



OFFICE USE ONLY	
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## PROGRAMME SPECIFICATON

### BA (Hons) Social and Cultural History

1	<b>Awarding body</b> Glyndŵr University
2	<b>Programme delivered by</b> Glyndŵr University
3	<b>Location of delivery</b> Plas Coch Campus,
4	<b>Faculty/Department</b> Arts, Science and Technology: History/English
5	<b>Exit awards available</b> BA (Ord), Diploma of HE, Certificate of HE
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b> N/A
7	<b>Accreditation available</b> N/A
8	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b> N/A
9	<b>JACS</b> BA (Hons) Social & Cultural History - JACS = V320. HECOS = 100312
10	<b>UCAS code</b> BA (Hons) Social & Cultural History SH19
11	<b>Relevant QAA subject benchmark statement/s</b> History Subject Benchmarks 2014
12	<b>Other external and internal reference points used to inform the programme outcomes</b>
13	<b>Mode of study</b> Full & part time
14	<b>Normal length of study</b> 3 Years full-time

	6 Years part-time
15	<b>Maximum length of study</b>
	6 Years
16	<b>Language of study</b>
	English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### DBS Requirements

N/A

### Non-standard entry criteria and programme specific requirements

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.

## 18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

## Programme specific restrictions

N/A

### 19 Aims of the programme

This programme aims to:

- provide students with a broad and balanced body of historical knowledge in a social & cultural context 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, archival and digital skills

### 20 Distinctive features of the 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 socio-cultural subjects which range from the Roman period to the modern day in a Welsh, British, European and international context. The programme emphasises the growing significance of digital resources and methods in the study and transmission of academic History and, in addition, incorporates field work as a central feature of the learning experience.

**Level 4 modules** introduce students to a wide range of theory and practice, with specific consideration given to the development of essential skills and the methods of communicating history to a modern audience. At **level 5**, the modules follow an 'early modern' pattern which allows for a more focused and in-depth analysis of socio-cultural themes in a distinct historical period. In addition, the 'Experiencing History in the Workplace' module gives students the opportunity to engage with the work environment first-hand, whilst modules like 'Research Methods in the Humanities' 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.
- The socio-cultural emphasis provides an excellent foundation for future employment and postgraduate study in a diverse range of areas.

## 21 Programme structure narrative

The programme is delivered full time over three years or part time over six years. The programme will be delivered in accordance with the University guidelines which specify an average attendance of between 6-12 hours a week dependent on year of study (see module breakdown for details). Fieldwork demands can mean some variation on a weekly basis, but all students are fully informed of detailed arrangements 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.

At Level 5 all students will undertake the 20 credit module 'Experiencing History in the Workplace' which requires them to spend 30 hours in a placement setting. This setting is negotiated between staff and students.

### Common Modules

Three modules on the History Programme are shared with English and Creative Writing.

#### At Level 4 Personal, Professional and Academic Skills

Part-time students are required to take this module in their first year of Level 4.

#### At Level 5 Research Methods for Humanities

Part-time students take this module in year 4 of their study (the second year of Level 5).

#### At Level 6 Dissertation

Part-time students take this module in year 6 of their study (the second year of Level 6)

### 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.

BA (Hons) may be awarded to students who successfully complete 360 credits.

## 22 Programme structure diagram

Level 4						
Semester 1	Mod title	Personal, Professional & Academic Skills	Mod title	Presenting the Past	Mod title	The Roman Empire: People and Power
	Mod code/	HUM453	Mod code	HUM454	Mod code	HUM458
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Debbie Hayfield	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Level 4						
Semester 2	Mod title	Britain & Europe, c.1860-1945	Mod title	Crime and Popular Culture in Victorian Britain	Mod title	Cultural Turning Points
	Mod code	HUM443	Mod code	HUM457	Mod code	HUM445
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Peter Bolton	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Level 5						
Semester 1	Mod title	Society & Culture in Tudor England & Wales	Mod title	The Georgian Age	Mod title	British Colonial America
	Mod code	HUM567	Mod code	HUM568	Mod code	HUM559
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton
Level 5						
Semester 2	Mod title	Research Methods in the Humanities	Mod title	Culture and Belief in Renaissance Europe, c.1400 - 1600	Mod title	Experiencing History in the Workplace
	Mod code	HUM565	Mod code	HUM561	Mod code	HUM562
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Kathryn Ellis	Mod leader	Peter Bolton	Mod leader	Kathryn Ellis

Level 6						
Semester 1	Mod title	People & Protest in Victorian England and Wales	Mod title	Dissertation	Mod title	
	Mod code	HUM639	Mod code	HUM636	Mod code	
	Credit value	40	Credit value	40	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	
Level 6						
Semester 2	Mod title	Revolution in Seventeenth Century England & Wales	Mod title	American Frontiers in the Nineteenth Century	Mod title	
	Mod code/'	HUM641	Mod code	HUM635	Mod code	
	Credit value	20	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Kathryn Ellis	Mod leader	Kathryn Ellis	Mod leader	

### 23 Intended learning outcomes of the programme

<b>Knowledge and understanding</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	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.
A2	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
A3	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>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	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
B2	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
B3	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>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree



C1	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
C2	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
C3	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
C4	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 interpretation
<b>Practical, professional and employability skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
D1	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
D2	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
D3	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	Select appropriate skills and analytical techniques to solve complex problems

			incomplete, controversial or contradictory evidence	created by incomplete, controversial or contradictory evidence
D4	Use basic IT/digital sources and tools for research and presenting ideas and arguments	Identify the most appropriate IT/digital sources and tools for the research and communication of ideas and arguments	Access, evaluate and apply IT/digital sources, including websites, e-books and journals and on-line archives for advanced research and communication	Access, evaluate and apply IT/digital sources, including websites, e-books and journals and on-line archives for advanced research and communication

## 24 Curriculum matrix

	<i>Module Title</i>	<i>Core or option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
Level 4	Personal, Professional & Academic Skills	Core	■	□	□	□	□	■	□	□	■	□	■	■	■	■	
	Presenting the Past	Core	■	□	□	■	■	■	■	■	■	■	■	■	■	■	
	The Roman Empire: People and Power	Core	□	■	□	■	■	□	□	■	□	□	■	■	■	■	
	Crime and Popular Culture in Victorian Britain	Core	□	□	■	■	■	■	□	■	■	■	■	■	□	■	
	Britain and Europe 1860-1945	Core	■	■	■	■	■	■	□	■	■	□	■	□	□	■	
	Cultural Turning Points	Core	■	■	■	■	■	■	■	■	■	□	□	■	■	■	■
Level 5	The British In America, c.1580 – 1783	Core	□	■	■	■	■	□	□	■	■	■	■	■	■	■	
	Society & Culture in Tudor England & Wales	Core	□	■	■	■	■	■	■	■	□	□	■	■	■	■	
	The Georgian Age	Core	■	■	■	■	■	■	□	■	□	■	■	■	■	■	
	Culture and Belief in Renaissance Europe, c.1400 - 1600	Core	■	■	■	■	■	□	□	■	■	□	■	■	■	■	
	Experiencing History in the Workplace	Core	□	□	□	■	■	■	■	■	□	■	■	■	■	■	■
	Research Methods in the Humanities	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	■	□
Level 6	People and Protest in Victorian England & Wales	Core	■	■	■	■	■	■	□	■	■	■	■	■	■	■	
	Revolution in 17th Century England & Wales	Core	□	■	■	■	■	■	□	■	■	■	■	■	■	■	
	American Frontiers in C19th	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	
	Dissertation	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

## 25 Learning and teaching strategy

The History Benchmark Statement advocates that all 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. All 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. At Level 6 students will undertake a 40 credit module in trimester one (People & Protest) to better facilitate a focussed learning experience.

Students are introduced to the ever-increasing range of digital resources for History and the development of digital literacy is a key aspects of the learning process. For example, the *Cynefin* project underpins the tithe map work at Level 4 and the *Nineteenth Century newspapers* on line provide vital archival evidence for modules across the programme.

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) (<https://www.stem.org.uk/resources/elibrary/resource/34632/learning-grow-what-employers-need-education-and-skills>) and *The North Wales Regional Skills Employment Plan*.

## 26 Work based/placement learning statement

The Level 5 Module 'Experiencing History in the Workplace' 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 30 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, Glyndwr academic staff 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 before commencing 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. The History staff meet students on a regular basis for progress tutorials in addition to on-going liaison with the placement providers. Staff at the Record Office will not carry out any formal assessment of the placement. Placement providers include:

- National Trust: Erddig, Chirk Castle
- Gladstone Library
- Flintshire Record Office
- Brymbo Heritage Centre
- Marches School
- Denbighshire Archives
- Palmer Centre, Wrexham
- Royal Armouries, Leeds
- Oswestry Library
- Shrewsbury Record Office
- Llangollen Museum

## **27 Welsh medium provision**

The programme will be delivered through the medium of English. Students are 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.

## **28 Assessment strategy**

Varied assessment strategies are employed to test students' knowledge, analytical skills, digital literacy and levels of communication. These skills are developed and refined as students' progress through the programme. Assessment includes essays, class tests, timed examinations, oral presentations, fieldwork reports and reflective journals. There is particular emphasis on project work which encourages the understanding of and the ability to handle primary source material. These projects require students to employ qualitative and quantitative methodologies across a range of traditional archival and digital platforms.

A student-centred approach to research is encouraged by the setting of feasibility reports with literature reviews to test out hypotheses and plan out research tasks. This research training comes to fruition in the third year with the 8000-word dissertation in which students demonstrate their historical skills including task-setting and problem-solving.

<b>Module title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
Personal Professional & Academic Skills	Portfolio 100%	4000	End of trimester 1
Presenting the Past	Report (50%)	2000	Week 6
	Case Study (50%)	2000	Week 12 trimester 1
The Roman Empire: People and Power	Poster Presentation (40%)	2000	Week 5
	Essay (60%)	2000	Week 10 trimester 1
Crime and Popular Culture in Victorian Britain	In-class test (50%)	1 hour	Week 6
	Project (50%)	2000	Week 12 trimester 2
Britain & Europe, c.1860-1945	Essay (50%)	2000	Week 5
	In-class test (50%)	1 hour	Week 10 trimester 2
Cultural Turning Points	Case Study (50%)	2000	Week 4
	Essay (50%)	2000	Week 11 trimester 2
Society & Culture in Tudor England and Wales	Essay (50%)	2000	Week 7
	Presentation (50%)	10-15mins & 500 word synopsis	Week11 trimester 1
The Georgian Age	In-class test (40%)	1 hour	Week 6
	Project (60%)	2500	Week 12 (trimester 1)
British Colonial America	Essay (50%)	2000	Week 8
	Examination (2 hours-50%)		End of trimester 1
Culture and Belief in Renaissance Europe, c.1400 - 1600	Essay (50%)	2000	Week 7
	Examination (50%)	2 hours	End of trimester 2
Experiencing History in the Workplace	Learning Log/Journal (100%)	4000	Week 12 trimester 2
Research Methods in the Humanities	Presentation (30%)	10 mins	Week 9
	Research Proposal (70%)	2000	Week 11 trimester 2
People and Protest in Victorian England & Wales	Report (20%)	2000	Week 6
	Project (40%)	3000	Week 10
	Examination (40%)	2 hours	End of trimester 1

American Frontiers in the Nineteenth Century	Essay (50%)	2000	Week 8
	Project (50%)	2000	Week 11 End of trimester 2
Revolution in Seventeenth Century England & Wales	Project (50%)	2000	Week 10
	Examination (50%)	2 hours	End of trimester 2
Dissertation	Dissertation (100%)	8000	Week 12 trimester 2

## 29 Assessment regulations

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

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

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 Dissertation is within the higher classification.

## 30 Programme Management

Name	Post	Subject/Responsibility
Dr Kathryn Ellis	Senior Lecturer	Programme Leader Module Tutor
Peter Bolton	Senior Lecturer	Module Tutor
Debbie Hayfield	Senior Lecturer	Module Tutor

### Link to Staff Profiles

<https://www.glyndwr.ac.uk/en/StaffProfiles/KathrynEllis/>

<https://www.glyndwr.ac.uk/en/StaffProfiles/PeterBolton/>

<https://www.glyndwr.ac.uk/en/StaffProfiles/DebbieHayfield/>

## 31 Quality Management

The Programme Leader is 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 SVF 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 the Student Voice Forum meetings (usually twice a year), SEMs, NSS surveys. Student representatives are chosen from the three years of the programme and receive training through the Student Union. Informal feedback is on-going and is facilitated by regular tutorials and our 'open door' policy.

Students are made aware of any actions taken as a result of their feedback either through their representatives, individually (where appropriate) or via Moodle.

### **32 Research and scholarship activity**

The development and delivery of the programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice. Both members of the History team are engaged in scholarship with a cultural focus and regional dimension and this underpins several modules at all levels of the programme. They are also members of the North East Wales Heritage Forum and are editors of the *Transactions of the Denbighshire Historical Society*.

Their joint-authored bilingual book *Mansion for Miners: Plas Mwynwyr, Rhosllannerchrugog* underpins modules such as 'Presenting the Past' and 'People and Protest in Victorian England and Wales'. Similarly, Kathryn Ellis' work in the *New History of Wales* helps provide a foundation for this Level 6 module. Peter Bolton's recent work on the Art Treasures Exhibition in Wrexham forms a focus of the module 'Cultural Turning Points' in addition to providing methodological insights for the research module at Level 5. The 'Revolution in Seventeenth Century England and Wales' module has developed directly from Kathryn Ellis' doctoral work on seventeenth Parliament.



### 33 Learning support

#### Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndwr Students' Union

#### School support for students

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability. Personal tutors are allocated in Induction week at Level 4 and students are divided equally between the two History staff members.

#### Programme specific support for students

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

Students receive a Student Handbook (in hard copy and through Moodle) at the start of the programme which contains details and guidance on all aspects of the student support and guidance, programme-based and institutional.

Personal Tutor System: This is facilitated through an “open door” policy and 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 Personal Professional and Academic Skills encourage the development of the attributes of the Glyndŵr graduate. Student attendance is monitored through electronic registers which allow staff to identify students ‘at risk’ and act appropriately.

#### Learning Support

History students have a dedicated Learning Resources link person based in the Library. Students can access this support which the Resources team explains as follows:

'We can advise students on how to improve their research skills; how to use our resources search engine, "Resource Finder" with confidence. How to successfully store and access information and refine searches. We recognise that not every student learns in the same style and we can offer 1-2-1 session to help get you started or to assist with a specific topic. Once you have started to prepare your first assignment, we can help you with your referencing skills by guiding you through how to use Refworks'.

History students benefit from the Bangor-Glyndŵr Library link-up 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. There is also a History Hub on the online learning Portal from which students can access electronic resources and digital material such as Jstor.

History students are also able to use archive repositories in the local area. These repositories provide a wealth of additional primary source material and helps to inform projects and dissertations. The Gladstone Library at Hawarden is particularly important both as a vital repository holding records such as the *Richard L Hills History of Technology Collection* and as a location for placements.

### **34 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 Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.