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)*	**BA Hons**
Title of programme(s)	**English and Creative Writing**
Subsidiary award(s) *(if any)*	**Certificate of Higher Education** **Diploma of Higher Education** **Ordinary Degree**
Honours type *(Single / Joint / Combined)*	**Single Honours**
Duration and mode(s) of study	**3 years full-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 and HECoS subject code(s) *(Level 3)* **(Please refer to HESA listing on AQO website)**	**Q300 (50%) HECOS: 100320** **W800 (50%) HECOS: 100046**
UCAS course code & route code **(available from Admissions)**	**Q3S5**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**UENGACRW**
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)

This programme aims to provide students with the opportunity to enjoy learning about, and engaging with, a broad range of literary texts in English; while also developing their skills, interests, and confidence, as creative writers.

It is designed to enable students to:
- develop detailed knowledge of a range of texts and their relevant contexts
- describe and analyse texts in terms of readership, use of language and convention
- reflect on social and ethical issues explored in texts and critical debate
- explore the use of different techniques and devices in the writing of poetry, non-fiction and non-fiction and apply these in their own writing
- produce a body of creative work which reflects their developing skills and interests as writers
- develop their confidence in critical thinking and creative response to problems
- reflect on and maximise their future employability as graduates.

The professional development modules at each Level provide students with extended opportunities to gain workplace experience, develop professional skills and insights, and relate their academic and personal development to the world of work. These modules are supported by Leeds Trinity University's existing links with a wide range of organisations including schools, media organisations, charities, local businesses, publishers, and magazine and blog writers in Leeds.

Staff teaching on the programme are all published writers, active in academic research and scholarship, and in creative writing and performance.

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:

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 ciritical 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.

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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

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
The English and Creative Writing programme is compliant with the most recent QAA subject benchmark statements: - 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

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated: i) knowledge of a range of literary texts in different genres; ii) an ability to formulate questions and carry out research into literary texts and their contexts using appropriate academic resources iii) an ability to apply different approaches to the analysis and discussion of literary texts;

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iv)   an ability to discuss and evaluate their own and others' writing in a workshop context

v)   an ability to communicate the results of their work coherently;

and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
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The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of a range of topics related to English literature; ii) creative response to a range of problems and tasks related to writing and editing; iii) application of concepts outside their initial context; iv) proficient communication of the results of their work; 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.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to work autonomously on an extended writing project; ii) critical evaluation of approaches to solving problems in writing, editing and production; iii) effective communication of the results of their work in a variety of forms; 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.

5.   Content

Summary of content by theme (providing a 'vertical' view through the programme)
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

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credits of modules focused on the development of writing skills and at least 40 credits focused on the study of English literature.

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.

Level 4: to understand the nature of the disciplines of creative writing and critical analysis of literature and the main techniques used in them;

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);

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 complete the module ENG4992 Ethics, Society and Employability by undertaking a five-week professional placement. During Semester 2 Level 5, all students complete a further six week professional placement as part of the ENG5012 *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)

Level 4 - with effect from September 2019

Core: Students are required to take:

Code	Title	Semester	Credits
ENG4742	Finding and Freeing Your Voices: Creative Writing 1	Sem 1 & 2	20 credits
ENG4882	Vampires and Detectives: Reading Popular Genres	Sem 1 & 2	20 credits
ENG4992	Ethics, Society and Employability	Sem 1 & 2	20 credits
ENG4562	Reading Literature: Prose and Poetry	Sem 1 & 2	20 credits
ENG4842	Writing, Performance and Persuasion	Sem 2	20 credits

Option: Students are required to choose 20 credits from:

Code	Title	Semester	Credits
ENG4412	Staging Identity: Researching Plays about Self and Society	Sem 1	20 credits
MFC4362	Online Storytelling	Sem 2	20 credits
ENG4122	Beasts, Buttresses and Battlements: Medieval Literature	Sem 2	20 credits

Level 5 – with effect from September 2019

Core: Students are required to take:

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ENG5742	Childhood, Loss, Love and Myth: Creative Writing 2		
		Sem 1 & 2	20 credits
ENG5842	Life Writing: Writing the Self, Writing Others	Sem 1 & 2	20 credits
Option	Students are required to choose 20 credits from:		
ENG5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits
Option	Students are required to choose 20 credits from:		
ENG5122	The Scandalous Victorians: Literature of the Industrial Revolution		
		Sem 1	20 credits
ENG5412	Twentieth Century Writing: Experiments in Literature and Society		
		Sem 2	20 credits
ENG5542	Blood, Magic and Travel: Shakespearean Drama	Sem 2	20 credits
ENG5152	Writing America	Sem 2	20 credits
Option	Students are required to choose 40 credits from:		
ENG5732	Constructions of Gender	Sem 1	20 credits
ENG5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
HUM5902	Spanish: Language and Culture	Sem 1 & 2	20 credits
MFC5572	Digital Narratives	Sem 1 & 2	20 credits

Level 6 – for 2020-21 and 2021-22 only

Core:	Students are required to take:		
ENG6742	Breaking the Rules: Creative Writing 3	Sem 1 & 2	20 credits
ENG6804	Writing Project	Sem 1 & 2	40 credits
Option:	Students are required to choose 60 credits from:		
HUM6002	Sexuality and Ethics	Sem 1	20 credits
ENG6772	Down the Rabbit Hole: Children's Literature	Sem 2	20 credits
ENG6914	Literary Specialisms	Sem 1 & 2	40 credits
ENG6302	Authors in Depth	Sem 1 & 2	20 credits
HUM6252	Professional Learning Through Work	Sem 1 & 2	20 credits
MFC6162	Film and Television Adaptation	Sem 1 & 2	20 credits
MFC6182	Science Fiction	Sem 1 & 2	20 credits
MFC6564	Transmedia Production	Sem 1 & 2	40 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 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 and Creative Writing 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, and building confidence for the independent work undertaken at Level 6. The principles involved are as follows:

  o **Level 4 (Foundation and Tools)**: There is an emphasis on learning what university-level study involves – including using appropriate research resources, learning conventions of scholarship, critical thinking, and the construction of a clear argument. The core module ENG4562 *Reading Literature* engages students with close reading skills across a range of genres; while the core module ENG4742 *Finding and Freeing Your Voices: Creative Writing 1* establishes the pattern of workshop-based creative writing development which students will work with throughout their programme.
  o **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 *Childhood, Love, Loss and Myths: Creative Writing 2* uses myths to develop writing and in doing so students have a range of choices and genres in which to work.
  o **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 ENG6804 *Writing Project* in which a 7,000-word story is developed, and in ENG6742 *Breaking the Rules: Creative Writing 3* in which a shorter experimental writing project is developed). These modules help students develop a body of work that can be used as a portfolio for employers.

Teaching:

- **Student-Centred Learning**: The programme's modules offer small class sizes, with an emphasis on enquiry and problem-solving, 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**: At Level 4, 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**: Learning materials and resources are supplied in advance via Moodle. Resources offered include digitised reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints.

Assessment:

- **Formative Assessment**: students will have access to 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.

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- **Diversity of Assessment methods**: Assessment methods will vary according to the level of each module and its specific discipline. Normally, 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.

- **Integrated Assessment**: This will take the form of a programme level (combining several modules together) project at the end of the first year, details of which will be given out to students by the programme team.

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7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓ These must match module descriptors. / Lighter or hatched 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	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Literary Knowledge	Contextual Knowledge	Subject Conventions and Resources	Social Impact of the Arts	Interpretation / Production	Contextualisation	Creating Solutions	Communicating Solutions	Linguistic Self-Reflection	Ethical Self-Awareness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ENG4992 Ethics, Society and Employability			■						■	■	■	■	■					■	
ENG4562 Reading Literature: Prose and Poetry	■	■	■		■		■	■									■		
ENG4742 Finding and Freeing Your Voices: Creative Writing 1	■			■		■	■							■					■
ENG4842 Writing, Performance and Persuasion		■	■	■	■		■	■	■					■				■	■
ENG4882 Vampires and Detectives	■	■	■	■					■								■		
ENG4122 Beasts, Buttresses and Battlement: Medieval Literature	▨	▨	▨	▨	▨	▨	▨		▨					▨	▨		▨		▨
ENG4412 Staging Identity	▨	▨		▨	▨				▨					▨	▨		▨		
MFC4362 Online Storytelling				▨	▨		▨							▨	▨		▨		▨
ENG5742 Childhood, Love, Loss and Myth: Creative Writing 2		■	■		■	■	■	■	■			■		■	■			■	■
ENG5842 Life Writing	■	■	■	■	■	■			■			■		■	■			■	■
ENG5822 Magical Realism in World Fiction	▨	▨	▨	▨	▨	▨	▨	▨	▨			▨		▨	▨			▨	▨

| ENG5122 The Scandalous Victorians: Literature of the Industrial Revolution |
| ENG5412 Twentieth Century Writing: Experiments in Literature and Society |
| ENG5542 Blood, Magic and Travel |
| ENG5152 Writing America |
| ENG5732 Rethinking Gender in Language, Literature and Culture |
| HUM5902 Spanish: Language and Culture |
| ENG5012 English Professional Development and Placement |
| ENG5112 English Professional Development and Placement (Volunteering) |
| MFC5572 Digital Narratives |
| ENG6804 Writing Project |
| ENG6742 Breaking the Rules: Creative Writing 3 |
| ENG6552 Dreaming the Middle Ages |
| HUM6252 Professional Learning Through Work |
| ENG6914 Literary Specialisms |
| ENG6302 Authors in Depth |
| ENG6772 Down the Rabbit Hole |
| HUM6002 Sexuality and Ethics |

MFC6182 Science Fiction																		
MFC6162 Film and TV adaptation																		
MFC6564 Transmedia Production																		

8. Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website. 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), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website. 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 <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)
Undergraduate Taught Course Academic Regulations apply. The Employability/Professional Development and Placement modules ENG4992 and ENG 5012/5112 are exempt from condoned failure and must be passed for progression.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
There are no prerequisites in this programme.

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.