

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award	BA (Hons)
Title of programme(s)	Creative & Professional Writing
Subsidiary award(s)	CertHE, DipHE, BA
Duration and mode(s) of study	3 years full-time
Start date	September 2015
Periodic review next due	2018/2019
UCAS course code & code name	3T6B CRPFWSH
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims

Writing is central to modern lives both in personal and professional contexts. Writing is about subjective creativity and individual expression, but also about objective reporting that is clear, concise and comprehensible. This programme is designed to build upon an enthusiasm for writing's diverse range of applications and uses and to provide formal structures and working methodologies to develop the flexibility and potential of that writing.

The programme develops your familiarity with various forms and modes of professional writing: from creative writing in prose and poetry, to screenwriting, journalism and interactive digital formats. There are opportunities to specialise and develop a portfolio of professional work during the degree. Through team writing and collaborative writing projects, you will learn to critique constructively and appraise your own writing, and that of others, and to tailor it to varied contexts and audiences. You will also explore the nature of the creative industries and the commercial potential for skilled writers.

The distinctive aspect of this programme is its creative and productive nature. With a central focus on making and producing through words, the programme aligns the disciplines of Creative Writing, Film Production, Journalism and Digital Media. The programme prepares you for collaborative ventures across these distinct disciplines and to explore new emerging forms of writing that blend them.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of their Single Honours Creative & Professional Writing programme, students will have provided evidence demonstrating the following:

Knowledge and Understanding

- K1 **Knowledge of diverse forms and techniques of writing:** practical understanding of a diverse range of techniques, formats and conventions adopted for specific contexts of professional writing;
- K2 **Knowledge of practical creative methodologies:** an in-depth knowledge of diverse production practices, individual, group and interactive, required to ensure professional standards of writing for specific professional contexts;
- K3 **Knowledge of appraisal and editing methods:** an ability to recognise appropriate approaches to appraising, reviewing, collating, re-drafting and editing work, both one's own and that of others;
- K4 **Knowledge of the professional writing industries:** a detailed knowledge of the range of professional avenues for creative and professional writing.

Intellectual/Cognitive/'Thinking' Skills

- I1 **Critical understanding of processes, purposes and impacts of writing:** an ability to reflect upon the relation between the required aims and effects envisaged and the available or possible formats and generic conventions for writing;
- I2 **Critical understanding of writing's place within other media:** an understanding of concepts such as intermedia translation, adaptation, transmedia, multimedia and other hybrid forms;
- I3 **Testing hypotheses:** rigour in the formulation and testing of hypotheses, selecting research strategies and discriminating between what is relevant and what is irrelevant to the task in hand, in order to solve problems;
- I4 **Project management:** a capacity to engage in self-directed project management: to collect and collate information, sift, select, organise and synthesise large quantities of data and evaluate and interpret evidence;
- I5 **Ethical Intelligence:** a capacity to assess the relevance for the work at hand of various ethical aspects both of a professional nature (participation consent, integrity and beneficence) and of a wider social nature (equality, diversity and justice).

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve your own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)</i>
<p>The programme is fully compliant with the the most recent subject benchmark statements:</p> <ul style="list-style-type: none"> • QAA [Quality Assurance Agency] – benchmark statement for English (2015); • QAA [Quality Assurance Agency] – benchmark statement for Communication, Media, Film and Cultural Studies (2008); • NAWE [National Association of Writers in Education] - Creative Writing Research document (2008). <p>The lecturing staff includes past and present members of NAWE (HE) and Fellows of the HEA. Members of the team also act as external examiners at other HE institutions. This has also facilitated subject externality.</p>

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range of disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school-based training component.</p>
	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p>

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.</p>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The Creative & Professional Writing programme enables students to develop discipline specific skills and professional experience in five key professional subject areas: creative writing (prose and poetry), film production, magazine journalism, digital media and professional development. The programme is designed to deliver these skills through vertical strands, though there are also options within each module to develop interdisciplinary and collaborative work. The strands are as follows:</p> <p>Creative Writing strand</p> <ul style="list-style-type: none"> • L4 – ENG 4742 <i>Writing Practices 1: Introduction to Genre</i> • L5 – ENG 5742 <i>Writing Practices 2</i> • L6 – ENG 6742 <i>Writing Practices 3: Experimental Writing</i> <p>Film Production strand</p> <ul style="list-style-type: none"> • L4 – MFC 4352 <i>Introduction to Script Writing</i> • L5 – MFC 5042 <i>Script to Screen</i> • L6 – MFC 6402 <i>Advanced Short Film Production</i> <p>Journalism strand</p> <ul style="list-style-type: none"> • L4 – JOU 4222 <i>Magazine Journalism 1</i> • L5 – JOU 5142 <i>Magazine Journalism 2</i> • L6 – JOU 6942 <i>Specialist Magazine Journalism</i> <p>Writing for Digital Platforms strand</p> <ul style="list-style-type: none"> • L4 – MFC 4322 <i>Online Research and Content Generation</i> • L5 – MFC 5572 <i>Digital Narratives</i> <p>Professional Practice strand</p> <ul style="list-style-type: none"> • L4 – ENG 4102 <i>Professional Writing 1</i> • L5 – ENG 5102 <i>Professional Writing 2</i> • L6 – ENG 6182 <i>Professional Writing 3.</i> <p>As described in section 6 of this document (below), the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.</p>

6. Structure

BA (Hons) Creative & Professional Writing

Duration: 3 years full-time
Award Aim: BA (Hons) – 360 credits (ECTS: 180)

Level 4

Core: Students are required to take:

ENG 4742	Writing Practices 1: Introduction to Genre	Sem 1 & 2	20 credits
ENG 4102	Professional Writing 1	Sem 2	20 credits
MFC 4352	Introduction to Script Writing	Sem 1 & 2	20 credits
MFC 4322	Online Research and Content Generation	Sem 1	20 credits
JOU 4222	Magazine Journalism 1	Sem 1 & 2	20 credits
HUM 4992	Critical Thinking Skills	Sem 1	20 credits

Level 5 – available for study from 2016/17

Core: Students are required to take:

ENG 5742	Writing Practices 2	Sem 1 & 2	20 credits
ENG 5842	Life Writing: Writing the Self; Writing Others	Sem 1 & 2	20 credits
MFC 5042	Script to Screen	Sem 1 & 2	20 credits
ENG 5102	Professional Writing 2	Sem 1 & 2	20 credits
JOU 5142	Magazine Journalism 2	Sem 1	20 credits
MFC 5572	Digital Narratives	Sem 1 & 2	20 credits

Level 6 – available for study from 2017/18

Core: Students are required to take:

ENG 6742	Writing Practices 3: Experimental Writing	Sem 1 & 2	20 credits
ENG 6174	Professional Portfolio	Sem 1 & 2	40 credits
ENG 6182	Professional Writing 3	Sem 1 & 2	20 credits
MFC 6402	Advanced Short Film Production	Sem 1 & 2	20 credits
JOU 6942	Specialist Magazine Writing	Sem 1 & 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Creative & Professional Writing programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that you are co-creators of your own learning and providing the skills and understanding required for you to manage that learning. The programme's modules offer small class sizes, student choice about the materials and issues used to complete the assessments and teaching methods that enable active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.

The programme is designed to produce writers, who have gained experience writing individually and collectively in a range of styles (script writing, fiction, poetry, social media writing, arts journalism and magazine writing) and who have an established portfolio of work in these areas and an understanding of the market potential of their writing. The teaching will be mainly student-led and practice-based. As noted in section 5 above, the content is divided into 5 main strands. Cutting across these are the three levels, which are used as three main stages of development within the learning and teaching. A description, by level, is as follows:

Level 4: to understand the nature of the disciplines of creative writing, magazine journalism, screenwriting, online content and the opportunities offered by digital and collaborative platforms;

Level 5: to practise those disciplines;

Level 6: to gain enough expertise in those disciplines to propose creative blends or hybrid innovations, in line with commercial, industry or market requirements.

Level 6 provides scope for individual self-directed project work, preparing you for graduate-level employment or further professional study. This includes a 40-credit module (ENG 6174 *Professional Portfolio*), which is the creative/production-based equivalent of an academic dissertation.

Assessment methods will vary according to the module level and its specific discipline, though assessment through practice will be foremost, with critical reflection aspects expected to be integrated with and manifest through practical work.

7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
L4 Core							
ENG 4742 Writing Practices 1: Introduction to Genre	Seminars/workshops	Creative Writing (Prose) Creative Writing (Poetry)	1,500 words 60 lines + 500 word analysis	50% 50%	End of Sem 1 End of Sem 2	Paul Hardwick	
ENG 4102 Professional Writing 1	Workshops/seminars, group tutorials and individual tutorials	Group Project Project Report	3,000-word equivalent 1,000 words	75% 25%	End of Sem 2 End of Sem 2	tbc	
MFC 4352 Introduction to Scriptwriting	Lectures, workshops and practical activities	Portfolio 1 Portfolio 2	2,000-word equivalent 2,000-word equivalent	50% 50%	End of Sem 1 End of Sem 2	Liz Rymer	
MFC 4322 Online Research and Content Generation	Lectures, workshops and individual consultancy	Essay Portfolio	2,000 words 2,000-word equivalent	50% 50%	End of Sem 1 End of Sem 1	Liz Cable	
JOU 4222 Magazine Journalism 1	News workshops/supervision	Portfolio Reflective Report Magazine Story	1,500-word equivalent 500 words 500-word equivalent	20% 10% 70%	During/end of Sem 2 During/end of Sem 2 End of Sem 2	Amy Lund	
HUM 4992 Critical Thinking Skills	Lectures/debates/reading and seminars/tutorials	Online plagiarism test (P/F – formative) + essay Negotiated assessment	1,500 words 2,000 words or 10-minute presentation equivalent	50% 50%	Week 6, Semester 1 Week 12, Semester 1	Ann Marie Mealey	
L5 Core							
ENG 5742 Writing Practices 2	Seminars/workshops	Creative Writing Creative Writing	1,250 words (prose) or 75 lines (poetry) + 500 words (analysis) 2,000 words (prose) or 120 lines (poetry) + 500 words (analysis)	40% 60%	End of Sem 1 End of Sem 2	Martyn Bedford Paul Hardwick	
ENG 5842 Life Writing: Writing the Self; Writing Others	Seminars/workshops	Creative Writing Creative Writing	1,250 words (prose) or 75 lines (poetry) 2,000 words	40% 60%	End of Sem 1 End of Sem 2	Martyn Bedford	
ENG 5102 Professional Writing 2	Workshops	Portfolio	4,000-word equivalent	100%	End of Sem 2	tbc	

MFC 5042 Script to Screen	Workshops	Portfolio 1 Portfolio 2 Film	1,000-word equivalent 2,000-word equivalent 5-minute film	25% 25% 50%	End of Sem 1 End of Sem 2 End of Sem 2	Liz Rymer	
JOU 5142 Magazine Journalism 2	Workshops	Portfolio In-class Assessments/attendance at practical sessions	1,600-word equivalent 8 x 100-word equivalent	80% 20%	End of Sem 1 During Sem 1	tbc	
MFC 5572 Digital Narratives	Lectures, workshops and individual consultancy	Collaborative Writing Interactive Narrative	1,000 words 3,000-word equivalent	25% 75%	End of Sem 1 End of Sem 2	Liz Cable	
L6 Core							
ENG 6742 Writing Practices 3: Experimental Writing	Workshops/seminars	Essay Creative Writing + Reflective Report	1,000 words 3,000 words	25% 75%	End of Sem 1 End of Sem 2	Paul Hardwick	
ENG 6174 Professional Portfolio	Workshops and one-to-one supervisory meetings	Portfolio Reflective Report	sector norm 1,000 words	80% 20%	End of Sem 2 End of Sem 2	Paul Hardwick	
ENG 6182 Professional Writing 3	Tutorials	Report (project management) Report (sector analysis)	3,000 words 1,000 words	75% 25%	End of Sem 2 End of Sem 2	tbc	
MFC 6402 Advanced Short Film Production	Lectures/tutorials/workshops	Film Proposal (group) Short Film (group) Reflective Report (individual)	1,000-word equivalent 10 minutes (2,000-word equivalent) 2,000 words	Pass/Fail 50% 50%	End of week 4 of Sem 1 End of Sem 2 End of Sem 2	Liz Rymer	
JOU 6942 Specialist Magazine Writing	Workshops and tutorials	Proposal – Written Pitch Portfolio & Reflective Report	1,000-word equivalent 4,000 words & 500 words	20% 80%	End of Sem 1 End of Sem 2	Amy Lund	

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	I5	E1	E2	E3	E4	E5	E6	E7	E8	E9
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																		
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Diverse forms of writing	Practical and Creative	Appraisal and editing techniques	Industry knowledge	Understanding processes and	Writing's relation to other media	Testing Hypotheses	Project Management	Ethical Intelligence	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/enterprise	Social, cultural & civic awareness
ENG 4742 Writing Practices 1: introduction to Genre																		
ENG 4102 Professional Writing 1																		
MFC 4352 Introduction to Scriptwriting																		
MFC 4322 Online Research and Content Generation																		
JOU 4222 Magazine Journalism 1																		
HUM 4992 Critical Thinking Skills																		
ENG 5102 Professional Writing 2																		
ENG 5742 Writing Practices 2																		
ENG 5842 Life Writing: Writing the Self; Writing Others																		
MFC 5042 Script to Screen																		
JOU 5142 Magazine Journalism 2																		
MFC 5572 Digital Narratives																		
ENG 6742 Writing Practices 3: Experimental Writing																		
ENG 6174 Professional Portfolio																		

ENG 6182 Professional Writing 3	█	□	█	□	█	□	□	█	█	█	█	█	█	█	□	□	█	█
MFC 6402 Advanced Short Film Production	█	█	█	█	█	█	□	█	█	█	█	█	█	█	□	□	□	□
JOU 6942 Specialist Magazine Writing	█	█	█	█	█	█	█	█	█	█	□	█	█	█	□	□	█	□

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following, prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' Levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Leeds Trinity University undergraduate academic regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

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11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Under the current external examiner arrangements, there will be multiple examiners. Modules with an ENG code will be seen by the external examiner for English programmes; modules with a MFC code will be seen by the external examiner for the Media programmes and modules with JOU will be seen by the external examiner for the Journalism programmes. One of the external examiners will have oversight of this programme.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The professional development strand in this programme has Level 5 and Level 6 students working together to produce professional-level work for external clients. The Level 6 students meet with the external organisations, work out a brief, which they then commission, and edit the work, which is produced by the Level 5 students.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made, via the normal Leeds Trinity University's support network, to accommodate students with additional support needs wherever possible.