

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available	BA (Hons)/ BA Ord/ DipHE/ CertHE
Award title	English and Creative Writing
JACS 2 code	Q300 W800
UCAS code	WQ83
Relevant QAA subject benchmark statement/s	Benchmarks for English and Creative Writing
Other external and internal reference points used to inform the programme outcomes	Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
Mode/s of study	Full time/Part time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012
Criteria for admission to the programme	
<p>The general formal entry criteria for the programme will be those currently operating for standard degree programmes at Glyndŵr University as follows:</p> <p>Specific entry criteria for UK/EU students will include:</p> <ul style="list-style-type: none"> • 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 be provided on options for Access courses. Screening processes will be based largely on informal interview supplemented if necessary by a review of written work to confirm suitability for the chosen programme.

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

English component

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

Creative Writing component

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

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

In its broadest terms, therefore, the course is designed to provide students with opportunities to write and to develop their skills as a writer and producer of texts. This does not necessarily mean, however, that the course is intended to produce fully-fledged professional and commercial writers per se. This is an important distinction to make in terms of deliverability, and the extent to which courses in Creative Writing can be viewed in the same terms as specifically training courses such as teaching or nursing.

Distinctive features of the programme

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

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

The BA(Hons) in English and Creative Writing 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
- At Level 4 all students take the Personal, Professional and Academic Skills module
- All Level 4 students take an elective module in a subject which is outside their core

subjects.

- Students at Level 6 undertake the 40-credit Dissertation module.
- In addition to the specified modules listed above, students take an equal amount of English and Creative Writing modules across all levels of the programme.

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

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

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

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

Mode of Study

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

Intended learning outcomes of the programme

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

English component

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

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

	<p>Subject Skills Students will be able to:</p> <p>C1: Demonstrate sophisticated interpretative and evaluative reading skills, and skills of selection, synopsis and assimilation.</p> <p>C2: Demonstrate the sophisticated oral skills involved in discussing literature and language in seminars and tutorials.</p> <p>C3: Apply with confidence the appropriate writing skills involved in the composition of discursive and analytical essays.</p> <p>C4: Show sophisticated knowledge of concepts and approaches underpinning the discipline.</p> <p>Practical, Professional and Employability Skills Students will be able to:</p> <p>D1: Demonstrate clear ability to meet deadlines; show self-discipline and work effectively and independently.</p> <p>D2: Communicate clearly and effectively in both written and verbal forms.</p> <p>D3: Develop effective skills in decision-making and problem-solving.</p> <p>D4: Confidently use IT sources and tools for research and communication</p>
<p>6 Honours Degree</p>	<p>Knowledge and Understanding Students will be able to:</p> <p>A1: Demonstrate sophisticated knowledge and confident understanding of Literature in English from the Renaissance to the present day through a representative selection of significant authors and texts</p> <p>A2: Apply critical and analytical awareness, and confident, evaluative understanding of literary genres (poetry, fiction, drama, non-fictional prose), and confidently apply the relevant literary-critical terms and tools of analysis.</p> <p>A3: Identify, evaluate and analyse with confidence sophisticated ideas and concepts pertinent to the study of literature, including various theoretical perspectives and critical approaches.</p> <p>Intellectual Skills Students will be able to:</p> <p>B1: Demonstrate a heightened, confident ability in close reading skills and associated interpretative, evaluative and analytical skills.</p> <p>B2: Demonstrate sophisticated knowledge, understanding and evaluation of theoretical concepts and critical tools to enhance appreciation and analysis of literary texts.</p> <p>B3: Show coherent, sophisticated understanding and effective application of scholarly and literary research skills and methods; critically evaluate and analyse different views and arguments.</p> <p>Subject Skills Students will be able to:</p> <p>C1: Demonstrate with sophistication and confidence interpretative and evaluative reading skills; and skills of selection, synopsis and assimilation.</p> <p>C2: Demonstrate the sophisticated oral skills involved in discussing literature and language in seminars and tutorials.</p> <p>C3: Apply with heightened confidence the appropriate writing skills involved in the composition of discursive and analytical essays.</p> <p>C4: Show sophisticated knowledge and understanding of concepts and</p>

	<p>approaches underpinning the discipline.</p> <p>Practical, Professional and Employability Skills Students will be able to:</p> <p>D1: Demonstrate clear ability to meet deadlines; show self-discipline; and work effectively and independently to achieve set tasks and goals.</p> <p>D2: Communicate confidently and effectively in both written and verbal forms.</p> <p>D3: Develop effective skills in independent decision-making and problem-solving.</p> <p>D4: Confidently use IT sources and tools for research and communication</p>
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Creative Writing component

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

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

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

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

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

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

Professional Staff Development and HE Academy membership.

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

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

Welsh medium provision

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

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment practices and procedures are in full accordance with the QAA Code of Practice for Student Assessment, and the annual monitoring process provides an intensive review both of the integrity of assessment procedures and the levels of student achievement at both module and overall award levels.

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

Assessment includes essays of differing length, bibliographical exercises, timed examinations, oral presentations and reflective journals. Emphasis is placed on research skills and the identification of critical and theoretical sources and this comes to fruition in the third year with the 8000 word dissertation in which students demonstrate their research, planning and analytical skills.

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

Coursework is by far the most important kind of assessment for Creative Writing, and students respond well to its demands. The aim will be to operate assessment methods that relate directly to learning outcomes which emphasize the processes of writing. It is the quality of the final written product that counts, in terms of creativity, originality, and technical proficiency in the use of language. In addition, students will be expected to show accompanying evidence of creative and technical processes leading to the finished product, revealing along the way knowledge of reader or client considerations in creating a product that is fit for purpose, as well as self-critical reflection at various stages of the writing process. Bearing these things in mind, assessment in all modules (Creative Writing, Writing for Children, Independent and Extended Projects) will take the form of portfolios of finished written products, accompanied by critical and discursive accounts of the practices and processes leading to the final submission of written work.

Throughout their time on the course students will be encouraged to draft and re-draft till a polished version of each piece of work is achieved. Evidence of drafts must also be included to show progression along the way. This process will be aided by regular tutorials so that students can discuss the progress of their work and receive valuable editorial feedback. Informal peer group assessment via weekly sessions in project-based groups will also inform this process and help students re-draft and make important creative choices. All work submitted will be accompanied by an in-depth critical commentary in which students are encouraged to reflect honestly on their work, showing awareness of both strengths and weaknesses. The three elements combined - the finished product itself plus drafts and critical reflection - should demonstrate a close interrelationship and show the whole creative process from start to finish. Progression from Level 4 to Level 6 will be measured less by variation of content than by greater depth of analysis and more skilful deployment of the same curriculum elements. Finished portfolio work by previous students has consistently reflected this differentiation, with all students able to demonstrate convincing progression and growing maturity in the quality of their written work over three years of study

Moderation and second-marking procedures are in place.

Assessment regulations that apply to the programme

University Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees 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 Departments and the Directorate where appropriate
- Quality assurance and annual monitoring, including writing and compiling the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities

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

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

Particular support for learning

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

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

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

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

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

Equality and Diversity

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

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