

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

BA English WITH Creative Writing

* BA English with Creative Writing with a Year Abroad (students may only enter this programme by transferring at the end of Year 1.

a) [HECOS Code](#)

HECOS CODE	%

b) UCAS Code (where required): Q300

2. Awarding body or institution:

University of Leicester

3. a) **Mode of study:** Full-timeb) **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:

ABB at A level, including English Literature, or English Language, or English Language and Literature
International Baccalaureate: Pass Diploma with 32 points (at least 6 in Higher Level English)/Access:
Pass in relevant diploma with some credits at distinction and a review of recent work.

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 programme aims:

- to develop students' knowledge and understanding of English language and literature from

historical periods and genres, and to provide a syllabus with historical range, intellectual progression and opportunities for independent study;

- to develop students' knowledge and understanding of Creative Writing in a variety of forms and genres;
- to foster students' independent thinking and judgment;
- to develop students' core skills in close reading and textual analysis;
- 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 independent research;
- to develop students' ability to access and assess information, to communicate clearly and effectively, and to present their findings in a professional manner;
- to deliver learning opportunities through lectures, seminars, workshops, small group work, guided study, individual supervision, as well as a range of guest speaker events and field research;
- to enable students to demonstrate their ability in the skills of examinations, essays, online tests and quizzes, portfolios, oral presentations, creative and/or critical writing, commentaries, group projects, and to offer the opportunity to undertake dissertations.

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 Learning Strategy](#)
- [University Assessment Strategy](#)
- 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
- United Nations Education for Sustainable Development Goals

9. Programme Outcomes:

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 mastery of an appropriate body of literary, critical, linguistic and creative knowledge and practice (including fiction, creative non-fiction, poetry and drama).</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups and industry professional talks.</p>	<p>Formative and summative assessment including: essays, essay-based examinations, dissertation, seminar presentations and discussion, group projects, peer review sessions, online tests and quizzes, seminar discussion, creative writing across forms and genres, critical reflective, commentary, autonomous learning group reports.</p>
(ii) Understanding and application of key concepts and techniques		
<p>Demonstrate skills in close reading of literary texts.</p> <p>Demonstrate a knowledge and understanding of the English language in its historical and literary dimensions.</p> <p>Demonstrate knowledge of and application of a variety of methodological approaches to the study of English.</p> <p>Demonstrate an understanding of literary history and literary genre.</p> <p>Demonstrate and apply craft and established creative writing research skills in practice and critical reflection across different forms and genres.</p> <p>Comment upon, edit and review own and others' creative work.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, film screenings, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing from across the genres, and critical reflective commentary, autonomous learning group reports, reviews, journals, field assignments, oral presentations, performances, and peer review sessions.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
<p>Analyse literary texts for their formal, thematic and rhetorical significance.</p> <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 literature and differences between texts.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, film screenings, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing from across the genres, and critical reflective commentary, autonomous learning group reports, reviews, journals, field assignments, oral presentations, performances, and peer review sessions.</p>
(iv) Clear and concise presentation of material		
<p>Present arguments in a variety of written and oral formats.</p> <p>Present and/or perform creative work in different forms and genres clearly and cogently.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, film screenings, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing from across the genres, and critical reflective commentary, autonomous learning group reports, reviews, journals, field assignments, oral presentations, performances, and peer review sessions.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
<p>Marshall appropriate evidence in close reading, interpretation and contextualization.</p> <p>Use evidence effectively in the construction of arguments.</p> <p>Develop creative writing through research, practice, and reflecting on own and other's work.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, film screenings, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing from across the genres, and critical reflective commentary, autonomous learning group reports, reviews, journals, field assignments, oral presentations, performances, and peer review sessions.</p>
(vi) Other discipline specific competencies		
<p>Demonstrate imagination, creativity and linguistic fluency as well as an understanding of the wider professional writing industries, including film, publishing, editing, performance, literary events.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, film screenings, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing from across the genres, and critical reflective commentary, autonomous learning group reports, reviews, journals, field assignments, oral presentations, performances, and peer review sessions.</p>
(b) Transferable skills		
(i) Oral communication		
<p>To present arguments in a range of registers and to develop confidence in performing work.</p>	<p>Seminars, workshops, performance, group projects, autonomous learning groups.</p>	<p>Oral presentations, seminar and autonomous learning group discussions, and performance.</p>
(ii) Written communication		
<p>To present written arguments of varying lengths and levels of formality and to effectively communicate ideas across multiple forms and genres.</p>	<p>Lectures, seminars, writing workshops, supervisions, film screenings, readings, autonomous learning groups, independent research, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, group projects, creative writing across forms and genres and critical reflective commentary, reviews, journals, field assignments, autonomous learning group reports, group projects, peer review sessions, seminar discussion.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Information technology		
<p>Use word processing, internet and email effectively.</p> <p>Interact individually and collaboratively with virtual learning environments.</p> <p>Make effective use of PowerPoint or similar visual aids.</p> <p>Identify and evaluate a range of online resources.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, presentations, independent research and industry professional talks.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing across forms and genres, critical reflective commentary, reviews, autonomous learning group reports, group projects.</p>
(iv) Numeracy		
<p>Analysis of evidence which may include numerical or historical data.</p>	<p>Seminars, group projects, lectures, independent research.</p>	<p>Group projects, online tests and quizzes, and reports.</p>
(v) Team working		
<p>Solve problems collaboratively.</p> <p>Reflect on the value and challenges of group working.</p> <p>Collaboratively identify methodologies, manage the distribution of effort and collectively arrive at conclusions.</p> <p>Offer constructive feedback in a group environment.</p>	<p>Group work for projects, writing workshops, seminars, autonomous learning groups.</p>	<p>Group projects, reports, assignments, seminar and autonomous learning group discussions/reports, field assignments, and peer review sessions.</p>
(vi) Problem solving		
<p>Solve literary critical, literary theoretical, literary, historical, linguistic, creative research and editorial problems.</p> <p>Identify and implement appropriate research methods.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, autonomous learning groups, and guest author and industry professional talks.</p>	<p>Essays, critical reflective commentaries, reviews, journals, peer review sessions, essay-based examinations, dissertation, seminar discussion and presentations, group projects, online tests and quizzes, seminar discussion, autonomous learning group discussion and reports.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
<p>Identify, retrieve and manipulate textual, critical and linguistic information.</p> <p>Assess the significance of this information in the construction of arguments and creative work.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, critical reflective commentaries, journals, autonomous learning group reports, group projects, peer review sessions.</p>
(viii) Skills for lifelong learning		
<p>Demonstrate intellectual and creative independence.</p> <p>Critically evaluate writing across all forms and genres; formulate arguments and distil information quickly and efficiently.</p> <p>Write well across all forms and genres.</p> <p>Manage the time and resources available.</p> <p>Demonstrate a broad comprehension of the history of English literature, the forms and genres in which writers practised, and an awareness of the professional writing industries.</p>	<p>Seminars, lectures, supervisions, writing workshops, directed reading, written assignments, independent research, film screenings, autonomous learning groups, guest author and industry professional talks.</p>	<p>Essays, essay-based examinations (processing and ordering and prioritising information), dissertation (managing time and research), seminar presentations (public speaking skills), group projects (collaboration), seminar discussion (collaboration and response), creative writing and critical commentary (attention to detail), assignments (time management) oral presentations (confidence and presentation skills), performances (teamwork), autonomous learning group reports (teamwork), group projects (teamwork), peer review sessions (responding to criticism).</p>

10. Progression points:

This programme follows the standard Scheme of Progression set out in Senate Regulation 5 governing undergraduate programmes.

[delete as required] The following additional progression requirements for this programme have been approved:

ENGLISH

- In order to proceed to the second year of the course, a student must obtain 90 credit-units for four modules of English. 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 90 credit-units for English. The requirements for obtaining the credit-units for each of the modules taken in English 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.

CREATIVE WRITING

- 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 Creative Writing in Year 1 before progression into Year 2.
- In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.
- The Creative Writing modules progress from introducing specific genres and forms in Year 1, to more thematised and skills-based work in Year 2, to specialisation and optionality in Year 3.

11. Scheme of Assessment:

This programme follows the standard Scheme of Award and Classification set out in Senate Regulation 5 governing undergraduate programmes.

Students will be introduced to a range of assessment techniques including creative work across the forms and genres, critical reflective commentaries, essay-writing, close reading exercises, autonomous learning group reports, essay-based examinations, portfolios and group projects. Assessment techniques used in first year will be developed and deepened in second year, and a range of strategies will be used, including formative writing assignments, essays, essay-based examinations, workshop presentations, peer presentations, seminar presentations, group projects, and seminar discussions. In the final year student may undertake an independently researched dissertation, supported by one- to-one supervision. The emphasis on assessment in the final year will be on independent research and deeper development of key skills and concepts. Assessment will include, as well as essays and creative-critical work, research presentations, group projects,

supported by seminar discussions and independent research. Each aspect of the programme has been designed to allow students to master an appropriate body of literary, critical and linguistic knowledge and practice. From their first year, they will develop skills in close reading of literary texts in different genres and time periods, creative writing in a variety of forms and genres, and they will be encouraged to explore language and literature in different historical and literary dimensions.

Across the course, they will examine and practise a variety of methodological approaches to the study of English and Creative Writing, and be given the opportunity to explore different aspects of literary history and literary genre and creative practice and knowledge of the creative writing industries.

12. Special features:

Students may choose at the end of the first year to transfer to the BA English with a Year Abroad course. Transfer will be confirmed only after the successful completion of all the first-year modules. Field research, guest author and industry professional talks, training in performance, connection to the Centre for New Writing events.

13. Indications of programme quality:

We are currently 30th in The Complete University Guide 2019. We have consistently strong results in the National Student Survey with ratings of 90% or over since the survey began in 2005, and 91% in 2016. 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 2012 Periodic Developmental Review (previously last conducted in 2004), 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 at exampapers@Leicester [log-in required]

Appendix 1: Programme structure (programme regulations)

ENGLISH WITH CREATIVE WRITING

FIRST YEAR MODULES

SEMESTER 1		
EN1010	Reading English	15
EN1020	The Novel Around the World	30
EN1025	Introduction to Writing Creatively (Part 1)	15
SEMESTER 2		
EN1040	History of the English Language	15
EN1050	Renaissance Drama: Shakespeare and his Contemporaries	30
EN1035	Introduction to Writing Creatively (Part 2)	15

SECOND YEAR MODULES

SEMESTER 1		
Students must select modules amounting to 60 credits (including EN2070)		
EN2010	Chaucer and Medieval Culture	30
EN2020	Renaissance Literature	15
EN2320	Renaissance Literature	30
EN2030	The Beginnings of English Literature	15
EN2070	Using Stories	15
SEMESTER 2		
Students must take modules amounting to 60 credits (including EN2080)		
EN2040	Sin and Redemption in Medieval Literature	15
EN2050	Love Wars: Gender, Writing and Society 1660-1789 A	15
EN2350	Love Wars: Gender, Writing and Society 1660-1789 B	30
EN2060	Concepts in Criticism	15
EN2360	Concepts in Criticism	30
EN2080	Advanced Creative Writing Skills	15

FINAL YEAR MODULES

SEMESTER 1		
Students must select modules amounting to 60 credits (including EN3328 and one Creative Writing option – marked with an asterisk)		
EN3328	Victorians: from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i>	30
EN3119	Writing Voices*	15
EN3071	Forms of Modern Poetry*	15
EN3004	Adolescence in American Fiction and Film	15
EN3060	Science Fiction: Exploring Space and Time	15
EN3078	Love and Death: The Novel in Nineteenth-Century Russia and France	15
EN3142	Criminal Women in Early Modern Literature	15
EN3151	Classical Worlds: Translation and Reception	15
EN3199	Bodies and Minds from the Victorians to the Present Day	15
EN3209	The Living and the Dead in Nineteenth-Century Literature and Culture	15
EN3216	Life and Fate: Russian Literature from Pushkin to Grossman	15
SEMESTER 2		
Students must select modules amounting to 60 credits (including EN3010)		
EN3010	Dissertation	30
EN3204	Writing for Laughs*	15
EN3174	Writing Prose Fiction*	15
EN3175	Understanding Screenplays*	15
EN3111	Autobiography and American Literature*	15
EN3015	Queering the Renaissance	15
EN3021	Literatures of Protest: Reading and Political Action	15
EN3027	The Latin World: Ancient, Medieval and Modern	15
EN3035	Weird Fiction/ Weird Film	15
EN3128	Late Victorian Gothic: Texts and Context	15
EN3130	The Other in American Fiction and Film	15
EN3158	Jane Austen: The Novels, their Contexts and their Adaptations	15
EN3159	Modern European Fiction	15
EN3194	Tragedy	15
EN3208	Sex and Sensibility: Women, Writing, Revolution	15
EN3220	Medieval Worlds	15

Creative Writing options will run according to staff availability, study leave patterns, etc.

Notes

Students whose Dissertation is in Creative Writing can choose any other two 15-credit modules in Semester 2. Students whose Dissertation is in English literature should choose at least 1 15-credit Creative Writing option in Semester 2. Creative Writing options are marked with an asterisk. The list of 15-credit option modules is indicative only, and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

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

Appendix 3: Skills matrix