![Leeds Trinity University logo]

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**SAC**
Academic Group *(or Cluster if clearer)*	**English and Creative Writing**
Professional accreditation body *(if applicable)*	**N/A**
Final award *(eg. BA Hons)*	**MA**
Title of programme(s)	**Creative Writing**
Subsidiary award(s) *(if any)*	**Postgraduate Certificate** **Postgraduate Diploma**
Honours type *(Single / Joint / Combined)*	**N/A**
Duration and mode(s) of study	**Minimum 12 months full-time / 2 years part-time**
Month/year of approval of programme	**May 2018**
Start date (this version) *(month and year)*	**September 2018**
Periodic review next due *(academic year)*	**2022/23**
JACS subject code(s) *(Level 3)* **(Please refer to HESA listing on AQO website)**	**W800 / 100046**
UCAS course code & route code **(available from Admissions)**	**N/A**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**CREATWR**
Delivery venue(s)	**Leeds Trinity University**

2. Aims of the programme

Rationale and general aims, including what is special about this programme *(from the student's and a marketing perspective)*
Creative writing explores and expresses our thoughts and emotions in order to entertain, inform and stimulate readers. It both describes and shapes our world, as well as creating new ones. Through working with our published writers, students will develop their prose or poetic skills, learning writing strategies which will help them to find their own distinctive voices in their chosen medium. As well as this, there is a strong professional element in the course to guide students towards finding readers for their work.

The general aims of the programme are:

- To enable students who have the range of skills and knowledge appropriate to honours graduates in various related disciplines to develop their expertise in either poetry or prose.
- To equip students with reading practices which support their own writing.
- To provide the necessary practice framework for those wishing to pursue writing as a profession.

3. Student learning outcomes of the programme

Learning outcomes in terms of:
- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

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

On successful completion of the programme students will have demonstrated:

K1   an understanding of the creative process;

K2   knowledge of literary texts cognate to their own work;

K3   a high level of technical proficiency;

K4   the ability to produce a sustained, coherent body of creative writing;

I1   critical awareness of cultural and stylistic issues pertaining to creative writing;

I2   critical evaluation of written texts;

I3   effective and sustained written communication;

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 a 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** – not applicable to this programme;

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 *(including appropriate references to any PSRB, employer or legislative requirements)*
The programme is practice-led and is congruent with the subject benchmark for Creative Writing Research published by NAWE (2008) and the 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

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module.	**Learning outcomes for the award of <u>Postgraduate Certificate</u>:** On successful completion of 60 credits at Level 7, students will have demonstrated an ability to: i) critically evaluate relevant writing techniques and genres available within contemporary prose or poetry ii) engage in editorial processes both on their own writing and that of others iii) produce a short, sustained body of poetry or prose and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module.	**Learning outcomes for the award of <u>Postgraduate Diploma</u>:** On successful completion of 120 credits at Level 7, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critically evaluate the professional context within which creative writing is produced, published and consumed ii) apply these evaluative skills to their own work iii) produce work tailored for the marketplace

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.

5.   Content

<table>
<tr><td>Summary of content by theme
(providing a 'vertical' view through the programme)</td></tr>
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The programme offers two possible pathways – prose or poetry – at the core of which are the respective workshops which run in semesters 1 and 2. In both pathways, work-in-progress will be circulated in advance for discussion and feedback at weekly sessions. Through sharing and discussing work in small groups students will use peer and tutor feedback to develop and hone their advanced writing skills and become self-reflecting writers.

In addition to this, two further modules provide skills in support of the central focus. *Reading as a Writer* discusses a range of contemporary novels and poetry collections in order to provide useful exempla for meeting personal creative challenges, which may involve short writing exercises. *Writing as a Profession* centres upon a series of talks by visiting writers and professionals from the book industry, (e.g. editors, literary agents) as well as seminars led by the programme tutors, providing students with insights into aspects of publishing, markets for writing, and presentation of work, which they will be able to put into practice with their own work.

The *Dissertation* follows the taught modules and offers support for an extended creative piece built upon the foundations of the *Workshop* modules.

Full-time students will complete the *Reading as a Writer* and *Writing as a Profession* modules alongside the *Workshop* modules, whilst part-time students will take *Reading as a Writer* and *Writing as a Profession* in the first year and the *Workshop* modules in the second year.

6.   Structure

MA Creative Writing

Duration: Minimum of 12 months full-time / 2 years part-time
Total credit rating: 180

		Full-time	Part-time	
Candidates are required to take:				
HUM7103	Reading as a Writer	Yr 1 Sem 1	Yr 1 Sem 1	30 credits
HUM7113	Writing as a Profession	Yr 1 Sem 2	Yr 1 Sem 2	30 credits
*HUM7166	Dissertation	Yr 1 Sem 2	Yr 2 Sem 2	60 credits
Candidates are required to take **either**:				
HUM7123 and	Prose Workshop 1	Yr 1 Sem 1	Yr 2 Sem 1	30 credits
*HUM7153	Prose Workshop 2	Yr 1 Sem 2	Yr 2 Sem 2	30 credits
or				
HUM7133 and	Poetry Workshop 1	Yr 1 Sem 1	Yr 2 Sem 1	30 credits
*HUM7143	Poetry Workshop 2	Yr 1 Sem 2	Yr 2 Sem 2	30 credits

* There is a pre-requisite for enrolment on this module – see Section 10

7.   Learning, teaching and assessment

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

The key aim of the course is to nurture the individual's distinctive writing, and it is our belief that this is best achieved by a mixture of engagement with one's writing peers and guidance from tutors. For this reason, workshop modules will be taught through group discussion in order to provide a 'challenging and stimulating' environment which is also supportive of individual development. The first workshop module will be assessed through an initial project proposal and a short prose or poetry submission, both of which will provide the basis for further individual discussion with the tutor in order to shape work in progress. The second workshop module will build upon and extend the prose or poetry already written through a further short submission and written self-reflection.

The *Workshop* modules will focus upon student work-in-progress and, in turn, provide the foundation for the *Dissertation*, during which students will receive individual support to develop their work into a fuller piece, such as a short story, substantial novel extract, or poetry collection.

It is a truism to state that in order to write well, one must read widely and attentively. *Reading as a Writer* will focus upon a selection of contemporary poetry and prose, focusing upon writing strategies employed by some of the most successful writers of today. Students will be encouraged to reflect on how consideration of the methods of others may enrich their own writing. This will be taught through seminars and assessed on a portfolio, and aims to enable 'confident, empowered and engaged' individuals.

Few writers write without wishing to be read. Through a series of talks by visiting speakers, followed by discussions, students will be introduced to the business side of writing, such as approaching agents, dealing with publishers (editors, copy-editors, publicists, marketing teams, etc), and small press publication. These talks will be supplemented by seminars led by the programme tutors and focusing on key practical aspects of the writing profession (e.g. reading and performance of work, producing 'pitch' material for agents and editors, self-promotion through social media and the internet) and the contemporary publishing and bookselling industry. *Writing as a Profession* will also consider the numerous fields in which writers are employed and is congruent with the University's LTA strategy on employability.

7b) Programme learning outcomes covered

Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Assessed learning outcomes of the programme							Skills development								
	K1	K2	K3	K4	I1	I2	I3	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Creative process	Literary texts	Technical proficiency	Body of writing	Critical awareness	Evaluation	Written communication	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
HUM7133 Poetry Workshop 1	■	■	■	■	■	■	■	■	■		■	■		■		
HUM7143 Poetry Workshop 2	■	■	■	■	■	■	■	■			■	■		■		
HUM7123 Prose Workshop 1	■	■	■	■	■	■	■		■		■	■		■		
HUM7153 Prose Workshop 2	■	■	■	■	■	■	■	■	■		■	■		■		
HUM7103 Reading as a Writer	■	■	■		■	■					■	■		■		■
HUM7113 Writing as a Profession			■					■		■		■		■	■	■
HUM7166 Dissertation	■	■	■	■	■	■	■	■		■	■	■		■	■	

8. Entry requirements

Postgraduate programmes
Applicants should normally have achieved the following prior to registration for the programme: A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above). 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 6.0 as a minimum with no component below 5.5, or accepted equivalent test. Applications are welcome from those with few or no formal qualifications. Applicants who have not taken a first degree are invited to apply, submitting 4,000 words of creative prose or 240 lines of poetry and attending an interview. 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 <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
Postgraduate Taught Course Academic Regulations apply.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
HUM7133 is a pre-requisite for HUM7143. HUM7123 is a pre-requisite for HUM7153. HUM7143 or HUM7153 is a pre-requisite for HUM7166.

11. 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.