

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	SAC
Professional accreditation body	n/a
Final award	BA Hons
Title of programme(s)	English and Creative Writing
Subsidiary award(s)	Cert HE in English and Creative Writing; Dip HE in English and Creative Writing; BA in English and Creative Writing
Honours type	Single
Duration and mode(s) of study	3 years full-time
Start date (this version)	September 2017
Periodic review next due (<i>acad. year</i>)	2022/23
JACS subject code(s) (<i>Level 3</i>)	W800
UCAS course code & code name	Q3S5 English and Creative Writing
SITS codes (<i>Course / Pathway / Route</i>)	UENGACRW
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims <i>(from the student's perspective)</i>
<p>The Leeds Trinity University English and Creative Writing programme is designed to combine the critical study of literature with the development of creative writing skills. On completion of the programme you will have demonstrated your ability to analyse literary texts, in a range of genres (including poetry, prose, drama, and non-fiction), and to produce a substantial body of creative work across these forms. You will also have studied the way texts generate meaning and value through their use of plot structure, characterisation, cultural reference and allusion to other texts and responded to this through your own creative writing.</p> <p>The Leeds Trinity University programme in English and Creative Writing is distinct in the way its English literature and creative writing modules are designed in order to enhance each other, often</p>

developing knowledge and insight into literature through creative activity and understanding of creative production through literary analysis. For example, there is a suite of modules across all 3 Levels that explores storytelling techniques specifically and reads literary texts as a resource for contemporary creativity (*Mapping Genres; Roots of Stories*, and *When Elizabeth Bennet met Bridget Jones*). These modules allow you to choose stories (films, novels, poems, graphic novels, etc) that excite you and to investigate their sources, the history of their genre, and their allusion and reference to similar works or key source texts. The assessment on these modules allows you to choose between literary analysis and creative imitation.

Within both the literary and creative modules, there is a strong emphasis on understanding of genre, register and readership; and on development of confidence in working creatively and reflectively with different genres, including non-fiction, and for different readerships. In each creative writing module students are expected to read and review the writing of others, learning to provide critical feedback and feedforward. The writing modules are designed to integrate with the literature modules, and it is expected that the creative production of literature will generate critical insights into the production processes for texts produced by others.

Not only does the programme integrate its academic components with your creative writing development, but it also allows you to engage with professional practice. The professional practice modules provide experiences which will inform and challenge your knowledge and understanding of academic content and creative practice. These modules are supported by Leeds Trinity University's existing links with organisations such as editors, publishers, and magazine and blog writers in Leeds. This emphasis on professional engagement is designed to draw together a range of literary and creative skills, so that you can acquire an understanding of the professional need for the skills you are learning and the range of employment opportunities that are open to you.

Staff teaching on the programme include published writers, both academic and creative (and in prose and poetry). The creative writing staff include those shortlisted for national awards and even national award winners. Teaching staff have a strong research and publishing profile.

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 the programme students will have demonstrated:

Knowledge and Understanding

- K1 **Literary Knowledge** – sound knowledge and critical understanding of a substantial number of literary texts, written in the principal literary genres of fiction, poetry and drama, and the critical concepts and methods required to study them or to create new literary works.
- K2 **Contextual Knowledge** – sound knowledge of a range of literary contexts and an awareness of the ways in which they might influence the production and the reception of literature.
- K3 **Knowledge of Subject Resources and Conventions** – sound knowledge and understanding of the resources, including digital resources, available for academic research into literary texts and their context, and sound knowledge and understanding of appropriate research strategies and the scholarly conventions appropriate for presenting academic work.

K4 **Social Impact of the Arts** – knowledge and understanding of the variety, history and power of the the creative arts in creating, shaping, and mediating meaning.

Intellectual / Cognitive / 'Thinking' Skills

I1 **Interpretation / production** – secure use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts, whether one's own or those of others, and the ability to produce creative works that draw upon appropriate technical skills.

I2 **Relating to Context** – an ability to relate a critical interpretation of texts to their historical and socio-cultural contexts and to explore the role of creative writing in responding to, exploring, or shaping social and cultural issues.

I3 **Creating Solutions** – an ability to identify and solve problems critically through the use of research techniques, resources and methods to locate and select appropriate evidence and to create coherent evidence-based solutions, or through a critical reflective understanding of creative methods and processes to create appropriate aesthetic solutions.

I4 **Communicating Solutions** – an ability to communicate research findings in accordance with the normal academic standards and conventions of presentation and to do so adequately in various fora and media.

I5 **Linguistic Self-Reflection** – an ability to evaluate and analyse critically the ways in which language and literature can construct and deconstruct identities.

I6 **Ethical Self-Awareness** – an ability to use different critical approaches to literary texts, discuss texts in relation to ethical debates, and reflect from an international perspective on their own assumptions and practices as readers and writers.

Employability skills

E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their 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

<p>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> <p><i>All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.</i></p>
<p>The English and Creative Writing programme is compliant with the most recent QAA subject benchmark statements:</p> <ul style="list-style-type: none"> • QAA [Quality Assurance Agency] benchmark statement for English (February 2015): http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf • QAA [Quality Assurance Agency] benchmark statement for Creative Writing (2016): http://www.qaa.ac.uk/en/Publications/Documents/SBS-Creative-Writing-16.pdf

4. Learning outcomes for subsidiary awards

This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. Advice should be sought from AQSO before this section is completed.

Guidance	<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> <ol style="list-style-type: none"> interpret and evaluate data appropriate to the discipline; make sound judgements in accordance with basic disciplinary theories and concepts; evaluate the appropriateness of different approaches to solving problems within the discipline; communicate the results of their work coherently;
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	

<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>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>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</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 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>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 programme is designed to combine the development of writing skills with the critical study of published writing in the English language. At each level, students will take a core of at least 40 credits of modules focused on the development of writing skills and at least 40 credits focused on the study of English literature.</p> <p>The programme is structured so that the student learning is progressive, moving toward full independent learning. Nothing should be required or expected at higher levels that has not been explained and practised at lower levels. The principles of the progressive structure are as follows.</p> <p>Level 4: to understand the nature of the disciplines of creative writing and critical analysis of literature and the main techniques used in them;</p> <p>Level 5: to practise those disciplines in controlled settings (i.e. allowing selection from a range of pre-structured materials and with full guidance and support);</p>

Level 6: to gain expertise in those disciplines (i.e. to define independent projects and to propose creative blends or hybrid innovations, in line with commercial, industry or market requirements).

Employability is embedded at each level. At the end of Semester 2, Level 4 students take a 6th module, ENG 4332 *Professional Placement*, which begins with a 2-week teaching block in which they are given tuition in a range of basic employability skills and demonstrate these through 'employer challenges', devised and monitored by employers from relevant sectors. The students then undertake a 5-week placement. During Semester 2 Level 5, all students complete a 6-week professional placement as part of the ENG 5012 *Professional Development and Placement* module. There is an option to an alternative scheme (volunteering), which allows the placement activity to be spread across Semesters 1 and 2, enabling students to work productively with volunteer-based organisations. There is also a professional placement option to continue the employability strand at Level 6.

6. Structure

BA (Hons) ENGLISH AND CREATIVE WRITING

Duration: 3 years full-time
Total credit rating: 360 (ECTS:180)
Course Code: Q3S5
Award Aim: BA (Hons) – 360 credits
Subsidiary Awards: DipHE – 240 credits
 CertHE – 120 credits

Level 4

Please refer to the Prospectus for entry requirements;

Core: Candidates are required to take:

HUM 4992	Ethics and Society	Sem 1	20 credits
ENG 4562	Reading Literature: Prose and Poetry	Sem 1 & 2	20 credits
ENG 4742	Creative Writing Workshop 1	Sem 1 & 2	20 credits
ENG 4882	Mapping Genres	Sem 1 & 2	20 credits
ENG 4842	Writing, Performance and Persuasion	Sem 2	20 credits
ENG 4332	Professional Development and Placement	Sem 2	20 credits

Programme Level Assessment: Level 4 students study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied.

Level 5*

Progression requirements: 120 credits from Level 4, or equivalent;

Core: Candidates are required to take:

ENG 5132	Roots of Stories	Sem 1	20 credits
ENG 5742	Creative Writing Workshop 2	Sem 1 & 2	20 credits
ENG 5842	Life Writing	Sem 1 & 2	20 credits

and are required to choose 40 credits from

ENG 5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
ENG 5152	Writing America	Sem 2	20 credits
ENG 5852	Literature in Contemporary Culture	Sem 2	20 credits
ENG 5732	Constructions of Gender	Sem 2	20 credits

and are required to choose 20 credits from

ENG 5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG 5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

* English and Creative Writing students will also be permitted to request option modules from the English Literature programme structure, provided that those option modules fit within the English and Creative Writing timetable.

Level 6*

Progression requirements: 120 credits from Level 5, or equivalent;

Core: Candidates are required to take:

ENG 6244	Writing Project	Sem 1 & 2	40 credits
ENG 6742	Creative Writing Workshop 3: Experimental Writing	Sem 1 & 2	20 credits

and are required to choose 60 credits from

ENG 6202	When Elizabeth Bennet met Bridget Jones	Sem 1	20 credits
ENG 6552	The Continuing Middle Ages	Sem 1	20 credits
ENG 6212	Gothic	Sem 1 & 2	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits
MFC 6182	Science Fiction	Sem 1 & 2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits

* English and Creative Writing students will also be permitted to request option modules from the English Literature programme structure, provided that those option modules fit within the English and Creative Writing timetable.

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 English and Creative Writing programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for them to manage that learning. The following approaches are prioritised in delivering the English Literature programme:

Learning:

- **Progressive Learning Structure:** The learning is structured according to levels, to ensure that students are equipped with the knowledge and basic skills in the first year that enable them to explore project work at Level 5, building confidence for the independent work undertaken at Level 6. The principles involved are as follows:
 - **Level 4 (Foundation and Tools):** There is an emphasis on learning what university-level study involves – including formal qualities of scholarship and the construction and communication of a clear argument. The core module ENG 4562 *Reading Literature: Prose and Poetry* engages students with close reading skills across a range of genres. A second core module, ENG 4742 *Creative Writing Workshop 1*, runs alongside ENG 4562, emphasising attention to linguistic and generic detail in the production of writing across a range of genres. The core programme skills of scholarship and literary production are aligned in ENG 4882 *Mapping Genres*, which explores the roots of popular modern genres, providing a creative resource for those producing writing in those genres. Here creative writing and creative scholarship meet in a productive way.
 - **Level 5 (Range and Exploration):** student research and writing are given more scope in Level 5. Students work within pre-set themes or select from a range of topics and work with established criteria and formative guidance and support. The aim is to develop student confidence and to model the kind of choices required for fully independent work. ENG 5742 *Creative Writing Workshop 2* uses myths to develop writing and in doing so students have a range of choices and genres in which to work. The integrative approach to creative writing and creative scholarship in ENG 4882 *Mapping Genres* is picked up and developed through ENG 5132 *Roots of Stories*, which explores archetypal aspects of plot and characterisation through a range of stories. ENG 5842 *Life Writing* works with the broad theme of biography and autobiography. Again students are encouraged to adopt an approach whereby the study of literature and the practice of creative writing generate insights that support and develop each other. In this module students are

guided and supported in the processes involved in developing writing projects that draw upon active reading and understanding of genres.

- **Level 6 (Focus and Specialisation):** students are encouraged to outline the research methods and sources they will use in order to plan and structure active research and writing projects; and are required to formulate their own writing projects (e.g. in ENG 6244 *Writing Project* in which a 7,000-word story is developed, and in ENG 6742 *Creative Writing Workshop 3* in which a shorter experimental writing project is developed). These modules help students develop work that can be used as a portfolio for employers. There is also the option of taking HUM 6252 *Professional Learning Through Work*, in which students negotiate with employers to produce a substantial project, relevant to English and Creative Writing, for a company over a sustained period of time.

Teaching:

- **Student-Led Enquiry:** The programme's modules offer small class sizes, with an emphasis on student-led enquiry, and a variety of different teaching methods used to encourage active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.
- **Directed Activities:** To support student learning and active engagement in teaching sessions, specific activities are completed each week between sessions. These are also used as appropriate as a vehicle for formative feedback and for structuring teaching sessions.
- **Use of VLE:** To support student-led inquiry learning materials and resources are supplied in advance via Moodle. Resources offered include e-Clarc's packs of reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints. In addition, all non-lecture sessions are followed by a student-led summary of discussion posted on Moodle.

Assessment:

- **Formative Assessment:** Students have formative assessment in every module studied. In the creative writing modules formative assessment is central and students are specifically expected to provide feedback on the work of other students and discuss, in a reflective commentary, how formative feedback, received from peers and lecturers, has been incorporated into their own creative work.
- **Diversity of Assessment methods:** Assessment methods will vary according to the level of each module and its specific discipline. As a principle, no form of assessment will be introduced at Level 6 which students have not already had the opportunity to undertake, with guidance, support and feedback, at Level 4 or 5.
- **Negotiated Assessment:** Students will have opportunities in at least one module at each level to negotiate the mode of assessment. The nature of the creative writing modules means that these negotiations will be about the genre of writing and the type of work envisaged. In the English modules, students will have choices about reporting on their literary understanding either through a written report or essay, or via a piece of creative writing, with commentary, that identifies and critically re-works the key elements.
- **Programme Level Assessment:** Students will undertake programme level assessment at Level 4. This is delivered through a 3-week practical group project, scheduled after the academic sessions in Semester 2, but before the placement. It integrates the learning for this level and helps demonstrate the progressive Level structure of the programme. At Level 6 ENG 6244 *Writing Project* performs an equivalent integrative and demonstrative function.

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 a minimum of 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), at Level 6.0, with no component lower than 5.5.

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)

PDP modules at Level 4 and Level 5 are exempt from condoned failure.

The standard progression requirements apply (Undergraduate Taught Course Academic Regulations).

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.

There are no pre-requisites in this programme.

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)

The external examining arrangements will be as required by the University regulations.

Creative Writing modules at Levels 5 and 6 will be overseen by the external examiner for Creative Writing. The remaining modules, including HUM 6252 *Professional Learning Through Work*, will be overseen by the English Literature external examiner.

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)

Study abroad option is available with Leeds Trinity's partner universities. The standard period for taking this is Level 5, Semester 2.

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 are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

A number of events will normally be organised by the School to support student learning on the programme (e.g. theatre trips, public poetry events, and the annual Leeds Trinity University Writers' Festival). Students will be encouraged to participate but will not be disadvantaged, in relation to completion of their programme or of individual modules within the programme, if they are unable to participate.