

**UNIVERSITY OF YORK**  
**UNDERGRADUATE PROGRAMME REGULATIONS**

<b>This document applies to students who commence the programme(s) in:</b>		2016/17		
<b>Awarding institution</b>		<b>Teaching institution</b>		
University of York		University of York		
<b>Department(s)</b>				
Lifelong Learning				
<b>Award(s) and programme title(s)</b>			<b>Level of qualification</b>	
University Certificate of Lifelong Learning (Creative Writing) (taught via distance learning only)			Level4/C	
<b>Interim awards available</b>				
<b>Length and status of the programme(s) and mode(s) of study</b>				
Programme	Length (years) and status (full-time/part-time)	Mode		
		Face-to-face, campus-based	Distance learning	Other
University Certificate of Lifelong Learning (Creative Writing) (taught via distance learning only)	3 years, part-time		Y	
<b>Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</b>				
N/A				

<b>Educational aims of the programme</b>	
<p>•The Centre for Lifelong Learning sees its role as being to provide exciting and pioneering adult education opportunities to citizens in the local community (City of York and North Yorkshire). The accredited programme of study therefore is distinctive in its equality of opportunity, offering an enriching educational experience in a supportive environment that is tailored, and responsive, to the needs of adult learners. CLL utilises a wide variety of effective and innovative teaching and learning methods to:</p> <p>Encourage students to think critically and independently.</p> <p>Encourage and support an enthusiasm for the subject area.</p> <p>Provide stimulating and relevant modules relating to the aspirations and needs of adult learners, which will equip students with confidence and the ability to enhance their personal development.</p> <p>Equip students with a variety of generic study skills appropriate to this level of study.</p>	
<b>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</b>	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
<b>A: Knowledge and understanding</b>	
<p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication [3.1]</li> <li>2. The structure, levels and discourse functions of the English language [3.1]</li> <li>3. The power of imagination in literary creation [3.1]</li> <li>4. Linguistic, literary, cultural and socio-historical contexts in which literature is written and read [3.1]</li> <li>5. The range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical and/or linguistic theory [3.1]</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Online asynchronous seminars [1,2,3,4,5]</li> <li>• Independent study [1,2,3,4,5]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical Essay [1,2,3,4,5]</li> <li>• Portfolio of creative work [1,2,3,4,5]</li> <li>• Personal Journal [1,2,3,4,5]</li> </ul>
<b>B: (i) Skills - discipline related</b>	
<p>Able to:</p> <ol style="list-style-type: none"> <li>1. Develop the critical skills in the close reading, description, analysis, or production of texts or discourses [3.2]</li> <li>2. Respond to the central role of language in the creation of meaning and a sensitivity to the affective power of language [3.2]</li> <li>3. Show awareness of how different social and cultural contexts affect the nature of language and meaning [3.2]</li> <li>4. Comprehend the complex nature of literary languages [3.2]</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Online asynchronous seminars [1,2,3,4]</li> <li>• Independent study [1,2,3,4]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical Essay [1,2,3,4]</li> <li>• Portfolio of creative work [1,2,3,4]</li> <li>• Personal Journal [1,2,3,4]</li> </ul>
<b>B: (ii) Skills - transferable</b>	

<p>Able to:</p> <ol style="list-style-type: none"> <li>Analyse and critically examine diverse forms of discourse [3.3]</li> <li>Engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style [3.3]</li> <li>Manage time and show organisational skills, as shown by the ability to plan and present conclusions effectively [3.3]</li> <li>Think independently and make judgements through critical or creative practice</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>Online asynchronous seminars [1,2,3,4]</li> <li>Independent study [1,2,3,4]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>Critical Essay [1,2,3,4]</li> <li>Portfolio of creative work [1,2,3,4]</li> <li>Personal Journal [1,2, 3,4]</li> </ul>
<b>C: Experience and other attributes</b>	
<p>Able to:</p> <ol style="list-style-type: none"> <li>Participate in a shared learning environment appropriate to the adult learner</li> <li>Promote pastoral support appropriate for the adult learner (eg student social evenings)</li> <li>Encourage extra-curricular activity amongst students on the programme as a further enhancement to the learning context (student organised field trips, social evenings)</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>Weekly seminars [1,2,3]</li> <li>Group working [1,2,3]</li> <li>Private study [3]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>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)</b></p>	
<p>English [2007]</p>	
<p><b>University award regulations</b></p>	
<p>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, programme information, 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, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</p>	
<p><b>Departmental policies on assessment and feedback</b></p>	
<p>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:  <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a></p>	
<p>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 programme and the relevant module descriptions. These are available in the student handbook and on the Department's website:  <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a></p>	
<p><b>Are electives permitted?</b></p>	<p>No</p>

**Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?**

No

## Overview of modules

Students need 60 credits to achieve the University Certificate.

The most up-to-date diagrams of programme structures can be found at <http://www.york.ac.uk/lifelonglearning/credit/certificates/>.

### Core module table

Module title	Module code	Credit level <sup>1</sup>	Credit value <sup>2</sup>	Prerequisites	Assessment rules <sup>3</sup>	Timing and format of main assessment (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)
An Introduction to Creative Writing	CED00034C	4	20			Term: tbc. Assessment: 4,000 word creative portfolio
An Introduction to Critical Analysis	CED00027C	4	10			Term: tbc. Assessment: 2,000 word critical essay
Developing the Skills of Writing Poetry	CED00028C	4	10			Term: tbc. Assessment: 2,000 word creative work, plus 750 word commentary
Developing the Skills of Writing Fiction	CED00029C	4	10			Term: tbc. Assessment: 2,000 word creative work, plus 750 word commentary
Developing the Skills of Writing Scripts	CED00030C	4	10			Term: tbc. Assessment: 2,000 word creative work, plus 750 word commentary

<sup>1</sup> The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

<sup>2</sup> 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)

<sup>3</sup> **Special assessment rules**

P/F – the module 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

<b>Transfers out of or into the programme</b>	
N/A	
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
<ul style="list-style-type: none"> <li>• Exemption from the University common assessment period and timing of the Board of Examiners.</li> <li>• Special rules relating to the timing of reassessments in the 30-39 range.</li> <li>• Special rules relating to opting out and taking modules 'for pleasure' (auditing)</li> </ul>	<p>Approved Feb 2009</p> <p>Approved Feb 2009</p> <p>Approved Sept 2010</p>
<b>Quality and Standards</b>	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> <li>• the academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>• the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>• annual monitoring and periodic review of programmes</li> <li>• the acquisition of feedback from students by departments, and via the National Student Survey.</li> </ul> <p>More information can be obtained from the Academic Support Office:  <a href="http://www.york.ac.uk/admin/aso/teach/">http://www.york.ac.uk/admin/aso/teach/</a></p>	
<b>Date on which this programme information was updated:</b>	9/8/2016
<b>Departmental web page:</b>	<a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a>
<b>Please note</b>	
<p>The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where the process 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.</p>	