PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
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 eg BSc/DipHe/CertHE	BA (Hons)/ BA Ord/ DipHE/ CertHE
Award title	BA (Hons) History
JACS 2 code	V100
UCAS code (to be completed by admissions)	V100
Relevant QAA subject benchmark statement/s	Benchmarks for History
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 *(p/t, f/t, distance learning)*	Full time/Part time
Language of study	English with a proportion being available in Welsh
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.

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

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

Intended learning outcomes of the programme

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

	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
5 **Diploma of Higher Education**	**Knowledge and Understanding** Students will be able to: 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 **Intellectual Skills** Students will be able to: 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 **Subject Skills** Students will be able to: 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 **Practical, Professional and Employability Skills** Students will be able to: 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
6 **Ordinary Degree**	**Knowledge and Understanding** Students will be able to: 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 **Intellectual Skills** Students will be able to: B1: Analyse text and source material critically and empathetically B2: Assemble coherent and effective arguments and communicate them fluently in oral and written forms

	B3: Reveal a confident ability to critically appraise differing views and arguments **Subject Skills** Students will be able to: C1: Evaluate the concepts, theories and debates underpinning the discipline C2: Interpret and synthesise historical evidence critically and empathetically C3: Reveal a confident understanding of a wide range of historical controversies and show an ability to challenge accepted historical views C4: Utilise a range of historical methodologies including statistical analysis to reach historical interpretations **Practical, Professional and Employability Skills** Students will be able to: D1: Apply confident self-discipline, self-direction and initiative 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
6 Honours Degree	**Knowledge and Understanding** Students will be able to: A1: Show a sophisticated 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: Reveal a sophisticated and comprehensive knowledge of socio-economic, political, cultural and religious themes **Intellectual Skills** Students will be able to: B1: Analyse text and source material critically and empathetically B2: Assemble coherent and effective arguments and communicate them fluently in oral and written forms including an individual dissertation B3: Demonstrate a confident ability to critically appraise differing views and arguments **Subject Skills** Students will be able to: C1: Evaluate the concepts, theories and debates underpinning the discipline C2: Interpret and synthesise historical evidence critically and empathetically in a piece of extended written work C3: Reveal a confident understanding of a wide range of historical controversies and show an ability to challenge accepted historical views C4: Utilise a range of historical methodologies including statistical analysis to reach an original historical interpretation

	Practical, Professional and Employability Skills
	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

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

	Module Title	Core/ Opt	*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*												
			A1	**A2**	**A3**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
Lev 4	*Introducing Historical Research*	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Timelines	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	National Identity	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Crime and Popular Culture	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Module Title	Core/ Opt	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
Lev 5	*Age of Renaissance*	C/E	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Age of Elizabeth	C/E	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Colonial America	C/E	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Glyndŵr in Context	C/E	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	History in the Workplace	C/E	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Aristocratic Century	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Module Title	Core/ Opt	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
Lev 6	*Rise of a New Society*	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	American Frontiers	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Revolution /Readjust- ment	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Nineteenth Century Wales	C/E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning and teaching strategy 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 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). Students are able to book tutorial meetings with academic staff to discuss general progress. These occur in addition to the timetabled slots for module delivery.

The Glyndŵr University 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

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. The team will consult the University translation services in such circumstances.

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.

Varied assessment strategies are employed to test students' knowledge, analytical skills and levels of communication. These skills are developed and refined as students progress

through the programme and the team has been particularly concerned to ensure that there is a clear relationship between assessment and the learning outcomes.

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.

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 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 Department 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 and University based
- **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, additional time allocation in examinations etc.