UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	2015/6	
Awarding institution	**Teaching institution**	
University of York	University of York	
Department(s)		
Centre for Lifelong Learning		
Award(s) and programme title(s)	**Level of qualification**	
PG Diploma in Creative Writing	Level 7 (Masters)	
Award(s) available *only* as interim awards		
PG Certificate in Creative Writing		
Admissions criteria		
Normally students will be expected to hold a Bachelor's Degree in a related subject area (such as English). CLL will also favourably consider any student previously awarded a BA/BSc in any subject, and with evidence of recent HE level creative writing study. As a Centre based upon the cornerstone of open access, CLL will also seek to ensure that those without the qualifications highlighted above, but with the obvious ability to succeed, have the opportunity to engage. In such instances, a portfolio of recent creative/imaginative writing and/or the presentation of a critical literary essay may be requested and considered by the admissions panel; CLL reserves the right to ask any student for such a portfolio to support their application. Any student may be called to interview. Students must have an IELTS score of 7.0 where appropriate.		

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	**Distance learning**	**Other**
PG Diploma in Creative Writing	2 years part-time (usual maximum of 3 years registration)	Annual October start date		Yes	

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

N/A

Educational aims of the programme(s)

For the Certificate:
- To develop students' imaginative writing capabilities working within a range of forms and genres
- To explore a student's personal relationship with creativity, and how this can be appropriately harnessed and honed through language
- To provide knowledge and understanding of the relationship between literary texts, their historical and current literary contexts. and to encourage students to engage critically with those approaches
- To provide a supportive and stimulating postgraduate environment enabling students to work independently within a clearly defined structure of regular discussion and supervision, and develop their creativity, experimental writing techniques and technical skills
- To provide students with the analytical skills and critical faculties to critique, encourage and support one another's writing and improve their own practice
- To provide students with a thorough grounding in relevant theory, methodologies, research methods and skills for the study of creative writing.

Additionally for the Diploma:
- To offer an environment within which students learn to take creative and emotional risks and as a consequence learn to tune their instincts in order to produce solid writing.
- To provide stimulating modules to equip students with the specialist knowledge and understanding which will enable them to display writing expertise and excellence in their chosen area

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	
1. The power of imagination in literary creation 2. The distinctive character of texts written in the principal literary genres: fiction, poetry and drama, and of other kinds of writing 3. How literature and language produce and reflect cultural change and difference 4. The structure, levels and discourse functions of the English language	Learning/teaching methods and strategies (relating to numbered outcomes): • Online workshops/blogs (1,2,3,4,5,6,7,8) • Peer review of work ((1,2,3,4,5,6,7,8) • Face-to-face residential workshops (1,2,3,4,5,6,7,8) • Presentation of literary models (1,2,3,4,5,6,7,8) • Reading of primary/secondary texts (1,2,3,4,5,6,7,8) • Viewing of stage/screen productions (1,2,3,4,5,6,7,8)

5. The role of critical traditions in shaping literary history, and the linguistic, literary, cultural and socio-historical contexts in which literature is written and read
6. The range and variety of approaches to literary study, which may include creative practice and performance
7. The central role of language and in the creation of meaning, and the affective power of language
8. Of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge.
	Types/methods of assessment (relating to numbered outcomes):
	• Creative responses to assessment tasks:
	  o Poetry (1,2,3,4,5,6,7,8)
	  o Fiction (1,2,3,4,5,6,7,8)
	  o Scripts (1,2,3,4,5,6,7,8)
	• Critical essays (1,2,3,4,5,6,7,8)
	• Reflective logs (1,2,3,4,5,6,7,8)

B: (i) Skills – discipline related

At the end of the module, students will be able to:
1. Use a range of selected texts within their cultural/literary and historical contexts
2. Engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style
3. Evaluate and critically analyse works of literary standing and works of theoretical value
4. Apply critical skills in the close reading and analysis of texts
5. Articulate knowledge and understanding of texts, concepts and theories
6. Utilise the rhetorical skills of effective communication and argument, both oral and written
7. Evaluate how different social and cultural contexts affect the nature of language and meaning
8. Undertake and see through to completion a body of creative and analytical work.
	Learning/teaching methods and strategies (relating to numbered outcomes):
	• Online workshops/blogs (1,2,3,4,5,6,7,8)
	• Peer review of work (2,4,5,6,7,8)
	• Face-to-face residential workshops (1,2,3,4,5,6,7,8)
	• Presentation of literary models (1,2,3,4,5,6,7,8)
	• Reading of primary/secondary texts (1,2,3,4,5,6,7)
	• Viewing of stage/screen productions (1,2,3,4,5,6,7)
	
	Types/methods of assessment (relating to numbered outcomes)
	• Creative responses to assessment tasks:
	  o Poetry (1,2,3,4,5,6,7,8)
	  o Fiction(1,2,3,4,5,6,7,8)
	  o Scripts(1,2,3,4,5,6,7,8)
	• Critical essays (1,2,3,4,5,6,7,8)
	• Reflective logs (1,2,3,4,5,6,7,8)

B: (ii) Skills – transferable	
At the end of the module, students will be able to: 1. Articulate and argue effectively using complex and nuanced language 2. Critically analyse, evaluate and utilise research and methodological approaches 3. Present work to a group, and to debate, explore and develop ideas both verbally and in written form 4. Make and express independent, critical judgment 5. Acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject 6. Utilise appropriate time management and organisational skills, as shown by the ability to plan and present work effectively 7. Demonstrate an informed, critical and creative approach to learning and professional development.	Learning/teaching methods and strategies (relating to numbered outcomes): • Online workshops/blogs (1,2,3,4,5,6,7) • Peer review of work (1,2,3,4,5,6,7) • Face-to-face residential workshops (1,2,3,4,5,6,7) • Presentation of literary models (1,2,3,4,5,6,7) • Reading of primary/secondary texts (1,2,3,4,5,6,7) • Viewing of stage/screen productions (1,2,3,4,5,6,7)

	Types/methods of assessment (relating to numbered outcomes)
	• Creative responses to assessment tasks:
	   o Poetry (1,2,3,4,5,6,7)
	   o Fiction(1,2,3,4,5,6,7)
	   o Scripts(1,2,3,4,5,6,7)
	• Critical essays (1,2,3,4,5,6,7)
	• Reflective logs (1,2,3,4,5,6,7)

C: Experience and other attributes	
1. Participation in a shared technology enhanced learning environment resulting in enhanced Information Technology skills and the ability to access, work with and evaluate electronic resources (such as hypertext, conferencing, e-publishing, blogs and wikis) 2. Engagement in residential writing weekends .	Learning/teaching methods and strategies (relating to numbered outcomes): • Online workshops/blogs (1) • Peer review of work (1,2) • Face-to-face residential workshops (2) • Presentation of literary models (1,2) • Reading of primary/secondary texts (1,2) • Viewing of stage/screen productions (2)

	Types/methods of assessment (relating to numbered outcomes)
	• Creative responses to assessment tasks:
	   o Poetry (1)
	   o Fiction (1)
	   o Scripts (1)
	• Critical essays (1)
	• Reflective logs (1)

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)	
Based upon QAA English 2007 (BA Honours level as equivalent exists at PG level) and NAWE http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html)	

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website which is available on the VLE: CLL's Induction Site.

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website which is available on the VLE: CLL's Induction Site.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Postgraduate Diploma (if applicable)

	Autumn term	Spring term	Summer term
Year One	Effective Creative Practice: Creativity, Theory And The Craft Of Writing	Critical Approaches to Creative Practice: Methodology, Research and Literature	Compressed Fiction: The Art Of The Short Story
Year Two	Poetic Power: Theory And Practice In Contemporary Poetry	Sustained Fiction: The Novel As Narrative	Dramaturgy, Sound and Screen: Scripting for Theatre, Radio, Film and Television

Postgraduate Certificate

Autumn term	Spring term	Summer term
Effective Creative Practice: Creativity, Theory And The Craft Of Writing	Critical Approaches to Creative Practice: Methodology, Research and Literature	Compressed Fiction: The Art Of The Short Story

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

	Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	N/A	Late August annually

All reassessments will take place five weeks after completion of marking on initial submissions

Overview of modules

Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]	Independent Study Module?[5]
Effective Creative Practice: Creativity, Theory And The Craft Of Writing		7	20			AuT **Creative:** Writing portfolio (60%) **Critical:** Learning Log (40%) *Submission during week 11*	
Critical Approaches to Creative Practice: Methodology, Research and Literature		7	20	Effective Creative Practice: Creativity, Theory And The Craft Of Writing		SprT **Critical:** Critical Essay (100%) *Submission during week 11*	
Compressed Fiction: The Art Of The Short Story		7	20	Effective Creative Practice: Creativity,		SuT	

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.
[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)
[3] **Special assessment rules** (requiring University Teaching Committee approval)
P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)
NC – the module cannot be compensated
NR – there is no reassessment opportunity for this module. It must be passed at the first attempt
[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation
[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

				Theory And The Craft Of Writing and Critical Approaches to Creative Practice: Methodology, Research and Literature		**Creative:** Shorter fiction (60%) **Critical:** Learning Log (40%) *Submission during week 11*	
Poetic Power: Theory And Practice In Contemporary Poetry		7	20	Completion of Year 1		AuT **Creative:** Collection of Poems (60%) **Critical:** Critical Essay (40%) *Submission during week 11*	
Sustained Fiction: The Novel As Narrative		7	20	Completion of Year 1		SprT **Creative:** Novel Synopsis (20%) Sustained sample of longer fiction (50%) **Critical:** Learning Log (30%) *Submission during week 11*	

| Dramaturgy, Sound and Screen: Scripting for Theatre, Radio, Film and Television | | 7 | 20 | Completion of Year 1 | | SuT

Creative:
Short script, with synopsis (60%)

Critical:
Critical Essay (40%)

Submission during week 11 | |

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?

Transfers out of or into the programme

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**

Quality and Standards
The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced. Quality assurance and enhancement processes include: - The academic oversight of programmes within departments by a Board of Studies, which includes student representation   - The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector   - Annual monitoring and periodic review of programmes   - The acquisition of feedback from students by departments.   More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/

Date on which this programme information was updated:	3/8/2015
Departmental web page:	www.york.ac.uk/lifelonglearning

Please note
The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided. Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.