PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available	BA (Hons)/ BA Ord/ DipHE/ CertHE
Award title	English
JACS 2 code	Q300
UCAS code	Q300
Relevant QAA subject benchmark statement/s	Benchmarks for English
Other external and internal reference points used to inform the programme outcomes	Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
Mode/s of study	Full time/Part time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

The general formal entry criteria for the programme will be those currently operating for standard degree programmes at Glyndŵr University.

Specific entry criteria for UK/EU students will include:

- qualifications at A2 level with a minimum of 240 points in subjects relevant to 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 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.

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

1. To provide a wide-ranging and stimulating programme of study which provides the opportunity to experience a range of literatures from different literary historical periods.
2. To draw on a wide range of critical and theoretical perspectives which underpin the core activity of the reading of texts, enabling students to gain an understanding of some of the major developments in the study of literature and provide them with interpretive frameworks.
3. To enable the students to engage critically and analytically with wide range of literatures and genres, thus developing skills such as close reading, formulation of arguments, communication of ideas, and independent thinking.
4. To provide a supportive learning environment which enables students to develop their enjoyment and appreciation of literature and its contexts, and enhance their learning.
5. To encourage students to acquire a diverse range of both subject specific and

transferable skills in order to equip them for a wide range of careers and professions.

Distinctive features of the programme

The English programme places emphasis on the development of academic and transferable skills such as critical thinking, informed judgement and analysis, as well as the acquisition of knowledge of literary texts and periods. Critical thinking and analytical skills are enhanced by focus on the assimilation and evaluation of different viewpoints and theoretical perspectives, as applied to the study of a wide range of thought-provoking literary texts. The Glyndŵr University English programme provides a strong grounding in the skills and knowledge needed for both employment and post-graduate study, including a PGCE.

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

The BA (Hons) in English follows the structure below:

Level 4	Personal, Professional and Academic Skills (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Elective (20
Level 5	Subject Module (20	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject Module (20)	Subject module or Elective (20
Level 6	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
- The programme runs according to the University semesterised system
- Single Honours students take all modules within a subject
- 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 subject.
- Students at Level 6 undertake the 40-credit Dissertation module.

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.

Outline of Modules by Level

Level	Module Title	Core/Option	Credit Value
4	Critical Theory	Core	20
	Introduction to Poetry	Core	20
	Introduction to Narrative	Core	20
	Introduction to Drama & Film	Core	20
5	Adapting Shakespeare	Core	20
	Romantic Writing	Core	20
	World Literature 1	Core	20
	World Literature 2	Core	20
	Victorian Writing	Core	20
	Post War British Writing	Core	20
6	Modernism & Culture	Core	20
	Gender Sexuality & Writing	Core	20
	Postmodern Writing	Core	20
	Postcolonial Writing	Core	20

Intended learning outcomes of the programme

Level 4 Certificate of Higher Education

Knowledge and Understanding

Students will be able to:
A1: Demonstrate knowledge of literature in English from the Renaissance to the present day through a representative selection of significant authors and texts.
A2: Apply an awareness of literary genres (poetry, fiction, drama, non-fictional prose).
A3: Identify a range of ideas and concepts pertinent to the study of literature.

Intellectual Skills

Students will be able to:
B1: Demonstrate some ability in close reading skills and associated interpretative and evaluative skills.
B2: Demonstrate awareness and some understanding of theoretical concepts and critical tools to enhance appreciation of literary texts.
B3: Demonstrate some understanding of scholarly and literary research skills and methods; and recognise the importance of different views and arguments.

Subject Skills

Students will be able to:
C1: Demonstrate the basic reading skills, note-taking skills, and skills of selection and synopsis.
C2: Apply the basic oral skills involved in discussing literature and language in seminars and tutorials.
C3: Demonstrate basic awareness of the writing skills involved in the composition of discursive and analytical essays.

	C4: Identify the basic concepts and approaches underpinning the discipline.
	Practical, Professional and Employability Skills Students will be able to: D1: Demonstrate the ability to meet deadlines, show self-discipline, and manage time effectively. D2: Communicate clearly in both written and verbal forms. D3: Develop basic skills in decision-making and problem-solving. D4: Use basic IT sources and tools for research and communication.
5 **Diploma of Higher Education**	**Knowledge and Understanding** Students will be able to: A1: Demonstrate knowledge and understanding of Literature in English from the Renaissance to the present day through a representative selection of significant authors and texts A2: Apply awareness and understanding of literary genres (poetry, fiction, drama, non-fictional prose) A3: Identify and demonstrate a confident understanding of ideas and concepts pertinent to the study of literature. **Intellectual Skills** Students will be able to: B1: Demonstrate a heightened ability in close reading skills and associated interpretative and evaluative skills. B2: Demonstrate knowledge and understanding of theoretical concepts and critical tools to enhance appreciation of literary texts. B3: Show understanding and application of scholarly and literary research skills and methods; evaluate different views and arguments. **Subject Skills** Students will be able to: C1: Demonstrate interpretative reading skills and skills of selection and synopsis. C2: Demonstrate the oral skills involved in discussing literature and language in seminars and tutorials. C3: Apply the appropriate writing skills involved in the composition of discursive and analytical essays. C4: Show knowledge of the concepts and approaches underpinning the discipline **Practical, Professional and Employability Skills** Students will be able to: D1: Demonstrate ability to meet deadlines; show self-discipline D2: Communicate clearly and effectively in both written and verbal forms. D3: Develop skills in decision-making and problem-solving. D4: Use IT sources and tools for research and communication
6 **Ordinary Degree**	**Knowledge and Understanding** Students will be able to: A1: Demonstrate knowledge and confident understanding of Literature in English from the Renaissance to the present day through a

representative selection of significant authors and texts
- A2: Apply awareness and confident understanding of literary genres (poetry, fiction, drama, non-fictional prose); and apply the relevant literary-critical terms and tools of analysis.
- A3: Identify, evaluate and analyse ideas and concepts pertinent to the study of literature, including various theoretical perspectives and critical approaches.

Intellectual Skills
Students will be able to:
- B1: Demonstrate a confident ability in close reading skills and associated interpretative and evaluative skills.
- B2: Demonstrate sophisticated knowledge and understanding of theoretical concepts and critical tools to enhance appreciation of literary texts.
- B3: Show coherent understanding and effective application of scholarly and literary research skills and methods; critically evaluate different views and arguments.

Subject Skills
Students will be able to:
- C1: Demonstrate sophisticated interpretative and evaluative reading skills, and skills of selection, synopsis and assimilation.
- C2: Demonstrate the sophisticated oral skills involved in discussing literature and language in seminars and tutorials.
- C3: Apply with confidence the appropriate writing skills involved in the composition of discursive and analytical essays.
- C4: Show sophisticated knowledge of concepts and approaches underpinning the discipline.

Practical, Professional and Employability Skills
Students will be able to:
- D1: Demonstrate clear ability to meet deadlines; show self-discipline and work effectively and independently.
- D2: Communicate clearly and effectively in both written and verbal forms.
- D3: Develop effective skills in decision-making and problem-solving.
- D4: Confidently use IT sources and tools for research and communication

6 Honours Degree

Knowledge and Understanding
Students will be able to:
- A1: Demonstrate sophisticated knowledge and confident understanding of Literature in English from the Renaissance to the present day through a representative selection of significant authors and texts
- A2: Apply critical and analytical awareness, and confident, evaluative understanding of literary genres (poetry, fiction, drama, non-fictional prose), and confidently apply the relevant literary-critical terms and tools of analysis.
- A3: Identify, evaluate and analyse with confidence sophisticated ideas and concepts pertinent to the study of literature, including various theoretical perspectives and critical approaches.

	Intellectual Skills
	Students will be able to:
	B1: Demonstrate a heightened, confident ability in close reading skills and associated interpretative, evaluative and analytical skills.
	B2: Demonstrate sophisticated knowledge, understanding and evaluation of theoretical concepts and critical tools to enhance appreciation and analysis of literary texts.
	B3: Show coherent, sophisticated understanding and effective application of scholarly and literary research skills and methods; critically evaluate and analyse different views and arguments.
	Subject Skills
	Students will be able to:
	C1: Demonstrate with sophistication and confidence interpretative and evaluative reading skills; and skills of selection, synopsis and assimilation.
	C2: Demonstrate the sophisticated oral skills involved in discussing literature and language in seminars and tutorials.
	C3: Apply with heightened confidence the appropriate writing skills involved in the composition of discursive and analytical essays.
	C4: Show sophisticated knowledge and understanding of concepts and approaches underpinning the discipline.
	Practical, Professional and Employability Skills
	Students will be able to:
	D1: Demonstrate clear ability to meet deadlines; show self-discipline; and work effectively and independently to achieve set tasks and goals.
	D2: Communicate confidently and effectively in both written and verbal forms.
	D3: Develop effective skills in independent decision-making and problem-solving.
	D4: Confidently use IT sources and tools for research and communication

CURRICULUM MATRIX demonstrating how the overall programme learning outcomes are achieved and where skills are developed and assessed within individual modules

			Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills													
	Module Title	Core/ Opt	A 1	A 2	A 3	B 1	B 2	B 3	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
Level 4	Critical Theory	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Introduction to Poetry	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Introduction to Narrative	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Introduction to Drama & Film	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Module Title	Core/ Opt	A 1	A 2	A 3	B 1	B 2	B 3	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
Level 5	Adapting Shakespeare	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	World Literature 1	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level	Module Title	Core/opt	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
	World Literature 2	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Romantic Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Victorian Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Post War British Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Level 6	Module Title	Core/opt	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
	Modernism & Culture	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Gender Sexuality & Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Postmodern Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Postcolonial Writing	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning and teaching strategy

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.

English 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).

Welsh Medium provision

In accordance with the University's policies on the Welsh Language the course team is fully supportive of the principles of bilingualism. Although the programme is delivered through the medium of English, students are made aware of their right to submit work in the Welsh language.

Assessment Strategy

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.

Whilst assessment includes bibliographical exercises, timed examinations, oral presentations and reflective journals, the main assessment patterns for modules concerned with the study of literature remains the coursework essay, which the English Benchmarking Statement says allows the students "should be required to engage in informed written analysis and to present ideas in a sustained discursive form". The essay allows for formative assessment and feedback, and the formal examination, a robust form of summative assessment. The third-year dissertation, a long (8,000 word) piece of independent study, supervised by a nominated tutor within the Humanities team, allows the student to gain further opportunity to develop skills in research and writing. Throughout the component, the connection between Learning and Teaching strategies and assessment patterns is paramount, to enable students to understand the assessment outcomes and to succeed within the formal demands of each assessment unit.

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.

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 will apply to this programme.

Programme Management

Quality Assurance

Quality assurance mechanisms are well established within the Department area 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.