseas universities.

## **Aims of the programme**

### **Creative Writing component**

The component in Creative Writing as a whole is intended to provide a means for students to develop skills and expertise in a variety of writing styles and formats, and to develop towards proficiency in writing in two general types:

- Creative writing for adults, including poetry, narrative and drama (TV and radio)
- Writing for children

In its broadest terms, therefore, the course is designed to provide students with opportunities to write and to develop their skills as a writer and producer of texts. This does

not necessarily mean, however, that the course is intended to produce fully-fledged professional and commercial writers per se. This is an important distinction to make in terms of deliverability, and the extent to which courses in Creative Writing can be viewed in the same terms as specifically training courses such as teaching or nursing.

### **History component**

1. to provide students with a broad and balanced body of historical knowledge and an appreciation of the nature and purpose of the discipline
2. to enable students to develop the ability to locate, analyse and interpret historical sources and communicate their findings in an appropriate manner
3. to enable students to develop a wide range of generic and transferable skills of value in graduate employment
4. to provide students with the opportunity to become independent learners by developing their research and archival skills.

### **Distinctive features of the programme**

The Creative Writing and History programme places great emphasis on the development of academic and transferable skills such as judgement, critical thinking and analysis in addition to the acquisition of relevant knowledge and understanding. The practical application of critical skills is developed through the investigation of themes from the mediaeval and Renaissance period to the present day in a Welsh, British, European and international context. The Glyndŵr University Creative Writing and History programme provides a strong platform for both employment and postgraduate study.

### **Programme structures and requirements, levels, modules, credits and awards**

The BA(Hons) in Creative Writing and History follows the structure below:

<b>Level 4</b>	Personal, Professional and Academic Skills (20)	Subject Module ** (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Elective (20)
<b>Level 5</b>	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject module or Elective (20)
<b>Level 6</b>	Dissertation (40)		Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject module or Elective (20)

The proposed structure has the following key features:

- All modules are offered in units of 20-credits, with 40-credit double module at level 6 for the dissertation

- At Level 4 all students take the Personal, Professional and Academic Skills module
- All Level 4 students take an elective module in a subject which is outside their core subjects.
- Students at Level 6 undertake the 40-credit Dissertation module.
- In addition to the specified modules listed above, students take an equal amount of Creative Writing and History modules across all levels of the programme.

**Creative Writing modules available on the BA (Hons) Creative Writing and History programme:**

Level	Module Title	Credit Value
4	Creative Writing	20
	Writing for Children	20
5	Creative Writing 2	20
	Independent Project	20
	Writing for Children	20
6	Extended Project	40
	Writing for Children: Extended Practice	20

**History modules available on the BA (Hons) Creative Writing and History programme:**

Level	Module Title	Credit Value
4	Introducing Historical Research	20
	Timelines	20
	Crime and Popular Culture in Victorian Britain National Identity: c.1789-1945	20
	National Identity: c.1789-1945 History in the Workplace	20
5	History in the Workplace	20
	The Aristocratic Century	20
	Glyndŵr in Context: Wales 1282-1603	20
	The Age of the Renaissance	20
	Colonial America	20
	The Age of Elizabeth	20
6	Revolution and Readjustment in the C17th	20
	American Frontiers	20
	Rise of a New Society	20
	Nineteenth Century Wales	20

**Mode of Study**

The programme is delivered on a full-time basis, and timetabled between the hours of 9.00 and 5.30pm. The vast majority of students access the programme on a full-time basis, taking up to 6 modules per year in relation to their choice of programme. At present a very small number of students access the suite of programmes on a part-time basis, i.e. select a smaller range of modules from their respective subject area(s) than their full-time fellow students, taking 6 years rather than the standard 3 for full-time. These arrangements work well, and students are well-supported in their studies, but it is also the case that where students can they elect to take the programmes on a full-time basis, transferring from part-

time to full-time in the process if the timetable allows this.

### **Intended learning outcomes of the programme**

The sections below provide detailed learning outcomes for both Creative Writing and History components. Students on this joint honours programme can choose any equal combination of modules which will total 120 credits a year. Therefore the learning outcomes for each discipline are shown separately below.

#### **Creative Writing component:**

<b>Level</b>	
<b>4 Certificate of Higher Education</b>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Reveal a basic knowledge of the form and structure of various literary modes, including TV, children's literature, and writing for radio</p> <p>A2: Express the fundamental concepts of writing when thinking and writing creatively in both poetry and prose</p> <p>A3: Edit, revise and draft creative work in the light of basic publishing institutions and processes</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Express basic skills of reflection and evaluation leading to the constructive appraisal of texts and reveal basic skills of drafting and editing</p> <p>B2: Apply some key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place</p> <p>B3: Display basic skills in understanding the frameworks for the distribution and consumption of writing in a range of rudimentary settings</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Deploy fundamental writing skills in a range of basic literary formats developed in original and appropriate ways</p> <p>C2: Display skills in basic processes of composition, editing, revision and polishing of types of styles of writing, leading to the completion and evaluation of a finished product</p> <p>C3: Implement basic skills in communication, persuasion and the effective and appropriate use of rhetoric and language</p> <p>C4: Apply a basic awareness of the integral relationship between author/reader/market</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Employ basic research and IT skills to present creative work</p> <p>D2: Participate constructively in small group work and projects, and present resulting work effectively in basic written and oral forms through confident presentation</p> <p>D3: Manage own learning effectively in order to meet deadlines</p>

	D4: Interpret basic editorial comments in order to improve the standard of writing
<b>5 Diploma of Higher Education</b>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Apply a broad knowledge of the form and structure of various literary modes, including TV, children’s literature, and writing for radio A2: Think and write creatively in a broad range of both poetry and prose A3: Edit, revise and draft creative work in the light of a broad range of publishing institutions and processes</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Reveal a broad range of skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing B2: Employ a broad range of key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place B3: Apply appropriate research methodologies, strategies and techniques underpinning an independent project</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Exemplify a variety of writing skills in a wide range of literary formats developed in original and appropriate ways C2: Apply a wide range of skills in processes of composition, editing, revision and polishing of types of styles of writing, leading to the completion and evaluation of a finished product C3: Evidence a broad range of skills in communication, persuasion and the effective and appropriate use of rhetoric and language C4: Apply a broad awareness of the integral relationship between author/reader/market</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Employ a broad range of research and IT skills to present creative work professionally D2: Participate constructively in small group work and projects, and present resulting work in a broad range of written and oral forms through confident and analytical presentation D3: Apply a broad range of techniques to own learning in order to meet deadlines D4: Interpret a broad range of editorial comments in order to improve the standard of writing</p>
<b>6 Ordinary Degree</b>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Exemplify some complex knowledge of the form and structure of various literary modes, including TV, children’s literature, and writing for radio A2: Think and write with subtlety and imagination in both poetry and prose A3: Edit, revise and draft creative work to a sophisticated standard in the light of publishing institutions and processes</p>

	<p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Utilise sophisticated skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing</p> <p>B2: Critically analyse and adapt key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place</p> <p>B3: Employ complex skills in understanding the frameworks for the distribution and consumption of writing in a range of settings</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Reveal a range of advanced writing skills in literary formats developed in original and appropriate ways</p> <p>C2: Utilise sophisticated and complex skills in processes of composition, editing, revision and polishing of types of styles of writing, leading to the completion and evaluation of a finished product</p> <p>C3: Exemplify a wide range of skills in communication, persuasion and the effective and appropriate use of rhetoric and language</p> <p>C4: Apply a sophisticated awareness of the integral relationship between author/reader/market</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Utilise complex ability to employ research and IT skills to present creative work professionally</p> <p>D2: Participate confidently in small group work and projects, and present resulting work in sophisticated written and oral forms</p> <p>D3: Plan and organise own learning effectively in order to meet deadlines which are set by the individual student or set by others</p> <p>D4: Respond creatively to editorial comments in order to improve the standard of writing</p>
<p><b>6 Honours Degree</b></p>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Reveal complex knowledge of the form and structure of various literary modes, including TV, children’s literature, and writing for radio</p> <p>A2: Think and write with sophisticated subtlety and imagination in both poetry and prose</p> <p>A3: Edit, revise and draft creative work to a highly sophisticated standard in the light of publishing institutions and processes</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Utilise highly sophisticated skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing</p> <p>B2: Critically analyse and adapt theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place</p> <p>B3: Employ highly complex skills in understanding the frameworks for the distribution and consumption of writing in a wide range of</p>

	<p>settings</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Apply a wide range of sophisticated writing skills in complex literary formats developed in original and appropriate ways</p> <p>C2: Select and effectively utilise enhanced and sophisticated skills in processes of composition, editing, revision and polishing of types of styles of writing, leading to the completion and evaluation of a finished product</p> <p>C3: Reveal a sophisticated range of skills in communication, persuasion and the effective and appropriate use of rhetoric and language</p> <p>C4: Apply complete awareness of the integral relationship between author/reader/market</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Utilise complex research and IT skills to present creative work professionally</p> <p>D2: Participate and initiate discussions in small group work and projects, and present resulting work in improved written and oral forms</p> <p>D3: Plan and organise own learning effectively in order to meet deadlines which are set by the individual student or set by others</p> <p>D4: Respond to sophisticated editorial comments in order to improve the standard of writing or to defend one's work</p>
--	--

**History component:**

Level	
<p><b>4 Certificate of Higher Education</b></p>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1 Discuss the concept and consequences of change over time and the impact of the past on the present</p> <p>A2: Apply an awareness of different geographical settings: British, Welsh, European, American</p> <p>A3: Identify a range of socio-economic, political, cultural and religious themes in the past</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Reveal some ability to analyse text and source material</p> <p>B2: Formulate basic arguments and communicate them in oral and written forms</p> <p>B3: Recognise the importance of differing views and arguments</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: State the basic concepts, theories and debates underpinning the discipline</p> <p>C2: Locate and organise historical evidence</p> <p>C3: Recognise the importance of controversy in historical interpretations</p> <p>C4: Apply a basic awareness of different historical methodologies</p>

	<p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Reveal the ability to meet deadlines D2: Reveal the ability to work both independently and as part of a team D3: Develop basic skills in decision-making and problem-solving D4: Use basic IT sources and tools for research and communication</p>
<p><b>5 Diploma of Higher Education</b></p>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Apply a heightened understanding of the relationship between continuity and change over time and the impact of the past on the present A2: Identify the thematic relationships between different geographical settings: British, Welsh, European, American A3: Identify and analyse socio-economic, political, cultural and religious themes in the past</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Articulate and analyse text and source material critically B2: Formulate arguments and communicate them effectively in oral and written forms and interpret the strengths and weaknesses of differing views and arguments B3: Apply and conduct range of research strategies and methodologies revealing reflective and critical awareness of the different approaches to research to underpin the academic discipline</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Apply the concepts, theories and debates underpinning the discipline C2: Locate, organise and synthesise physical and documentary sources C3: Evaluate the importance of a range of controversies in history C4: Employ different historical methodologies</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Reveal self-discipline and self-direction D2: Work effectively both independently and as part of a team D3: Apply decision-making and problem-solving skills D4: Use a broad range of IT sources and tools for the research and communication of ideas and arguments</p>
<p><b>6 Ordinary Degree</b></p>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Show a confident understanding of the way in which contemporary concerns impact on the study of the past A2: Identify and empathise with the History created by societies in diverse geographical settings A3: Apply a sophisticated and wide ranging knowledge of socio-economic, political, cultural and religious themes</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Analyse text and source material critically and empathetically</p>

	<p>B2: Assemble coherent and effective arguments and communicate them fluently in oral and written forms</p> <p>B3: Reveal a confident ability to critically appraise differing views and arguments</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Evaluate the concepts, theories and debates underpinning the discipline</p> <p>C2: Interpret and synthesise historical evidence critically and empathetically</p> <p>C3: Reveal a confident understanding of a wide range of historical controversies and show an ability to challenge accepted historical views</p> <p>C4: Utilise a range of historical methodologies including statistical analysis to reach historical interpretations</p> <p><b>Practical, Professional and Employability Skills</b> Students will be able to:</p> <p>D1: Apply confident self-discipline, self-direction and initiative</p> <p>D2: Work effectively both independently and as part of a team to achieve set tasks and goals</p> <p>D3: Effectively apply skills in decision-making and problem-solving</p> <p>D4: Reveal a confident ability to utilise IT sources and tools in historical research and communication</p>
<p><b>6 Honours Degree</b></p>	<p><b>Knowledge and Understanding</b> Students will be able to:</p> <p>A1: Show a sophisticated understanding of the way in which contemporary concerns impact on the study of the past</p> <p>A2: Identify and empathise with the History created by societies in diverse geographical settings</p> <p>A3: Reveal a sophisticated and comprehensive knowledge of socio-economic, political, cultural and religious themes</p> <p><b>Intellectual Skills</b> Students will be able to:</p> <p>B1: Analyse text and source material critically and empathetically</p> <p>B2: Assemble coherent and effective arguments and communicate them fluently in oral and written forms including an individual dissertation</p> <p>B3: Demonstrate a confident ability to critically appraise differing views and arguments</p> <p><b>Subject Skills</b> Students will be able to:</p> <p>C1: Evaluate the concepts, theories and debates underpinning the discipline</p> <p>C2: Interpret and synthesise historical evidence critically and empathetically in a piece of extended written work</p> <p>C3: Reveal a confident understanding of a wide range of historical controversies and show an ability to challenge accepted historical views</p> <p>C4: Utilise a range of historical methodologies including statistical</p>

	<p>analysis to reach an original historical interpretation</p> <p><b>Practical, Professional and Employability Skills</b>  Students will be able to:  D1: Apply confident self-discipline, self-direction and initiative in planning and undertaking an extended piece of historical research  D2: Work effectively both independently and as part of a team to achieve set tasks and goals  D3: Effectively apply skills in decision-making and problem-solving  D4: Reveal a confident ability to utilise IT sources and tools in historical research and communication</p>
--	---

**Learning and teaching strategies used to enable outcomes to be achieved and demonstrated**

There are a range of measures which have been embedded and developed to ensure that learning, teaching and assessment quality is enhanced. These include:

**Module Handbooks/Teaching Schedules:** these are designed to give students access to a detailed teaching schedules for each week of their modules to better guide and anchor their learning.

**Professional Staff Development and HE Academy membership.**

**Peer Review.** This is undertaken across the Department, and includes review of the teaching of part-time members of staff, using templates devised by the Department.

History and Creative Writing students have regular formal contact with staff in a variety of settings. Effective student learning is facilitated by tutor-led presentations, lectures, tutorials and seminars. Independent study is supported by detailed written documentation and clear guidelines on issues such as aims, learning outcomes and assessment (hard copy and on-line).

The Glyndŵr University Creative Writing History degree programme is a practical and participatory one. Fieldwork and visits to historical sites are an integral part of the learning and teaching process 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.

**Welsh Medium provision**

In accordance with the University’s policy on the Welsh Language, the course team is fully supportive of the principles of bilingualism. In line with University policy, students are entitled to submit work in the Welsh language.

Additionally, approximately, 5% of the programme could be delivered through the medium of Welsh.

**Assessment strategy used to enable outcomes to be achieved and demonstrated**

Assessment practices and procedures are in full accordance with the QAA Code of Practice

for Student Assessment, and the annual monitoring process provides an intensive review both of the integrity of assessment procedures and the levels of student achievement at both module and overall award levels.

Clear criteria for assessment operate, at a general level, across the programme as whole, with clear descriptors provided to differentiate between performance levels across the marking range. These criteria are set out in the Student Handbook.

Assessment includes essays of differing length, class tests, bibliographical exercises, timed examinations, oral presentations and reflective journals. There is particular emphasis on project work which encourages the understanding of and the ability to handle primary source material. A student-centred approach to research is encouraged by the setting of shorter feasibility studies which provide the opportunity 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 demonstrate their historical skills including task-setting and problem-solving.

Coursework tasks will be set prior to the start of each module and programme operates in full accordance with University policy as regards hand back to students. Feedback itself takes a number of forms, but includes use of standard feedback sheets, verbal feedback and group tutorials.

Coursework is by far the most important kind of assessment for Creative Writing, and students respond well to its demands. The aim will be to operate assessment methods that relate directly to learning outcomes which emphasize the processes of writing. 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 leading to the finished product, revealing along the way knowledge of reader or client considerations in creating a product that is fit for purpose, as well as self-critical reflection at various stages of the writing process. Bearing these things in mind, assessment in all modules (Creative Writing, Writing for Children, Independent and Extended Projects) 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. Evidence of drafts must also be included to show progression along the way. This process will be aided by regular tutorials so that students can discuss the progress of their work and receive valuable editorial feedback. Informal peer group assessment via weekly sessions in project-based groups will also inform this process and help students re-draft and make important creative choices. All work submitted will be accompanied by an in-depth critical commentary in which students are encouraged to reflect honestly on their work, showing awareness of both strengths and weaknesses. 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. Finished portfolio work by previous students has consistently reflected this differentiation, with all students able to demonstrate convincing progression and growing maturity in the quality of their written work over three years of study

Moderation and second-marking procedures are in place.

## **Assessment regulations that apply to the programme**

University Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

## **Programme Management**

### Quality Assurance

Quality assurance mechanisms are well established within the Department and the programme will operate in accordance with these systems which will include:

- Full Annual Monitoring Report: Produced by the Programme Leader/Academic Head at the end of the academic year and containing a comprehensive retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards. This includes an analysis of student statistics (entry, progression, completion and qualification), module results, feedback from students, etc.
- External Examiner reports.
- Other forms of student feedback, including Student Satisfaction Surveys, SPOM results, representations to Student Consultative Committee, and informal forms of feedback

The Department operates within a system of Academic Subject Boards, supplemented by management meetings of the Academic Head and Programme Leaders as and when required. There are also opportunities for all staff members to meet at Department Team meetings, held on an occasional basis as and when required outside of the requirement for Academic Subject Boards.

### **Programme Management**

The programme will be overseen by the Academic Head who is responsible for the administration, co-ordination, monitoring and review of all aspects of the programmes, with a designated member of staff acting as Programme Leader. An efficient and dedicated administrative support structure is in place to facilitate the effective operation of the following aspects of programme operation:

- The management and development of curriculum and the course portfolio within the undergraduate programme
- Financial administration and staffing deployment/requisition
- Student tracking and student records
- Collation of assessment data, and presentation of data at assessment boards
- Processing and granting of assignment extension requests and management/co-ordination of overall assessment activities across the undergraduate programme
- Liaison with other Departments and the Directorate where appropriate
- Quality assurance and annual monitoring, including writing and compiling the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities

In terms of the student experience, however, the most significant form of management operates at the module level, with the roles and responsibility of the Module Leader. Each

Module Leader is responsible for:

- The maintenance and development of teaching and learning materials for all students enrolled on the module, including preparation/translation of module content into paper and/or electronic formats
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments and examination papers, including resit assessments, and submission of student results to the Programme Leader
- Personal, pastoral and other forms of tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- Liaison with part-time members of staff involved in module teaching
- Liaison with the Bookshop and Library to ensure that primary and secondary texts are made available to students

### Particular support for learning

Students on the programme will receive the following forms of student support and guidance:

- **Admissions.** All students on the programme will have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and professional requirements.
- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the course, and will include elements of work on study skills and professional development. This includes a full introduction to module selections (discussed below) and full opportunity for individual advice and guidance on study routes.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based, Department-based and institutional
- **Introduction to Module Selection.** New students are provide with a comprehensive introduction to module contents, diets, curriculum and options at the stat of the year (Induction) and at appropriate points in the academic year – in June of each year for students to select modules in the previous year, and also a whole-group meeting at the start of each academic year. Clear guidance is also provided for the Dissertation.
- **Personal Tutor/Personal development Planning.** Each student will have a Personal Tutor, and will be able to meet him or her at least twice per academic year to review progress.
- **Progress Review and Attendance Monitoring.** Student attendance will be subject to regular monitoring through registers, and this will be a means of addressing issues of student support.

In addition, students on the programme will be able to access central forms of student support, including services for:

- Careers

- Counselling
- Student Services (help with finance issues, disability support, etc)
- Library and IT

Details of these services will be made available to students through the Student Handbook

### **Equality and Diversity**

The programme team is committed to the needs of all University stakeholders. There is a clear recognition that the student intake is likely to include individuals who have a range of diverse needs either in terms of disabilities, illness, language, family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with particular needs in order to ensure equality in the learning environment.

The programme team works closely with Student Services to ensure that particular learning needs are assessed and acknowledged appropriately. Outcomes of such assessments are then acted upon eg. provision of learning support, time allocation in examinations etc.