



1. Programme title(s) and UCAS code(s):

Minor in Creative Writing (Q300)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study: Full time

b) Type of study: Campus based.

4. Registration periods:

The normal period of registration is three years

The maximum period of registration is five years

5. Typical entry requirements:

There are no requirements for the minor.

6. Accreditation of Prior Learning:

Accreditation of Prior Learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

7. Programme aims:

The **Creative Writing Minor pathway** aims

- to develop students' knowledge and understanding of Creative Writing in a variety of forms and genres, and to provide a syllabus with historical range, intellectual progression and opportunities for independent study;
- to foster students' independent thinking and judgment;
- to develop students' core skills in the craft of creative writing, both in practice and critical reflection;
- to develop students' initiative and ability to carry out creative work and independent research, and to critically reflect on that creative work;
- to develop students' ability to access and assess information, to communicate clearly and effectively, and to present their findings in a professional manner across multiple forms and

genres;

- to deliver learning opportunities through lectures, seminars, workshops, small group work and guided study, as well as a range of guest speaker events and field research;
- to enable students to demonstrate their abilities in creative, critical and reflective writing, oral presentations and group projects.

8. Reference points used to inform the programme specification:

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- National Association of Writers in Education Benchmark Statement:
<http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html>
- Benchmark statement for English:
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>
- University of Leicester Learning Strategy:
<http://www2.le.ac.uk/offices/sas2/quality/learnteach>
- University of Leicester Employability Strategy
- University of Leicester Periodic Review (1996, 2004, 2012)
- First Destination Survey
- Graduate Survey
- Staff-student Consultative Committee student survey
- External Examiners' Reports
- Leicester Learning Institute Guidance on Accessible Curriculum Design
- Annual Development Review

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate advanced craft skills in Creative Writing's major forms and genres, including fiction, creative non-fiction, poetry and drama.	Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.	Formative and summative assessment. These include creative work across forms and genres, critical reflective commentaries, reviews, journals, field assignments, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
(i) Mastery of an appropriate body of knowledge		
<p>Demonstrate, develop, and reflect on the core craft elements of writing fiction, poetry, drama, and creative non-fiction.</p>	<p>Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Creative work across forms and genres, critical reflective commentaries, reviews, journals, field assignments, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(ii) Understanding and application of key concepts and techniques		
<p>Demonstrate and apply craft and established creative writing research skills in practice and critical reflection across different forms and genres.</p> <p>Comment on, edit and review own and others' creative work</p>	<p>Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Creative work across forms and genres, critical reflective commentaries, reviews, journals, field assignments, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(iii) Critical analysis of key issues		
<p>Evaluate and select appropriate craft elements for the effective realisation of creative ideas.</p> <p>Use and reflect on a range of critical methods.</p> <p>Demonstrate understanding of the historical/cultural/social context of Creative Writing Studies.</p>	<p>Writing workshops, lectures, seminars, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Creative work across forms and genres, critical reflective commentaries, reviews, journals, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(iv) Clear and concise presentation of material		
<p>Present and/or perform creative work in different forms and genres clearly and cogently.</p>	<p>Writing workshops, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Creative work across forms and genres, critical reflective commentaries, reviews, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
Develop creative writing through research, practice, and reflecting on own and other's work.	Writing workshops, seminars, autonomous learning groups, independent research.	Creative work across forms and genres, critical reflective commentaries, reviews, journals, oral presentations, autonomous learning group reports, group projects, peer review sessions, seminar discussion.
(vi) Other discipline specific competencies		
Demonstrate an understanding of the wider professional writing industries, including film, publishing, editing, performance, literary events.	Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.	Critical reflective commentaries, reviews, field assignments, oral presentations, performances, autonomous learning group reports, group projects, seminar discussion.
<i>(b) Transferable skills</i>		
(i) Oral communication		
Develop confidence in performing work.	Workshops, presentations, performance, autonomous learning groups.	Oral presentations, performances.
(ii) Written communication		
Effectively communicate ideas across multiple forms and genres.	Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.	Creative work across forms and genres, critical reflective commentaries, reviews, journals, field assignments, autonomous learning group reports, group projects, peer review sessions, seminar discussion.
(iii) Information technology		
Use word processing, internet and email effectively. Interact individually and collaboratively with virtual learning environments.	Lectures, autonomous learning groups, independent research, industry professional talks.	Presentation of creative work across forms and genres, critical reflective commentaries, reviews, autonomous learning group reports, group projects.
(iv) Numeracy		
n/a		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Team working		
<p>Solve problems collaboratively.</p> <p>Reflect on the value and challenges of group working.</p> <p>Offer constructive feedback in a group environment.</p>	<p>Writing workshops, seminars, autonomous learning groups.</p>	<p>Field assignments, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(vi) Problem solving		
<p>Solve creative, research, and editorial problems.</p>	<p>Writing workshops, lectures, seminars, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Critical reflective commentaries, journals, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(vii) Information handling		
<p>Identify, retrieve and manipulate textual and critical information.</p> <p>Assess the significance of this information in the construction of arguments and creative work.</p>	<p>Lectures, seminars, autonomous learning groups, independent research.</p>	<p>Critical reflective commentaries, reviews, journals, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>
(viii) Skills for lifelong learning		
<p>Demonstrate intellectual and creative independence.</p> <p>Critically evaluate writing across all forms and genres.</p> <p>To write well across all forms and genres.</p> <p>Manage the time and resources available to you.</p> <p>Demonstrate a broad comprehension of the professional writing industries.</p>	<p>Writing workshops, film screenings, lectures, seminars, readings, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Creative work across forms and genres, critical reflective commentaries, reviews, journals, field assignments, oral presentations, performances, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>

10. Progression points:

Creative Writing Minor:

In accordance with [Senate Regulation 5: Regulations governing undergraduate programmes of study](#), in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

In order to proceed to the second year of the course, a student must obtain 30 credit-units for two modules of Creative Writing. Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In order to proceed to the third year of the course a student must obtain 30 credit-units for Creative Writing modules. The requirements for obtaining the credit-units for each of the two modules taken in Creative Writing are the same as in the first year.

In cases where a student has failed to meet a requirement to progress he or she may be required to withdraw from the course.

Students must take Year 1 of the Minor in Creative Writing before progression into Year 2.

11. Scheme of Assessment

Students study a range of key creative writing forms, from fiction to creative non-fiction, poetry to dramatic writing. They learn to perform their work in public and also write literary reviews, learning professional skills which will build confidence for life after graduation. They come to understand the wider professional writing industries, including film, publishing, editing, performance, and literary events management. Teaching and assessment is offered across an unusually broad range of methods. Teaching include lectures and guest author and industry professional talks, oral performance workshops, writing workshops, seminars, autonomous learning group projects, field assignments, and film screenings and discussion. Through these, students are introduced to the core craft elements of writing across the main four forms within Creative Writing: prose fiction, poetry, drama and creative non-fiction (which includes feature journalism, memoir and travel writing). Students are taught to find inspiration and improve their writing through research - in libraries and the wider world - and practice, and reflecting on their own and other's work. They will learn how to write popular literary reviews for magazines and newspapers, and how to keep an effective writing journal. In the first semester of the final year, students can choose between formal and genre specialisations, including advanced prose fiction, poetry, writing for performance and writing comedy. In the final semester they choose between modules that develop their creative skills when applied to the workplace, either as a professional writer, through working with writers in the community, or in the publishing, screen and other writing-related industries.

Creative Writing Minor students will be introduced to a range of assessment techniques including critical reflective commentaries, essay- writing, close reading exercises, autonomous learning group reports, journal keeping, portfolios and group projects.

This breadth of teaching methods and critical, creative and career-oriented subjects equips students for many different career paths (not least the increasingly frequent 'portfolio career'), offering skills in writing and other communication across many different forms and in different environments. It offers them knowledge of the professional writing industries and confidence in performing their work - creative and critical - to a general public and to particular audiences. It combines broad research and analytical training with the group work of peer review workshops and ALGs, performance, literary critical and more diverse popular writing.

12. Special features:

Field research, guest author and industry professional talks, training in performance, connection to the Centre for New Writing events.

13. Indications of programme quality

The Creative Writing Minor has been developed within the School of English and is being taught by members of that School, and therefore our indications of programme quality relate to the School of English as a whole. English at Leicester is currently 28th in The Complete University Guide. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005, and 91% recently. Positive reports of the quality and efficiency of examinations and assessment procedures from External Examiners note, for example, that the School 'has an impressive range of forms of assessment across all three years', 'has good students who are being taught well across the board', and is 'delivering impressive feedback' and marking. In the last Periodic Developmental Review, the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centred approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel was impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the [then] Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA Codes of Practice and the University Codes of Practice.'

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

Appendix 1: Programme structure (programme regulations)**CREATIVE WRITING MINOR (2018/19)****FIRST YEAR MODULES:**

SEMESTER 1		
EN1025	An Introduction to Writing Creatively	15
SEMESTER 2		
EN1035	An Introduction to Writing Creatively	15

SECOND YEAR MODULES:

SEMESTER 1		
EN2070	Using Stories	15
SEMESTER 2		
EN2080	Advanced Creative Writing Skills	15

THIRD YEAR MODULES:

Students will choose two of the following (options will vary each year depending on staff leave patterns):

SEMESTER 1		
EN3174	Writing Prose Fiction	15
EN3119	Writing Voices	15
EN3071	The Forms of Modern Poetry	15
SEMESTER 2		
EN3204	Writing for Laughs	15
EN3175	Understanding Screenplays	15
EN3195	Writing on the Threshold	15

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Guided Independent Learning

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

Appendix 3: Skills matrix

See separate document entitled 'Skills Matrix: English BA'.