

## 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>	None
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHe/CertHE	BA (Hons), BA, Diploma of HE, Certificate of HE
<b>Award title</b>	BA (Hons) English BA (Hons) History BA (Hons) English and History BA(Hons) English and Creative Writing BA (Hons) History and Creative Writing
<b>JACS 3 code</b>	BA (Hons) English Q300 BA (Hons) History V100 BA (Hons) English and History QV31 BA(Hons) English and Creative Writing WQ83 BA (Hons) History and Creative Writing WV81
<b>UCAS code</b> (available from Admissions)	BA (Hons) English Q300 BA (Hons) History V100 BA (Hons) English and History QV31 BA(Hons) English and Creative Writing WQ83 BA (Hons) History and Creative Writing WV81
<b>Relevant QAA subject benchmark statement/s</b>	English History
<b>Other external and internal reference points used to inform the programme outcomes</b>	NAWE Creative Writing Subject Benchmark Statement
<b>Mode/s of study</b> ( <i>p/t, f/t, distance learning</i> )	Full time and part time
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	March 2014 Updated October 2016

## Criteria for admission to the programme

For entry to the programmes students will need:

either: a minimum of 240 UCAS points at level 3  
or a pass in a relevant Access to Higher Education programme

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.

## Aims of the programme

This suite of Humanities programmes comprises the three separate disciplines of History, English and Creative Writing. This proposal aims to retain the subject-specific integrity of the three areas through single-honours routes, whilst recognising the opportunities for collaboration across the disciplines through shared modules and joint-honours routes. This will consolidate existing research and teaching strengths whilst further enhancing the employability and multi-vocational aspects of the programmes to align with the qualities expected of the Glyndŵr Graduate.

The over-arching aims of the Humanities programme comprising the subjects of English, History and Creative Writing and their combinations are:

- to provide stimulating and focussed programmes of study that will develop subject knowledge within a supportive learning environment.
- to enable students to become critical thinkers, independent learners and confident communicators with the self-belief to take these skills into the work environment.
- to encourage students to develop an enjoyment of their subject, a love of learning and a professional, enterprising attitude suitable for employment and post-graduate study.
- to enable students to develop a wide range of multi-vocational and academic skills valued in graduate employment.

### English

This programme aims to:

- enable students to engage critically with wide 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 wide 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.

### **History**

This programme aims to:

- provide students with a broad and balanced body of historical knowledge 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 and archival skills

### **Creative Writing**

This programme aims to:

- provide students with opportunities to write and to develop their skills as a writer and producer of texts
- enable students to develop skills and expertise in a variety of writing styles and formats
- work independently and in groups, to deadlines and under pressure, with flexibility, imagination, self-motivation and professionalism

## **Distinctive features of the programme**

### **Introduction**

The single-honours and joint-honours routes provide recognisable and marketable pathways. The structure of this suite of programmes encourages interdisciplinary activity and commonality between these three fields of study. In addition, the programmes provide subject-specific transferable skills such as the encouragement of expressive clarity - written and spoken - critical thinking, the evaluation of evidence, enhanced conceptualisation, the operation of theoretically-informed critical judgement, and the production of cogent rational argument – all of which are deemed valuable by prospective employers.

Demonstrable employability skills are embedded in the Humanities programme whilst care has been taken not to damage the disciplinary integrity of the academic provision. Particular emphasis has been given to the seven key employability skills insisted on by employers and listed by the Confederation for British Industry (CBI) in *Learning to grow: what employers need from education and skills* (2012). These skills are also supported by the *National Strategic Skills Audit for Wales* (2013) and form the basis of the 'Glyndŵr graduate'. A typical Humanities graduate is therefore prepared for diverse range of careers such as: teaching, journalism, business, finance and retail (HESCU: *What do Graduates do?* 2011).

### **Distinctive features of the English Programme**

The English programme is designed to provide a study of literature which is a combination of diversity and depth. Students will have the opportunity to study a wide 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 critical theoretical approaches together with the skills of analytical thinking which will encourage them to consider literary texts in depth.

Level 4 modules are introductory with the aim of providing knowledge about different kinds of narrative, poetry and drama which will underpin study at levels 5 and 6. In levels 5 and 6 modules become more focussed on literary period, genre or style, which allows for a more in-depth analysis of ideas and themes. At level 5 emphasis is also placed on research skills and this will culminate in level 6 with a Dissertation.

- The curriculum covers a wide range of stimulating literature from Shakespeare to the present day.
- Students are introduced to thought-provoking critical ideas about literary texts and given the opportunity to participate in lively discussions about them.

### **Distinctive Features of the History Programme**

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 subjects which range from the Roman period to the modern day in a Welsh, British, European and international context.

Level 4 modules introduce students to a wide range of theory and practice, with particular emphasis on the essential skills required for the study of the past. At level 5, the modules follow an 'early modern' pattern which allows for a more focused and in-depth analysis of a distinct historical period. In addition, the 'History in the Workplace' (HUM511) module gives students the opportunity to experience the work environment first-hand, whilst modules like 'Research Methods in the Humanities' (HUM529) 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.

### **Distinctive Features of the Creative Writing Programme**

The programme emphasises practical skills used in original and imaginative ways. Through Levels 4-6 students, via an integrated mixture of narrative, drama and poetry, students learn that composition is closely related to drafting, editing and polishing, leading to the completion and evaluation of a finished product in the light of reader and market considerations. They are encouraged to develop a highly self-critical attitude towards their work and to respond positively to editorial comments in order to improve the standard of writing and ensure work is marketable.

- Emphasis on Creative Writing as a continually evolving discipline.
- Linked, where possible, to the world of professional and commercial writing.

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

The programmes are delivered full time over three years or part time over six years. On average full-time students are expected to attend 12 hours of formal sessions a week, although this varies depending on subject-specific demands eg fieldwork, visits, tutorials etc. Students are fully informed of these attendance requirements 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.

#### **Programme Structures**

The structures below relate to the three subjects: English, History, and Creative Writing which may be taken as:

- Single honours English
- Single honours History

- Joint honours in English and History
- Joint honours in English and Creative Writing
- Joint honours in History and Creative Writing

The structures given below are for single honours English and single honours History. A student wishing to take joint honours English and History would divide their time equally between the two subjects (180 English credits and 180 History credits for BA (Hons) English and History award) and have the option of which modules to take in each subject. We have not therefore provided a separate structure for joint honours English and History. Creative Writing is available as a joint honours subject only and must be taken with **either** English **or** History.

### Common Modules

**At Level 4** Personal, Professional And Academic Skills (HUM402) is a Core module for all Humanities students. Part-time students are required to take this module in their first year of Level 4. In addition students will take the Humanities Option Module which is selected from a Humanities subject outside the students' specialism. This must be taken from the modules offered in trimester two. For example a Single honours English student will select a History or Creative Writing module. A student on a joint honours English and History programme will take a Creative writing module.

**At Level 5** Research Methods for Humanities (HUM529) is a core module for all students and is intended as preparation for the independent research undertaken at Level 6. Part-time students take this module in year 4 of their study (the second year of Level 5).

**At Level 6** all single honours students and joint honours English and History students undertake the 40 credit Dissertation module (HUM624) as Core. For students on joint honours Creative Writing this module is optional and may be replaced with two 20 Credit taught modules in their named route. Where Creative Writing students elect to take the Dissertation module and the 40 credit Extended Project (HUM602) module, the module with the higher mark will be taken in borderline cases.

## ENGLISH

### Level 4 modules

Module code	Module	Module Leader	Core/Option
HUM402 Trimester 1	Personal, Professional and Academic Skills (20 credits)	Debbie Hayfield	Core
HUM484 Trimester 1	Introduction to Poetry (20 credits)	Debbie Hayfield	Core
HUM428 Trimester 1	Life Writing (20 credits)	Deniz Baker	Core
HUM482 Trimester 2	Introduction to Narrative (20 credits)	Debbie Hayfield	Core
HUM429 Trimester 2	Stage and Screen (20 credits)	Deniz Baker	Core
Trimester 2	Humanities Option Module (20 credits)		Option

### Level 5 modules

Module code	Module	Module Leader	Core/Option
HUM531 Trimester 1	Critical Theory (20 credits)	Deniz Baker	Core
HUM530 Trimester 1	Romantic and Gothic Writing (20 credits)	Debbie Hayfield	Core
HUM532 Trimester 1	The Short Story (20 credits)	Deniz Baker	Core
HUM501 Trimester 2	Victorian Writing (20 credits)	Debbie Hayfield	Core
HUM506 Trimester 2	Post-War British Writing (20 credits)	Debbie Hayfield	Core
HUM529 Trimester 2	Research Methods in the Humanities (20 credits)	Deniz Baker	Core

### Level 6 modules

Module code	Module	Module Leader	Core/Option
HUM604 Trimester 1	Modernism and Culture (20 credits)	Deniz Baker	Core
HUM605 Trimester 1	Gender, Sexuality and Writing (20 credits)	Debbie Hayfield	Core
HUM625 Trimester 2	The Contemporary Novel (20 credits)	Debbie Hayfield	Core
HUM622 Trimester 2	Postcolonial Writing (20 credits)	Deniz Baker	Core
HUM624 Trimesters 1 & 2	Dissertation (40 credits)	Deniz Baker	Core

## HISTORY

### Level 4 modules

Module code	Module	Module Leader	Core/Option
HUM402 Trimester 1	Personal, Professional and Academic Skills (20 credits)	Debbie Hayfield	Core
HUM406 Trimester 1	Introducing Historical Research (20 credits)	Kathryn Ellis	Core
HUM430 Trimester 1	The Roman Empire: People and Power (20 credits)	Peter Bolton	Core
HUM407 Trimester 2	Crime and Popular Culture in Victorian Britain (20 credits)	Kathryn Ellis	Core
HUM431 Trimester 2	National Identity in Europe, 1860 – 1945	Peter Bolton	Core

Trimester 2	Humanities Option Module (20 credits)		Option
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#### Level 5 modules

Module code	Module	Module Leader	Core/Option
HUM533 Trimester 1	The British In America, c.1580 – 1783	Peter Bolton	Core
HUM535 Trimester 1	The Georgian Age	Kathryn Ellis	Core
HUM534 Trimester 1	Life in Tudor England and Wales	Kathryn Ellis	Core
HUM536 Trimester 2	Culture and Belief in Renaissance Europe, c.1400 - 1600	Peter Bolton	Core
HUM511 Trimester 2	History in the Workplace	Kathryn Ellis	Core
HUM529 Trimester 2	Research Methods in the Humanities (20 credits)	Kathryn Ellis	Core

#### Level 6 modules

Module code	Module	Module Leader	Core/Option
HUM621 Trimester 1	The Rise of a New Society in England and Wales 1750-1850	Peter Bolton	Core
HUM626 Trimester 1	People and Protest in Nineteenth Century Wales	Kathryn Ellis	Core
HUM601 Trimesters 1 & 2	Dissertation, Project and Portfolio	Kathryn Ellis	Core
HUM608 Trimester 2	American Frontiers in the Nineteenth Century	Rod Playford	Core
HUM620 Trimester 2	Revolution & Readjustment in England & Wales: 1625-1690	Kathryn Ellis	Core

### CREATIVE WRITING (Joint honours)

#### Level 4 modules

Module code	Module	Module Leader	Core/Option
HUM402 Trimester 1	Personal, Professional and Academic Skills (20 credits)	Debbie Hayfield	Core
HUM432 Trimester 1	Introduction to Creative Writing (20 credits)	Mike Miles	Core
Trimester 1	<i>English or History Module depending on programme of study 20 Credits)</i>		Option
HUM433 Trimester 2	Introduction to Children's Writing (20 credits)	Mike Miles	Core
Trimester 2	Humanities Option module (20 credits)		Core



Trimester 2	<i>English or History Module depending on programme of study(20 Credits)</i>		<i>Option</i>
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#### Level 5 modules

Module code	Module	Module Leader	Core/Option
HUM537 Trimester 1	Creative Writing for Adults (20 credits)	Mike Miles	Core
HUM539 Trimester 1	Writing Historical Fiction (20 credits)	Mike Miles	Core
HUMXXX Trimester 1	<i>English or History Module depending on programme of study (20 Credits)</i>		<i>Option</i>
HUM538 Trimester 2	Writing Crime Fiction & Thrillers (20 credits)	Mike Miles	Core
HUM529 Trimester 2	Research Methods in the Humanities (20 credits)	Kathryn Ellis(History)/Deniz Baker (English)	Core
Trimester 2	<i>English or History Module depending on programme of study (20 Credits)</i>		<i>Option</i>

#### Level 6 modules

Module code	Module	Module Leader	Core/Option
HUM603 Trimester 1	HUM603 Writing for Children (Extended Practice) (20 credits)	Mike Miles	Core
HUM602 Trimester 1&2	Extended Project (40 Credits)	Mike Miles	Core
In addition to the above Core modules, students will take an additional 60 credits from the optional modules below.			
HUMXXX Trimester 1	<i>English or History Module depending on programme of study (20 Credits)</i>		<i>Option</i>
HUMXXX Trimester 2	<i>English or History Module depending on programme of study (20 Credits)</i>		<i>Option</i>
HUMXXX Trimester 1 or 2	<i>English or History Module depending on programme of study (20 Credits)</i>		<i>Option</i>
HUM624 Trimesters 1 & 2	<i>Dissertation in English or History depending on programme of study (40 Credits)</i>	Kathryn Ellis(History)/Deniz Baker (English)	<i>Option</i>



### Programme Learning Outcomes: English

<b>Knowledge &amp; Understanding</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>A1</b>	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
<b>A2</b>	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;
<b>A3</b>	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.
<b>A4</b>	Describe and explore the integral relationship between social and cultural contexts and language and meaning, and in particular of the text as a site for the transmission, affirmation and 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.

<b>Intellectual Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>B1</b>	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;
<b>B2</b>	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;
<b>B3</b>	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.

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

<b>Practical Professional &amp; Employability Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>D1</b>	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.
<b>D2</b>	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
<b>D3</b>	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.

### Programme Learning Outcomes: History

Knowledge & Understanding	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
<b>A1</b>	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.
<b>A2</b>	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
<b>A3</b>	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

<b>Intellectual Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>B1</b>	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
<b>B2</b>	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
<b>B3</b>	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



<b>Subject Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>C1</b>	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
<b>C2</b>	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
<b>C3</b>	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
<b>C4</b>	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 interpretations

<b>Practical, Prof. &amp; Employability Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>D1</b>	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
<b>D2</b>	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
<b>D3</b>	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
<b>D4</b>	Use basic IT sources and tools for research and presenting ideas and arguments	Identify the most appropriate IT sources and tools for the research and communication of ideas and arguments	Access, evaluate and apply IT sources, including websites, e-books and journals and on-line archives for advanced research and communication	Access, evaluate and apply IT sources, including websites, e-books and journals and on-line archives for advanced research and communication

### Programme Learning Outcomes: Creative Writing

Knowledge & Understanding	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
<b>A1</b>	Identify knowledge of the form and structure of various literary modes, including TV, children's literature and writing for radio.	Apply knowledge of the form and structure of various literary modes.	Co-ordinate knowledge of the form and structure of various literary modes.	Evaluate knowledge of the form and structure of various literary modes.
<b>A2</b>	Produce work creatively in both poetry and prose.	Differentiate creatively in both poetry and prose.	Analyse creatively in both poetry and prose.	Evaluate creatively in both poetry and prose.
<b>A3</b>	Execute creative work in the light of publishing institutions and processes.	Organise creative work in the light of publishing institutions and processes.	Analyse creative work in the light of publishing institutions and processes.	Evaluate creative work in the light of publishing institutions and processes.

<b>Intellectual Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>B1</b>	Identify skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing.	Explain skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing.	Execute skills of reflection and critical evaluation leading to the constructive appraisal of texts and the process of drafting and editing.	Differentiate skills of reflection and critical evaluation, leading to the constructive appraisal of texts and the process of drafting and editing.
<b>B2</b>	Recognise key theories and approaches to writing (professional, commercial, practical) within which writing for adults and children takes place.	Summarise key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place.	Analyse key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place.	Evaluate key theories and approaches to writing and the contexts (professional, commercial, practical) within which writing for adults and children takes place.
<b>B3</b>	Identify skills in understanding the frameworks for the distribution and consumption of writing in a range of settings.	Select skills in understanding the frameworks for the distribution and consumption of writing in a range of settings.	Apply skills in understanding the frameworks for the distribution and consumption of writing in a range of settings.	Evaluate skills in understanding the frameworks for the distribution and consumption of writing in a range of settings.

<b>Subject Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>C1</b>	Recognise writing skills in a range of literary formats developed in original and appropriate ways.	Interpret writing skills in a range of literary formats developed in original and appropriate ways.	Execute writing skills in a range of literary formats developed in original and appropriate ways.	Evaluate writing skills in a range of literary formats developed in original and appropriate ways.
<b>C2</b>	Identify skills in processes of composition, editing, revision and polishing of types of writing, leading to the completion and evaluation of the finished product.	Apply skills in processes of composition, editing, revision and polishing of different styles of writing, leading to the completion and evaluation of the finished product.	Compare and contrast skills in processes of composition, editing, revision and polishing of different styles of writing, leading to the completion and evaluation of a finished product.	Evaluate skills in processes of composition, editing, revision and polishing of different types of writing, leading to the completion and evaluation of a finished product.
<b>C3</b>	Recognise skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Implement skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Analyse skills in communication, persuasion and the effective and appropriate use of rhetoric and language.	Evaluate skills in communication, persuasion and the effective and appropriate use of rhetoric and language.
<b>C4</b>	Identify the integral relationship between author/reader/market.	Explain the integral relationship between author/reader/market.	Analyse the integral relationship between author/reader/market.	Evaluate the integral relationship between author/reader/market.

<b>Practical, Prof. &amp; Employability Skills</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (Ord)</b>	<b>Level 6 (Hons)</b>
<b>D1</b>	Recognise the value of research and IT skills to present creative work professionally.	Interpret research and IT skills to present creative work professionally.	Select and apply research and IT skills to present creative work professionally.	Evaluate research and IT skills to present creative work professionally.
<b>D2</b>	Participate in small group work and projects, and present resulting work effectively in written and oral forms through confident presentation.	Monitor small group work and projects, and present resulting work in improved written and oral forms through confident presentation.	Check and judge small group work and projects, and present resulting work in improved written and oral forms through confident presentation.	Evaluate small group work and projects, and to present resulting work in improved written and oral forms through confident presentation.
<b>D3</b>	Interpret own learning in order to meet deadlines which are set by the individual student or set by others.	Explain own learning more skilfully in order to meet deadlines which are set by individual student or set by others.	Analyse own learning more skilfully in order to meet deadlines which are set by the individual student or set by others.	Evaluate own learning increasingly more skilfully in order to meet deadlines which are set by the individual student or set by others.
<b>D4</b>	Identify editorial comments in order to improve the standard of writing.	Explain editorial comments in order to improve the standard of writing.	Select and apply editorial comments in order to improve the standard of writing.	Evaluate editorial comments in order to improve the standard of writing.

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules. *(matrix to be amended as appropriate)*

**English**

		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills															
Module Title		Core/Option	A 1	A 2	A3	A 4	B1	B2	B3	C1	C2	C 3	C4	D1	D2	D3	D4
Lev 4	HUM402 Personal, Professional & Academic Skills	C	X						X			X	X	X	X	X	X
	HUM484 Introduction to Poetry	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HUM482 Introduction to Narrative	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HUM428 Life Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HUM429 Stage and Screen	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Module Title		Core/Option	A 1	A 2	A3	A 4	B1	B2	B3	C1	C2	C 3	D1	D2	D3		
Lev 5	HUM531 Critical Theory	C		X	X	X	X	X	X	X	X	X	X	X	X		
	HUM530 Romantic & Gothic Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM506 Post-War British Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM532 The Short Story	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM501 Victorian Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM529 Research Methods	C	X		X	X	X	X	X	X	X	X	X	X	X		
Module Title		Core/Option	A 1	A 2	A3	A 4	B1	B2	B3	B4	C1	C 2	D1	D2	D3		
Lev 6	HUM604 Modernism and Culture	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM605 Gender, Sexuality and Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM622 Postcolonial Writing	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM625 The Contemporary Novel	C	X	X	X	X	X	X	X	X	X	X	X	X	X		
	HUM624 Dissertation	C	X	X	X	X	X	X	X	X	X	X	X	X	X		

### History

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
Module Title		Core/ Option	A1	A2	A 3	B1	B2	B3	C1	C2	C 3	C4	D1	D2	D3	D4
Lev 4	HUM402 Personal, Professional & Academic Skills	C	X					X			X		X	X	X	X
	HUM431 National Identity in Europe	C	X	X	X	X	X	X		X	X		X			X
	HUM430 The Roman Empire: People and Power	C		X		X	X	X		X			X	X	X	X
	HUM407 Crime and Popular Culture in Victorian Britain	C			X	X	X	X		X	X	X	X	X		X
	HUM406 Introducing Historical Research	C	X			X	X	X	X	X	X	X	X	X	X	X
Module Title		Core/ Option	A1	A2	A 3	B1	B2	B3	C1	C2	C 3	C4	D1	D2	D3	D4
Lev 5	HUM534 Life in Tudor England and Wales	C		X	X	X	X	X	X	X			X	X	X	X
	HUM536 Culture and Belief in Renaissance Europe, c.1400 - 1600	C	X	X	X	X	X			X	X		X	X	X	X
	HUM533 The British In America, c.1580 – 1783	C		X	X	X	X			X	X	X	X	X	X	X
	HUM535 The Georgian Age	C	X	X	X	X	X	X		X		X	X	X	X	X
	HUM511 History in the Workplace	C				X	X	X	X	X		X	X	X	X	X
	HUM529 Research Methods in the Humanities	C	X		X	X	X	X	X	X	X	X	X	X	X	X
	Module Title		Core/ Option	A1	A2	A 3	B1	B2	B3	C1	C2	C 3	C4	D1	D2	D3
Lev 6	HUM621 The Rise of a New Society in England and Wales 1750-1850	C	X	X	X	X	X	X	X	X		X	X	X	X	X
	HUM626 People and Protest in Nineteenth Century Wales	C		X	X	X	X	X		X	X	X	X	X	X	X
	HUM601 Dissertation, Project and Portfolio	C	X	X	X	X	X	X		X	X	X	X	X	X	X
	HUM608 American Frontiers in the Nineteenth Century	C	X	X	X	X	X	X		X	X	X	X	X	X	X
	HUM620 Revolution & Readjustment in England & Wales: 1625-1690	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X



### Creative Writing

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
	<i>Module Title</i>	<i>Core/Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Lev 4	HUM432 Introduction to Creative Writing	C	X		X	X	X	X	X	X	X	X	X	X	X	X
	HUM433 Introduction to Children's Writing	C	X	X		X			X				X			X
	<i>Module Title</i>	<i>Core/Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Lev 5	HUM537 Creative Writing for Adults	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HUM539 Writing Historical Fiction	C	X			X			X				X			X
	HUM538 Writing Crime Fiction and Thrillers	C	X			X					X			X		X
	<i>Module Title</i>	<i>Core/Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
Lev 6	HUM603 Writing for Children (Extended Practice)	C	X			X			X		X		X	X		X
	HUM602 Extended Project	C	X	X	X	X		X	X	X			X		X	X

## **Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

All programmes utilise a wide range of teaching and learning methods - such as lectures, seminars, workshops, small-group study, one-to-one tutorials, visits and presentations - to accommodate the differing learning styles of students. Lectures and seminars incorporate electronic media - such as video and audio files – alongside face-to-face instruction. E-learning makes use of resources (for example, JSTOR or Nineteenth Century Newspapers Online) which are available via Glyndŵr University's local network and help form the basis of in-class exercises and independent student research. Moodle is used as a supplementary tool for depositing resources (audio, visual, textual) and module guides. A wide-ranging curriculum provides students with variety and a strong thematic identity ensures this is coherent and structured. Diverse formative and summative assessment methods encourage the development of key skills for employability and provide the students with every chance of success.

Further detail is given below of the learning and teaching strategy for each subject.

### **English**

The aim of the English team is to gradually develop the student's knowledge, analytical capability, research skills, confidence and Glyndŵr Graduate attributes 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. The content of lectures and seminars are determined by the module level, with level 4 modules being largely introductory while modules at levels 5 and 6 will be focussed on more in-depth studies of authors and literary periods. The level 4 module (HUM402) provides students with a variety of skills and approaches to enable them to become effective learners and which prepares them for their subject studies.

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. For each module, one-to-one tutorials will be scheduled for this purpose.

### **History**

The Benchmark Statement advocates that all History 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. In all modules 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.

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) in *Learning to grow: what employers need from education and skills* (2012) and the *National Strategic Skills Audit for Wales* (2013)

### **Creative Writing**

Intensive workshop-based exploration and active practice in writing, using set exercises, models, extracts and analysis of texts will be supplemented by lectures ensuring formal input across the whole creative writing spectrum. In Writing for Children for example, lectures will take place on a wide range of children's writing to introduce students to the historical and cultural context and changing forms and styles. Lectures in the Creative Writing modules will focus on particular aspects of technique as practised by authors of technical excellence past and present alike.

Within the practice-based workshops, tutors will act as facilitators and direct group-based work and individual studies leading towards completion of the final product or portfolio of written work. All teaching methods are designed to focus students' attention on their own creative and technical development as writers, to develop skills and confidence in critical reflection as a basis for improving drafts, and breadth of expertise as producers as well as critics of literature and text in general.

### **Work-based/Placement Statement**

#### **History**

The Level 5 Module 'History in the Workplace' (HUM511) 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 40 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 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 for 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. Staff at the Record Office will not carry out any formal assessment of the placement.

During the last three years placement providers have included:

- National Trust: Erddig, Chirk Castle
- Gladstone Library
- Goldstein Library
- Wrexham Heritage Forum
- Flintshire Record Office
- Denbighshire Archives

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

### **English**

English aims to give students both the academic skills and the practical skills they will need to enter the workplace. Employers value highly the skills acquired by graduates of English, such as the ability to think critically and analytically and the ability to communicate effectively. All these skills and their assessment form an integral part of the study of English and provide evidence of the student's employability. Work-based learning opportunities have been incorporated into specific modules across the three levels. At level 4 students take the Personal, Professional and Academic Skills (HUM402) module which includes lectures and guidance on careers, CV writing and professional presentation skills. The portfolio assessment for this module specifically requires the student to reflect on these aspects. At level 5, the Research Module prepares students for the methodological demands of the dissertation (HUM624). At level 6, further talks by the careers service and outside speakers will be scheduled to provide guidance for students wishing to enter careers such as teaching and journalism.

### **Creative Writing**

The Creative Writing content helps to equip students with requisite skills in the world of publishing, for example self-motivation, intellectual curiosity, imagination and divergent thinking, designed to enhance the interactive relationship between producer, mediator and audience. Awareness of writing and publishing contexts, opportunities and audiences in the wider world whether through self or mainstream initiatives, is integral to the course at Levels 4, 5 and 6, and is reflected in assessment of project work and reflective critical commentaries.

### **Welsh Medium Provision**

In line with the University's regulations, students will be 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. In all other respects the Humanities programme is delivered through the medium of English.

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

Assessment is carried out in accordance with Glyndŵr University's Regulations for Bachelor Degrees, Diploma, Certificates and Foundation Degrees.

The programmes that comprise English, History and Creative Writing employ a range of assessment strategies designed to be appropriate for the subject and the specific module; and to give the student the opportunity to demonstrate their understanding and achieve the learning outcomes of each module.

### **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 feasibility study/proposal in preparation for the Dissertation (HUM624) at level 6. At level 6 students will produce a Dissertation (HUM624) of 8000 words to demonstrate their ability to carry out sustained research and independent study.

Module	Level	Credit Value	Assessment type and weighting	Indicative submission date
HUM402 Personal Professional & Academic Skills	4	20	Portfolio 100%	End of trimester 1
HUM428 Life Writing	4	20	Portfolio 100%	End of trimester 1
HUM484 Introduction to Poetry	4	20	Essay (1500 words – 40%) Essay (2500 words – 60%)	Week 8 trimester 1 Week 12 trimester 1
HUM482 Introduction to Narrative	4	20	Essay (1500 words – 40%) Essay (2500 words – 60%)	Week 7 trimester 2 Week 12 trimester 2
HUM429 Stage and Screen	4	20	Essay (2000 – 50%) Essay (2000 – 50%)	Week 6 Week 12 in trimester 2
HUM531 Critical Theory	5	20	Literature Review (2000 words – 25%) Essay (3000 – 75%)	Week 4 Week 12 In trimester 1
HUM532 The Short Story	5	20	Essay (2500 – 50%) Essay (2500 – 50%)	Week 5 Week 12 in trimester 1
HUM530 Romantic & Gothic Writing	5	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 10 trimester 1
HUM501 Victorian Writing	5	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 8 trimester 2
HUM506 Post-War British Writing	5	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 9 trimester 2
HUM529 Research Methods in the Humanities	5	20	Presentation(10mins-30% Research Proposal (2000 – 70%)	Week 9 Week 11
HUM604 Modernism & Culture	6	20	Essay (2500 – 50%) Essay (2500 – 50%)	Week 5 Week 12 in trimester 1
HUM605 Gender Sexuality & Writing	6	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 11 trimester 1
HUM625 The Contemporary Novel	6	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 9 trimester 2
HUM622 Postcolonial Writing	6	20	Essay (3000 – 50%) Exam (2 hours – 50%)	Week 10 Trimester 2
HUM624 Dissertation	6	40	Dissertation (8,000 words)	Week 12 trimester 2

### **History**

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. Assessment includes essays, 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 (HUM624) in which students demonstrate their historical skills including task-setting and problem-solving. The value of this research focus has been fully endorsed by student feedback, both informal and formal and in the successive reports of external examiners.

<b>Module</b>	<b>Level</b>	<b>Credit Value</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
HUM402 Personal Professional & Academic Skills	4	20	Portfolio 100%	End of trimester 1
HUM406 Introducing Historical Research	4	20	Report (2000-50%) Case Study (2000-50%)	Week 6 Week 12 trimester 1
HUM430 The Roman Empire: People and Power	4	20	Essay (2000-50%) Case Study (2000-50%)	Week 5 Week 10 trimester 1
HUM407 Crime and Popular Culture in Victorian Britain	4	20	In-class test (1hour-50%) Project (2000-50%)	Week 6 Week 12 trimester 2
HUM431 National Identity in Europe, 1860 – 1945	4	20	Essay (2000-50% ) In-class test (1hour-50%)	Week 5 Week 10 trimester 2
HUM534 Life in Tudor England and Wales	5	20	Essay (2000-50%) Presentation (10-15mins & 500 word synopsis – 50%)	Week 7 Week11 trimester 1
HUM535 The Georgian Age	5	20	In-class test (1 hour -40%) Project (2500-60%)	Week 6 Week 12 (trimester 1)
HUM533 The British In America, c.1580 – 1783	5	20	Case Study (2000-50%) Examination (2 hours-50%)	Week 8 End of trimester 1
HUM536 Culture and Belief in Renaissance Europe, c.1400 - 1600	5	20	Essay (2000 – 50%) Examination (2 hours-50%)	Week 7 End of trimester 2
HUM511 History in the Workplace	5	20	Learning Log/Journal (4000-100%)	Week 12 trimester 2
HUM529 Research Methods in the Humanities	5	20	Presentation(10mins-30% Research Proposal (2000 – 70%)	Week 9 Week 11 trimester 2
HUM621 The Rise of a New Society in England and Wales 1750-1850	6	20	Project (2000-50%) Examination (2 hours-50%)	Week 7 End of trimester 1
HUM626 People and Protest in Nineteenth Century Wales	6	20	Case Study (2000-50%) Examination (2 hours-50%)	Week 9 End of trimester 1
HUM601 Dissertation, Project and Portfolio	6	40	Dissertation (8,000 words)	End of trimester 2
HUM608 American Frontiers in the Nineteenth Century	6	20	Project (2000-50%) Examination (2 hours-50%)	Week 10 End of trimester 2
HUM620 Revolution & Readjustment in England & Wales: 1625-1690	6	40	Project (2000-50%) Examination (2 hours-50%)	Week 12 End of trimester 2

### **Creative Writing**

Coursework is the most important kind of assessment for Creative Writing, and students respond well to its demands. It is the quality of the final written product that counts, in terms of creativity, originality, and technical proficiency in the use of language. In addition, students will be expected to show accompanying evidence of creative and technical processes, knowledge of reader or client considerations as well as self-critical reflection at various stages of the writing process. The majority of assessment will take the form of portfolios of finished written products, accompanied by critical and discursive accounts of the practices and processes leading to the final submission of written work.

Throughout their time on the course students will be encouraged to draft and re-draft till a polished version of each piece of work is achieved. All work submitted will be accompanied by an in-depth critical commentary in which students are encouraged to reflect honestly on their work. The three elements combined - the finished product itself plus drafts and critical reflection - should demonstrate a close interrelationship and show the whole creative process from start to finish. Progression from Level 4 to Level 6 will be measured less by variation of content than by greater depth of analysis and more skilful deployment of the same curriculum elements.

Module	Level	Credit Value	Assessment type and weighting	Indicative submission date
HUM432 Introduction to Creative Writing	4	20	Portfolio (4,000 – 100%)	Week 11 trimester 1
HUM433 Introduction to Children's Writing	4	20	Portfolio (4,000 – 100%)	Week 10 Trimester 2
HUM537 Creative Writing for Adults	5	20	Portfolio (4,000 – 100%)	Week 11 Trimester 1
HUM539 Writing Historical Fiction	5	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 10 Trimester 2
HUM538 Writing Crime Fiction and Thrillers	5	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 10 Trimester 2
HUM603 Writing for Children (Extended Practice)	6	20	Essay (2,000 – 50%) Case Study (2,000 – 50%)	Week 11 Trimester 1
HUM602 Extended Project	6	40	Project (8,000 – 100%)	Week 10 Trimester 2

### Assessment regulations that apply to the programme

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to these programmes.

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 HUM624 Dissertation or HUM602 Extended Project is within the higher classification.
- Where Creative Writing students elect to take the HUM624 Dissertation module and the HUM602 Extended Project module, it is the module with the higher mark which will be used in borderline cases.

### Programme Management

<b>Name</b>	<b>Post</b>	<b>Subject/Responsibility</b>
Dr Kathryn Ellis	Senior Lecturer	Programme Leader History Module Tutor
Dr Deniz Baker	Senior Lecturer	Programme Leader English Module Tutor
Dr Mike Miles	Senior Lecturer	Programme Leader Creative Writing Module Tutor
Debbie Hayfield	Senior Lecturer	Module Tutor (English)
Peter Bolton	Senior Lecturer	Module Tutor (History)
Professor John Drakakis	Professor (0.2 FTE)	Humanities research

The Humanities programme team comprises 4 full-time members of staff and one member of staff on a 0.8 contract (Dr Mike Miles). John Drakakis has been a Visiting Professor in Humanities since 2012. He meets the team on a regular basis and is specifically focused on the research agenda in Humanities. Professor Drakakis does not contribute to the delivery of the undergraduate programme in Humanities. In addition Michael Collins, Professor of English, Georgetown University, Washington visits the University one week a year. He delivers a couple of lectures to Humanities students as part of his University-wide duties. He is not a formal member of the team, but his contribution complements and enhances the student experience in Humanities. Dr Stuart Cunningham, Head of Creative Industries is the Line Manager for the team.

The formal structure of the staffing is noted above although in reality there is an obvious overlap of roles and the success of programmes is dependent on collaboration between all members of the teaching team. The team meets informally on a daily basis, but regular minuted meetings are held on a two-weekly pattern.

The Programme Leaders are 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 staff-student consultative 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 Staff Student Consultative Committees (which meet three times a year), modular feedback forms, NSS surveys and in-house surveys (usually aimed at levels four and five). Student representatives, chosen from all three years of English, History and Creative Writing, perform a vital role in raising issues with staff on behalf of the student body. In addition, individual students often approach lecturers directly where more personal matters are concerned. 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 Scholarly Activity**

The development and delivery of the programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice. This has been an identified strategic priority within the team and efforts have been made to progress this through staff development processes and appraisal. As noted above Professor John Drakakis is crucial to the development of this research agenda and is able to advise the team on research projects and funding opportunities. The team plans to develop a postgraduate programme of study which will build on the inter-disciplinary and multi-disciplinary strengths of the team and provide students with a platform for progression.

The Humanities programmes have been developed in line with staff interest and expertise.

For example in History both members of the team are engaged in scholarship with a Welsh focus and local dimension and this underpins modules at all levels of the programme. For example their joint-authored book 'Mansion for Miners: History of the Stiwt' and Kathryn Ellis' work in the *New History of Wales* helps provide a foundation for the year three modules 'The Historical Landscape' (HUM629) and 'People and Protest in Wales' (HUM626). The 'Revolution and Readjustment' (HUM628) module has developed directly from Kathryn Ellis' doctoral work on seventeenth Parliament. Peter Bolton's doctoral work on urban development in North East Wales also informs his modules, particularly at level six. Several modules have a socio-cultural emphasis and again this reflects the on-going research interests of staff.

Dr 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.

Dr 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 19<sup>th</sup> and 20<sup>th</sup> century novel with particular emphasis on representations of gender and sexuality, and the postmodern novel and this is directly reflected in the focus of her modules.

### **Particular support for learning**

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

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

Students receive a Student Handbook at the start of the course which contains details and guidance on all aspects of the course and forms of student support and guidance, programme-based and institutional. This will include central forms of student support, including services for:

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

Personal Development Planning: To encourage on-going engagement with the programmes, staffs act as 'personal tutors' for the students within their curriculum areas across the three years. This is facilitated through an "open door" policy and where necessary 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 HUM402 Personal Professional and Academic Skills encourage the development of the attributes of the Glyndŵr graduate. Student attendance is monitored through electronic registers which allows staff to identify students 'at risk' and act appropriately.

Humanities students benefit from the Bangor-Glyndŵr Library link-up (Unicat) 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. This is supported by electronic sources such as JSTOR, Gales database and Swetswise. In addition the Leonard Goldstein Library was opened in 2013 and, as a Humanities-focussed library, is an invaluable additional resource for students and staff.

History students are also encouraged to use archive repositories in the local area. This repository provides a wealth of additional primary source material and helps to inform projects and dissertations. Fieldtrips are also undertaken to a number of sites of historical significance and these provide crucial physical evidence to complement the documentary sources found elsewhere.

### **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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.