## SECTION ONE: General Information

| Programme Title                          | Creative and Professional Writing  
|                                        | Creative and Professional Writing with Foundation Year |
| Approval of Specification                | May 2017 |
| Award Title & Interim Awards             | Final  
|                                        | BA (Hons) Creative and Professional Writing  
|                                        | BA (Hons) Creative and Professional Writing with Foundation Year  
|                                        | Bachelor of Arts Creative and Professional Writing  
|                                        | Bachelor of Arts Creative and Professional Writing with Foundation Year  
| Interim Awards:                         |  
| Stage One (Level 4) Award:              | Certificate of Higher Education  
| Stage Two (Level 5) Award:              | Diploma of Higher Education  
| Mode of Study                           | Full-time: ☒  
|                                        | Part-time: ☒  
|                                        | E-learning: ☐  
|                                        | Distance: ☐  
|                                        | Sandwich: ☐  
| Programme Start Date & Period of Validation | Start Date: September 17  
|                                        | Date of Last Update: 02/05/2017  
|                                        | 5 Years: ☐  
|                                        | Indefinite: ☒  
|                                        | Other (Please state):  
| Awarding Institution                   | University of Derby: ☒  
|                                        | Other (Please State):  
| College Managing the Programme         | Arts, Humanities and Education  

**Final: 02/05/2017**
| Institutions Delivering the Programme | University of Derby: ☒  
Other (Please State): |
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<tr>
<td>Relevant External Reference Points</td>
<td>The set of national benchmarks formulated by the National Association of Writers in Education (NAWE) define the teaching style, standards and context for the study of Creative &amp; Professional Writing at university level. The benchmarks are in line with the working methods of the Creative &amp; Professional Writing programme at Derby, and with the programme aims and outcomes. The benchmarking statement confirms the general design of the Derby programme and the workshop/seminar teaching and learning strategies employed. QAA Subject Benchmarks (2016) have informed this development.</td>
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<tr>
<td>External Accreditation/Recognition</td>
<td>N/A</td>
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Background/Context:

The Creative & Professional Writing undergraduate programme at the University of Derby has been designed with the aim of providing a diverse, challenging and relevant course of study. We offer a tutor and peer led practice and academic subject in a creative environment where you can develop your skills and knowledge in a programme of shared activity. This discipline considers past forms in their relation to present and developing patterns. The subject considers traditions as a route to emerging forms, and balances the post production tradition of literatures with the pre-production nature of the creative workshop. To study Creative & Professional Writing is to engage with the contexts in which writing is produced and the materials for study are constantly evolving, as are the theoretical approaches towards such materials. A degree in Creative & Professional Writing includes the study of the past and the present, and poses questions about identity, representation, and the nature of society. It employs cultural & social history, literature, philosophy, linguistics and rhetoric, and art in its broadest form and politics.

This programme reflects the dynamism and breadth of the subject. It will enable you to create new individual and collaborative works across a range of expressive forms using both established and new media oriented towards a range of professional and vocational goals thus broadening your understanding both of the subject and its practical execution, and its role in the workplace today and the emerging workplaces of the future. All of the skills of communication both written and verbal and of interpretation are transferable to a wide range of careers, and our graduates are well prepared to engage with the world of work as both productive workers and engaged, critically aware citizens.

In summary, we aim to broaden your ability to write and create and to further your understanding and knowledge of how writing is both informed by, and in turn creates, society. We aim to equip you with skills and knowledge that will help you to fulfil your ambitions and goals.
Overview of the Programme:

The backbone of the degree will be a core strand of five Creative and Professional Practice modules across the three years, creating a structured and supportive environment for developing practice across a very broad range of genres and subject matters, including poetry, genre and literary prose fiction, journalistic and non-fiction writing, editing and sub-editing, and collaborative and team work on large and small scale writing projects. The core strand will consist of alternating modules focused respectively on creative writing skills and professional writing skills, with one module in each semester and building up to a portfolio/showcase module at Level 6 and preparing for professional mentoring from industry experts outside the modular structure at the immediate postgraduate level. This core strand will be supported with ‘Writers Toolbox’ modules which give greater focus to supportive and ancillary skills, from introductory reviews of basic grammar to large generic structures, time- and task-management, research and other personal skills. The ‘Ancient Words’ strand at Levels 4 and 5 will encourage students to place this practical work within the very large cultural, social, historical, personal and ethical contexts which permanently confront all writers in the act of writing. Bespoke modules from Levels 5 to 6 will focus on specific genres of writing, including poetry, prose fiction, script-writing and other forms. The overall degree structure will take you from an aspiration to write, to realizing your potential.

A distinctive feature of our programme is its range of materials including global, regional, written and spoken forms. You will visit local archives, work with an international storyteller from a centuries old tradition, interface with industry professionals in literature, journalism and the media. You will learn how to write fiction and non-fiction, understand the distinctions between the creative and discursive written forms in their professional contexts. In the second year you have the opportunity to study abroad in one of our partner institutions in the U.S.A. or Europe. We also provide opportunities to enhance your study through work placements, volunteering and engagement with the community at large either through specific modules (Writing in the Community at level 6) or through engagement with work place learning optional module, and continuous extracurricular activities which are encouraged and promoted through this programme. You will be offered professional mentoring with industry experts in your final year of study. Building on centuries old tradition of literary and cultural innovation in the city, Derby has a thriving student and graduate live writing scene and you will be encouraged to develop your creative impulses by taking full part in the opportunities on offer.

The heart of the programme is the creative production of new work which includes creative thinking and problem solving.
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<th>Key Characteristics</th>
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| This degree offers a practical subject underpinned by theoretical, critical and philosophical insight and fosters critical and independent thought. The heart of the programme is to consider creative problem solving through the craft of writing, and allow a consideration of the uses of writing and the benefits of writing in all walks of life, allied to a discipline which values learning through doing and reflection.  

Materials are wide ranging and offer you the scope to consider contemporary practice with an historical background. Our subject’s relevance is demonstrated through those close relationships with external, regional and national community, cultural and commercial agents.  

A healthy re-consideration of what constitutes a canon of established work places you in a position of enquiry and discovery. Modules can be linked from an introductory level to development based work in the second semester in level 4 and 5, while those which do stand alone, effectively impact on the developments in later years. While modules are self-contained units of study, we have ensured that these communicate with each other, and form a sense both of continuity and development. (Poetry and Advanced Poetry, Short Fictions and Genre, Ancient Words: Spoken, Ancient Words: Written)  

Workshop skills of listening and responding, of close reading and editing are part of the environment of constructive criticism which you will work through as you develop independent habits in a rigorously considered practice which is informed by contemporary professional standards.  

All creative work is supported by reflective commentaries where you will be expected to contextualize the work you have produced.
Programme Aims:

The programme aims are consistent with those expected of students engaged in undergraduate activity. They also reflect the recommendations of the QAA benchmarking statement for Creative Writing (2016). The programme aims to:

- create a learning environment of supported and empowering challenge, blending individual aspiration and encouragement with appropriate tutorial guidance and a peer-led, collaborative working ethos
- to create space for you to choose your professional and vocational goals, and execute the planned development of your own writing and working practices towards achieving these goals
- to offer and enable a full range of personal, creative, artistic, vocational, professional, scholarly and practical support, through a blend of effective peer networking, tutorial guidance, and dialogue with external agents in relevant fields of vocational activity
- to facilitate the creation and dissemination of a range of new and developing work and creative strategies across a wide and constantly evolving spectrum of contemporary writing and writing media
- to support the emergence of artists, thinkers, makers and life-long learners, fully able to situate and reflect on their own writing practice within a range of cultural, social, historical and commercial contexts
- to enable you to think analytically and creatively about a range of topics and express your thought clearly and competently
- to foster the emergence of new generations of able, empowered, versatile, self-disciplined, and resilient workers and practitioners in an emergent and constantly evolving range of writing and writing-related disciplines.
SECTION THREE: Programme Learning Outcomes

Learning Outcomes indicate the broad expectations of student achievement at each level. Overall outcomes derive from the various individual module outcomes specified at each stage of study. Therefore, if you successfully demonstrate outcomes within modules you will be deemed to have satisfied the learning outcomes required by the overall programme. The programme’s learning outcomes are consistent with expectations of the outcomes of degree level study, whilst at the same time articulating skills described in the QAA Subject benchmarks.

The Programme Learning Outcomes are described in terms of:

- Subject Knowledge and Understanding
- Practical and Subject Specific Skills
- Transferable & Graduate Level Skills.
  (QAA Creative Writing Benchmark doc 2016)

Subject Knowledge and Understanding include

- The Creative Process and the body of (written) work that surrounds it.
- Representation from and in a range of forms.
- Critical awareness of the contexts in which writing is produced.
- The technical requirements of the precise form in which they are working.
- The variety of styles of English language usage; regional, global, generic and media specific.
- The variety of ideas, theories, and approaches to the study of the subject.

Practical and subject specific skills include

- Communicate orally and through the written word concrete ideas and abstract concepts
- Use reflective strategies to synthesize personal experience and other research in an imaginative form
- Use the views of others in the development and enhancement of practice; formulate considered practical responses to the critical judgment of others while developing rigorous critical scrutiny in peer review and workshop activities.
- Read as a writer - with an ability to analyse texts and performances.
- Read as a writer - with an ability to analyse text, performances, and broadcasts, and respond to the affective power of language, using appropriate approaches, terminology and creative strategies.
- To work fully independently with minimum guidance.
Generic and graduate skills include

- To initiate projects and take responsibility for them.
- To present information to a professional standard appropriate to content.
- To identify strengths and needs in reflecting on personal development.
- To manage time effectively, working to both self-generated and others’ deadlines.
- Advanced skills of analysis and expression.

**LEARNING OUTCOMES BY LEVEL**

**LEVEL 4**
Subject Knowledge and Understanding include

- The Creative Process and the body of (written) work that surrounds it.
- Representation from and in a range of forms.
- Critical awareness of the contexts in which writing is produced.

Practical and subject specific skills include

- Communicate orally and through the written word concrete ideas and abstract concepts
- Use reflective strategies to synthesize personal experience and other research in an imaginative form
- Use the views of others in the development and enhancement of practice; formulate considered practical responses to the critical judgment of others while developing rigorous critical scrutiny in peer review and workshop activities.
- Read as a writer - with an ability to analyse texts and performances.

Generic and graduate skills include

- To identify strengths and needs in reflecting on personal development.
- To manage time effectively.
- To be aware of professional standards.

**LEVEL 5**
Subject Knowledge and Understanding include

- The Creative Process and the body of (written) work that surrounds it.
- Representation from and in a range of forms.
- Critical awareness of the contexts in which writing is produced.
- The technical requirements of the precise form in which they are working.
The variety of styles of English language usage; regional, global, generic and media specific.

Practical and subject specific skills include

- Communicate orally and through the written word concrete ideas and abstract concepts
- Use reflective strategies to synthesize personal experience and other research in an imaginative form
- Use the views of others in the development and enhancement of practice; formulate considered practical responses to the critical judgment of others while developing rigorous critical scrutiny in peer review and workshop activities.
- Read as a writer - with an ability to analyse texts and performances.
- Read as a writer - with an ability to analyse text, performances, and broadcasts.
- Respond to the affective power of language, using appropriate approaches, terminology and creative strategies.

Generic and graduate skills include

- To initiate projects and take responsibility for them.
- To present information to a near-professional standard appropriate to content.
- To identify strengths and needs in reflecting on personal development.
- To manage time effectively, working to both self-generated and others’ deadlines.

LEVEL 6

Subject Knowledge and Understanding include

- The Creative Process and the body of (written) work that surrounds it.
- Representation from and in a range of forms.
- Critical awareness of the contexts in which writing is produced.
- The technical requirements of the precise form in which they are working.
- The variety of styles of English language usage; regional, global, generic and media specific.
- The variety of ideas, theories, and approaches to the study of the subject.

Practical and subject specific skills include

- Communicate orally and through the written word concrete ideas and abstract concepts
- Use reflective strategies to synthesize personal experience and other research in an imaginative form
- Use the views of others in the development and enhancement of practice; formulate
considered practical responses to the critical judgment of others while developing rigorous critical scrutiny in peer review and workshop activities.

- Read as a writer - with an ability to analyse texts and performances.
- Read as a writer - with an ability to analyse text, performances, and broadcasts, and respond to the affective power of language, using appropriate approaches, terminology and creative strategies.

Generic and graduate skills include

- To initiate projects and take responsibility for them.
- To present information to a professional standard appropriate to content.
- To identify strengths and needs in reflecting on personal development.
- To manage time effectively, working to both self-generated and others' deadlines.
- Advanced skills of analysis and expression.
- To work fully independently with minimum guidance.

Interim Awards

*Level 4 Certificate of Higher Education* is awarded when you have demonstrated

- knowledge of the creative process
- the ability to analyse and formulate practical responses and critical judgments.
- Holders of the qualification will typically be able to undertake further training and develop new skills.
- You will have transferrable skills necessary for employment.

*Level 5 Foundation Degree* is awarded when you have demonstrated

- The skills linked to Level 4 interim award, plus
- Critical awareness of the creative process and representation through a range of forms, and the contexts in which writing is produced.
- Holders of the qualification will be able to initiate and undertake critical analysis of information and undertake creative problem-solving.
- You will have transferrable skills requiring the exercise of personal responsibility and decision-making.
Structure and Curriculum

BA Creative & Professional Writing can be studied on either a full-time or part-time basis. The modules are designed to develop programme outcomes in a staged and coherent way. The “curriculum map” included in this document enables you to see this development and navigate your way through it.

Students who do not complete the final stage may receive a Certificate of Higher Education (120 credits at Level 4), Diploma of Higher Education (240 credits at Levels 4 and 5), or a Bachelor degree without honours (240 credits at Levels 4, 5 and a minimum of 60 credits at Level 6).

Level 4
Level 4 modules introduce the core basic skills of the creative and professional writer, while also enabling you to consolidate the skills and knowledge you already possess, and reframe and extend them into the emerging context of your planned future development. You will study the six modules set out in the diagram below. These modules will ensure that you gain familiarity with key learning and study skills required to succeed at undergraduate level and ultimately beyond. Although content is eclectic and adaptable, they assume no prior familiarity with creative writing practice. The core Creative & Professional Practice: Introduction modules offer a basic introduction to key genres and conventions, and good creative writing workshop practice, including writing creatively to prompts and deadlines, giving and receiving feedback, redrafting, and portfolio work, and a basic introduction to professional writing practices and writing to editorial brief which will include briefing from outside agencies who work in the creative industries or the community, to include work experience and further placement style development via the Foot in The Door, which is the subject’s niche employability event. Reading for Writing introduces the discipline of writerly reading of models of good practice across a range of genres and forms. The Writer's Toolbox: Introduction surveys the full range of core practical and working skills. Ancient Forms: The Spoken Word reviews oral narrative tradition as the historical bedrock of all narrative writing and a resource of ongoing relevance for cognitive and craft discipline and inspiration. Representation and Responsibility introduces the social and ethical demands and dilemmas of the working writer through a series of case studies.
Level 5

Level 5 modules encourage the development of the range of skills and knowledge acquired in level 4, through an intermediate level involving more creative and intellectual depth, ambition and scope, and a greater degree of student independence in setting and achieving aims and objectives. You will study the two prescribed modules set out in the diagram below. In addition, you will also be able to select four further module options drawn from the indicative list provided below.

Different Modes for Different Media and Magazine Editing Project enable you to practise and extend your craft and disciplinary skills in creative and vocational directions. Your imaginative thinking and formal ambition as a creative writer will be stretched through the ongoing workshop process, and you will engage in editorial and collaborative work geared towards magazine, digital and multimedia production, with an optional workplace component. The Writer's Toolbox: Research and Investigation introduces key concepts and core methods in research for fiction and creative and discursive nonfiction and considers the similarities and differences in the various methods involved. Ancient Forms: Written introduces narratological methods as a means of engaging creatively and analytically with early literatures as an inspiration and influence for contemporary work and a source of awareness of context. The Writer's Toolbox: Rhetoric and Persuasion encourages disciplines reflection on workplace experience, working practices, and strategies for effective and persuasive communication in the workplace and beyond. Writing for Radio, Poetry, Screenwriting and Scriptwriting and Short Fiction offer initial focused encounters with important genres and the disciplines of creating new examples of work in these genres.

At level 5, you will also have the opportunity to study for a semester at one of our American or European partner institutions, offering you not only the academic stimulation gained from the experience of studying abroad, but also the means to learn and practise skills that will enhance your employability and personal development. You will also have the option to study a work-based learning module as well as access our Foot in the Door, with the networking opportunities for creative and community engagement which it creates, and respond to workplace briefs from external agencies such as Writing East Midlands and through our enhanced relationship with QUAD via the Literature Development Officer.

All Creative & Professional Writing modules at this level are worth 20 credits. You will need to pass a total of 120 credits at level 5.
Level 6 modules enable you to develop your writing and reflective skills towards a level approaching the fully professional, while inculcating a high degree of independent self-reliance. The Portfolio Project gives you the opportunity to conceive, design, plan, write, and complete an original creative writing project or portfolio with supporting materials and communication across a range of digital platforms focused on generating, attracting and retaining readers. The Independent Study enables a significant and largely self-directed, researched, creative or discursive writing project to be undertaken with tutor support rather than direct instruction. Writing in the Community: Modes for Messages enables you to apply and explore the potential of your writing skills and knowledge to real interaction with the needs and perspectives of communities and groups outside the university. In all these modules, your independence and self-reliance as an undergraduate writer will be at its maximum and comparable to the level of responsibility accepted by working and practising writers in their work. All students at Level 6 on completion of the core module will be offered professional mentoring by industry experts as an enhancement for your CV and skills portfolio. Additional workplace experience is available through access to the Management Experience in the Creative and Cultural Industries module. You will also be able to explore specific genres through the Advanced Poetry, Advanced Scriptwriting and Genre Fiction modules.

The Independent Study (PDP) is worth 40 credits. All other modules at this level are worth 20 credits. You will need to pass a total of 120 credits at level 6.
PERSONAL DEVELOPMENT PLANNING (PDP)

Our arrangements for PDP are designed to ensure that you are continually reviewing your progress, both in terms of academic and transferable skills. Our approach is informed by the recommendations of the QAA and the good practice promoted by the Higher Education Academy (HEA). It is also informed by the University’s own policies on PDP.

You will be asked to create a PDP file, which will effectively be a portfolio of your activities whilst at university. This PDP file will, of course, include the outcomes of your work, including feedback from tutors and your own critical reflection on your progress. It might include assessment of any experiences you have gained from involvement with student societies and clubs, from participation in voluntary projects, or from paid employment. You can include work-in-progress, such as plans for assignments and notes on meetings with your tutors. It is also a good idea to include evidence of any seminar preparation undertaken and to demonstrate awareness of your capacity for both independent and collaborative work. Review of the academic content of your PDP file should help you identify strengths and weaknesses, allowing you to address the latter through our Study Skills sessions, as well as through guidance from your tutors. Our aim is to ensure that you are constantly reviewing your experiences and your developing expertise, and that you are able to articulate your skills and capabilities to potential employers.

Successful completion of our degree programme will open up a vast range of graduate employment opportunities. However, for most professional careers, the degree alone will not be sufficient. You will be competing against other graduates who may well have acquired relevant expertise through work placements, training schemes and voluntary programmes. It is therefore important that we ensure that you gain requisite experience and skills as you progress through the degree, in order to maximise your employability. Throughout the course, you will have PDP interviews with your PDP Tutor, with whom you will explore career aspirations and review your PDP file; your tutor will advise you on the development of your transferable skills. Early in your university career, your tutor will encourage you to complete an initial skills test, the results of which will form the basis of your PDP file. In particular, alongside consideration of your career aspirations, it should help you to draw up a set of priorities and an action plan. This file should also contain a copy of your CVs – each one geared to particular fields of employment or further courses of study.

You will see that academic and transferable skills are incorporated into the learning outcomes strategy for the degree programme. They will be reflected in all modules. In addition, each level of the degree programme has an identifiable “PDP module”, in which the skills and practices associated with PDP and employability are more consciously flagged. As you complete a module, you should be able to review the outcomes that you have achieved and build them into a summary of your skills in the PDP file. Furthermore, certain modules at each level require you to evaluate your engagement with class discussion and debate. Altogether, the academic and transferable skills embedded within our modules will foster self-reliance, develop your powers of critical evaluation and highlight your ability to be innovative and creative.
PDP and Employability sessions, linked to modules, provide us with an opportunity to highlight the range of career options available to our graduates. We will invite local employers to speak and also involve former students, who are able to give the benefits of their experience of the transition from undergraduate study to graduate employment. Some of the careers discussed will involve the continued use of your knowledge of literature, such as teaching and literary journalism. Others will involve the use of transferable skills gained during your studies; we will also advise on postgraduate study.

The Career Development Centre is an excellent resource for researching the various employment opportunities that will be open to you as a graduate of Creative & Professional Writing. It is never too early in your university career to visit the Centre. The staff of the Centre can help you with short-, medium- and long-term employment needs. They can help you access volunteering opportunities, through the guidance of the Volunteering Officer. There is an Employer Mentoring Scheme, which enables you to gain valuable work-based experience. The Centre also has information on the Futures Award, which offers a stand-alone qualification, designed to highlight leadership and managerial skills.
SECTION FIVE: Learning & Teaching

The programme team are committed to variety, diversity, rigour and innovation in teaching, learning and assessment strategies. The programme has developed a learning and teaching strategy that fully accords with the strategic aims laid down in the University’s Learning, Teaching and Assessment Strategy. This means we have a student-centred approach, which seeks to facilitate learning and to develop your academic and transferable skills and prepare you for the world of work after graduation.

There are skills-focused modules at levels 4, 5 and 6 which are designed to ensure that you have the necessary subject-specific skills to successfully complete your studies. As a practice-based discipline with a developmental nature, the subject will be directed and facilitated by authoritative professionals, grounded in both the practice and the understanding of process. We also have visiting experts from the creative industries and our own niche employability panel to create opportunities for you to engage with and increase your awareness of professional employment potential utilizing your skill set and knowledge while an undergraduate. We also aim to put you in the strongest position to adapt and reconsider problems, to think creatively and be able to respond to developments and changes in industry so that you are equipped for the evolving technologies and challenges as they arise.

The transferable skills of written and spoken communication, of analysis and problem solving make you a highly desirable graduate for potential employers. Past graduates have also gone into niche work in a range of areas using their writing backgrounds which include publishing, performance, promotion, editing, copywriting, literature development, screen writing, broadcasting, literary event management and promotion and film programming.

Teaching will be through tutorials, lectures, seminars, master classes, while project work and collaborative work will encourage independent learning and team work. The Creative & Professional Writing Workshop will have a strong presence in the learning environment.

We have a blended learning strategy. This means that, in addition to face-to-face teaching, all our modules will have support on UDO (the University of Derby Online). Course Resources (Blackboard), a virtual learning environment, provides facilities for your tutors to upload notes, create links to useful electronic resources and to issue class announcements. Copies of module handbooks and other essential information will be available on Course Resources. You can also use Course Resources to participate in discussion groups and share files with fellow students on group assignments. Directed study which is an element of all modules is enabled and supported by UDO.

The effect of writing in society is intended to be demonstrated across opportunities to engage with ‘real world’ situations, either through industrial briefing, volunteering, placement or other work related activities. You will be encouraged to explore and work with new media and developing technologies appropriate to the subject and consider the changing nature of media for content.
Teaching is underpinned by active research and scholarship. Your tutors as practitioners continue to develop their expertise through research and practice, leading to conference papers and the publication of books and articles. Staff belong to the Humanities Research Group and promote research activities in the field of Creative and Professional Writing. Quality of teaching is also ensured by appropriate internal/external moderation. All of your tutors are periodically reviewed by another member of teaching staff, under our arrangements for teaching observation. Staff also share good teaching practice via programme and College meetings. Teaching standards are also monitored by the programme committee and liaison with College Quality Committee and the College Lead in Quality Enhancement.

Consultation with the student support service ensures that systems for the early notification of disabilities are fully utilised, so that appropriate account can be taken, from the outset, of particular learning needs. This includes ensuring that classroom facilities take into account any possible disabilities that you may have; checking that there is good disabled access to teaching and learning areas; and providing learning materials in an accessible format. The team ensures that class discussions are managed so that students with hearing or sight impairments are not disadvantaged. All rooms used for teaching have adequate disabled access, as do the on-campus learning facilities used by students.
SECTION SIX: Assessment

All modules run by the core programme team are assessed entirely by coursework. Assessment weightings ensure that account is taken of a breadth of written and oral skills; in line with the QAA benchmarking recommendations for Creative & Professional Writing. You will engage with “a variety of assessment forms” (QAA 2016) which test your knowledge and skills in a diverse ways. Creative & Professional Writing is characterized by its high level of feedback through workshops and individual attention, in written and in oral forms. Such assessment is part of the learning process. Ongoing assessment is a central function of the iterative nature of the workshop process, which embraces both tutor feedback and peer assessment, as well as a growing ability to self-critique. Ongoing assessment may also be delivered in formal feedback tutorials or indicative grading procedures.

Final assessment in a Creative Writing programme is geared to the intended outcomes of each particular element or module. The learning outcomes and assessment criteria for each aspect of a Creative Writing degree are articulated in programme documents and the specific module handbook.

Forms of submission can include:

a novel extract, novella, or portfolio of stories or flash fiction

a memoir or portfolio of life writing

a portfolio of poetry on page, performance or digital media

a film script or portfolio of short film scripts

a portfolio of journalism or an individual journalistic assignment

a blog, podcast, SMS drama or YouTube video, with or without related printed publications

an industry focused project such as a publishing, production, advertising or marketing exercise with evidence of audience engagement or client satisfaction

a critical commentary, critical reflection or preface to the creative work discussing creative context, influences, and process

a multimedia project, produced alone or in collaboration with others

a research report or research portfolio including items such as location notes or interviews

a step outline or planning document

a professional submission package as defined by a literary agent, producer, publisher or scout

a pitch for creative work or exercise in professional preparation such as a mock interview or funding application
a journal reflecting on sources, influences, revision and editing choices

individual and group presentations, either formal or informal

a collaborative project requiring the recognition and deployment of abilities such as effective team management, time management, team working, technical skill, project management and planning. Such projects might include making a film

Publishing a magazine, setting up a website, organising an event, carrying out a substantial research project, or interaction with other cultural industries.

In some contexts you may devise your own assignments.

Detailed information on assessments for each module is contained in the relevant module handbooks and is also available on UDO. Submission dates for coursework will be communicated to you at the commencement of each semester. Coursework will be returned to you with detailed feedback. You are also encouraged to make tutorial appointments, so that you can discuss your assignments in the preparation stage and receive additional feedback on marks. Quality of marking is assured by internal and external moderation.

This programme operates within the University's Regulatory Framework and conforms to its regulations on assessment with the exception that, for the Foundation Year of studies, all modules contributing to the 120 credits of study must be passed to proceed onto Level 4.
SECTION SEVEN: Admission

ENTRY CRITERIA

Our requirements can be found at the following link:

http://www.derby.ac.uk/english-and-creative-writing-courses/creative-writing-ba-hons/

International Students

Applications from European and international students are welcomed. To begin the course with us, you will need to have qualifications and experience that are at the same level as we would expect from a UK student applying for the same course. You will also require adequate English language skills. If English is not your first language, we usually expect you to have at least one of these qualifications:

- IELTS 6.5
- TOEFL 580 paper-based (92 internet-based or 237 computer-based).
- Cambridge Advanced Certificate pass.
- International GCE O-Level English Language grade C.
- International GCSE English/English as a Second Language grade C.
- AES Proficiency pass.
SECTION EIGHT: Student Support & Guidance

Programme Support

Tutor Support

Your first points of contact for support will normally be your module tutors. If you have any difficulties or concerns regarding your studies, please see the appropriate module leader. The staff who teach you will be happy to discuss issues arising from workshops and classes, to give advice on seminar preparation and to discuss plans for assignments.

If your module tutor cannot help, or if your concerns are wider, you can see your year tutor. Year tutors at each level of the programme provide academic and personal support. They will also guide you through our arrangements for Personal Development Planning (PDP). Your year tutor will be assigned to you in the first semester of your studies, and will remain your personal tutor throughout the course of your degree.

You can see your module tutors immediately after each class, without prior arrangement, in order to deal with brief queries. For longer tutorials, or if you wish to see your year tutor or the programme leader, it is best to make an appointment. Appointments sheets and office hours are available on the doors of the offices. Alternatively, you can book an appointment via email.

Study Skills

Study skills relating to writing in all its form are taught from Level 4 onwards. At each stage, you will learn higher level learning skills, gaining confidence in their use.

During induction, in your first year, the subject librarian will operate tours of the Learning Centre. In the second year, more specialist tours are available. Throughout your studies, you will be encouraged to consult the librarian on an individual basis.

Ethics

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University website at www.derby.ac.uk/research/ethics

Intellectual Property Rights

You are the owner of all work produced by you for assessment purposes. We will normally reserve a copy of your work for our archives, and for the purposes of external moderation/subject review. The University also reserves the right to recall your work if plagiarism is suspected. We are proud of the quality of student work and may sometimes wish to use examples in our promotional literature. We will always seek your
permission before using your work and the copyright will remain yours unless otherwise negotiated. If you have any concerns about intellectual property rights, you should speak to the Programme Leader.

**College Support**

Each College has a **Student Liaison Officer** who can provide information about how the University works and can help you to find the most appropriate source of specialist advice.

**University Support**

The University offers a range of advisory services providing support to students. Most services are accessible on a drop-in basis and also offer appointments if you would like to discuss personal or academic related matters in more detail. Please familiarise yourself with the services and if you are experiencing any difficulties make sure that you speak to someone about it.
SECTION NINE: Employability

The core modules with work-based learning embedded enable you to undertake study relating to employment, while Work-Based Learning modules let you benefit from the employer links developed across the whole College of Arts and Humanities.

Several of our modules include liaison and project work with local media organisations, including QUAD; Pickford’s House Museum; Derby Museum and Art Gallery; the Derby and Derbyshire Records Offices, and many other organisations. Our niche Foot in the Door creates networking opportunities across the sector, regionally and nationally.

As a student on our undergraduate programmes, you will benefit from the fact that we have combined the appeal of a highly creative and rigorous artistic discipline with an awareness of the need to produce graduates who are articulate, resilient and versatile, enabled to forge careers in an increasingly changing and competitive employment market. Your employability will be greatly enhanced by our PDP strategy and by the opportunities for applied and work-based learning which we offer.

“You go into the humanities to pursue your intellectual passion; and it just so happens, as a by-product, that you emerge as a desired commodity for industry.” Damon Horowitz, director of engineering, Google, 2011.

SECTION TEN: Post Programme Opportunities

A degree in Creative & Professional Writing opens a wide range of career opportunities. Graduates from Derby have successfully gone on to study for post-graduate qualifications. For those not seeking higher degrees at Masters and Doctoral levels, there is a strong history of progression to the teaching profession through PGCE awards for Primary, Secondary and Tertiary education. In addition, graduates have found work in the civil service, local government, the media, libraries and archives, advertising and the creative industries, publishing, film-making, copywriting, editing, music production, feature and news journalism, and many other careers. Our teaching, learning and assessment strategy – with its mixture of practical work, reflexive commentary, verbal presentations, teamwork and group exercises, editorial challenges, and larger research projects, is designed to help you to acquire valuable marketable skills. The transferable skills of written and spoken communication, of analysis and problem solving make you a highly desirable graduate for potential employers. Past graduates have also gone into niche work in a range of areas using their writing backgrounds which include publishing, performance, promotion, editing, copy-writing, literature development, screen writing, broadcasting, literary event management and promotion and film programming.

Post-programme opportunities on offer include: PhD Creative Writing by research; PhD Writing Studies by research; MA in Creative & Professional Writing (proposed); M.A in Publishing; Bespoke mentoring scheme
with industry experts, agents and publishers, Master classes in niche creative productivity, and further training sessions; Extension of ambassadorial role for graduates to meet incoming students; Postgraduate teaching certificate.

SECTION ELEVEN: External Links

- International School of Storytelling (bespoke award for level 4)
- Foot in the Door Event liaises with national and regional industry players.
- Mentoring Scheme through industry experts.
- QUAD enhanced relationship through Literature Development Officer
- Writing East Midlands
- Alumni Liaison – links to external agencies and career opportunities
- Roman Books International Publishers
- Derby Museums
- Derby Records Office
- Derbyshire County Records Office
- The Arvon Literary Foundation
- The Author’s Licensing and Collecting Society
- NAWE (The National Association of Writers in Schools)
<table>
<thead>
<tr>
<th>Programme Learning Outcomes Mapping</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td>Intro to Creative Forms</td>
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<tr>
<td>Intro to Prof Writing</td>
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<tr>
<td>Writer’s Toolbox: Intro</td>
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<tr>
<td>Writer’s Toolbox: Reading for Writing</td>
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<tr>
<td>Ancient Forms: Spoken</td>
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<tr>
<td>Representation</td>
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<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td>Different Modes for Different Media</td>
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<tr>
<td>Magazine Editing Project</td>
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<tr>
<td>Toolbox: Research</td>
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<tr>
<td>Toolbox: Rhetoric</td>
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<tr>
<td>Ancient Forms: Written</td>
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<tr>
<td>Writing for Radio</td>
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<tr>
<td>Short Fiction</td>
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<tr>
<td>Poetry</td>
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<tr>
<td>Writing for Screen</td>
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<tr>
<td><strong>Level 6</strong></td>
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<tr>
<td>Portfolio Project</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Writing in the Community</td>
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<tr>
<td>Genre Fiction</td>
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<tr>
<td>Advanced Poetry</td>
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<tr>
<td>Advanced Screenwriting</td>
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</tbody>
</table>
Programme Learning Outcomes Mapping

The numbers in the top row correspond to those given in the Programme Learning Outcomes (1-17) in Section Three.

**B.A. Honours Creative and Professional Writing Module Map**

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>Study Skills</th>
<th>History</th>
<th>Literature</th>
<th>L2 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 3</td>
<td>American Studies</td>
<td>Political Studies</td>
<td>Philosophy</td>
<td>L2 Maths</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Core</th>
<th>Toolbox</th>
<th>Focus</th>
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<thead>
<tr>
<th>LEVEL 4 Autumn</th>
<th>Introduction to Creative Forms (20) (Industry Panel)</th>
<th>The Writer's Toolbox: Introduction (20)</th>
<th>Ancient Forms: Spoken (20)</th>
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</table>

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<tr>
<th>LEVEL 4 Spring</th>
<th>Introduction to Professional Writing (20) (Industry Brief)</th>
<th>The Writer's Toolbox: Reading for Writing (20)</th>
<th>Representatio n and Responsibility (20)</th>
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</table>

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<thead>
<tr>
<th>LEVEL 5 Autumn</th>
<th>Different Modes for Different Media (20)</th>
<th>The Writer's Toolbox: Research and Investigation (20) (public archive option)</th>
<th>Ancient Forms: Written (20)</th>
<th>Black Atlantic Literatures* (20)</th>
</tr>
</thead>
</table>

|----------------|-------------------------------------------------|-----------------------------------|---------------------------|-----------------------------|

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<thead>
<tr>
<th>LEVEL 6 Autumn</th>
<th>Portfolio Project (A/S) (10)</th>
<th>Writing in the Community (20) (community engagement)</th>
<th>Genre Fiction (20)</th>
<th>Independent Study (A/S)</th>
<th>The Magic Box: Psyche and the Cinema (20)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6 Spring</td>
<td>Portfolio Project (A/S) (10)</td>
<td>Advanced Scriptwriting (20)</td>
<td>Independent Study (A/S) (40)</td>
<td>Management Experience in the Creative and Cultural Industries (20)*</td>
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<tr>
<td></td>
<td>Advanced Poetry (20)</td>
<td></td>
<td></td>
<td>*One module per year may be chosen</td>
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</tbody>
</table>

PROFESSIONAL MENTORING attached to core module / submission of Mss through portfolio & other module work with editorial meeting with industry professional. Not assessment based.

The scheme operates post teaching and submission of final projects.
Foundation Year Overview

This foundation year provides an alternative route into higher education for those students who need additional study skills and knowledge to enable them to successfully complete an honours degree. Alternatively, you may have specialised within a certain subject area and are now looking to change the direction of your studies.

The Foundation Year is the first year of a four year programme, and requires you to complete 120 credits of study, this may be by a mixture of Level 2 and Level 3 modules or by Level 3 only modules depending on the qualifications that you already have. If you do not have GCSE English and/or GCSE Mathematics will have to take the English and Mathematics modules at Level 2. All students will be required to take a study skills module and the remainder of your 120 credits will be made up of subjects that have been carefully chosen to ensure that you possess the right skills and knowledge to progress onto the next level. You must pass all modules to be able to proceed to the next level, as failure to do so will mean that you will have to leave the programme.

Aims of the Foundation Year

The Foundation Year aims to:-

1. Provide an access route into higher education for students who do not currently have sufficient academic underpinning or appropriate subject knowledge to successfully complete a programme of undergraduate study
2. Develop skills to enable successful progression to HE and lifelong learning
3. Develop relevant subject specific knowledge to enable progression within a chosen programme of study
4. Provide a positive and nurturing learning environment
5. Enhance confidence, independence and the ability to function co-operatively with others and develop personal and professional skills

Foundation Year Learning Outcomes

You will be expected to achieve the following learning outcomes during your Foundation Year, in subsequent years you will also have to achieve those Learning Outcomes as presented in the main Programme Specification.

Upon successful completion of the Foundation you will be able to:-

Knowledge and understanding

1. Demonstrate competency in the use of English grammar, spelling and punctuation to a minimum of Level 2 standard
2. Have acquired subject specific terminology and expertise in your chosen subject area(s) and be able to demonstrate competence in the application of subject relevant theories

3. Possess the numerical skills and methods needed for progression on to your chosen degree programme

4. Have acquired and demonstrated Study Skills which enable you to operate as independent learners and to reflect and evaluate outcomes

**Intellectual skills**

5. Demonstrate skills of academic discussion in both written and oral formats

6. Be able to develop and express ideas appropriate to your chosen undergraduate programme

7. Analyse information and make reasoned judgements

8. Apply skills and knowledge to a range of tasks and contexts

9. Demonstrate the cognitive ability and skills needed for the next level of study of your chosen undergraduate programme

**Subject specific skills**

10. Have demonstrated understanding and knowledge of specific subjects appropriate for successful progression on to your chosen undergraduate programme

11. Have relevant mathematical and/or practical skills for further study

**Transferable skills**

12. Understand the nature of independent learning and take responsibility for the quality and quantity of own work

13. Demonstrate the ability to access and utilise a variety of information sources for research purposes

14. Reflect on and evaluate your own progress and develop effective strategies to enhance achievement

**Structure and Curriculum**

You are required to study and pass 120 credits worth of modules in the Foundation Year. Each single module is worth 20 credits and equates to roughly 200 hours of study. The Foundation Year aligns with Level 3, of the Regulated Qualifications Framework in that it is sub-degree level, but successful completion of the Foundation Year will prepare you for undergraduate degree level study.
If you do not have English Language and/or Mathematics at Level 2 (e.g. GCSE level) you will have to take Level 2 modules, as appropriate. All students will study core skills and the remainder of your 120 credits will be made up of subject specific modules relevant to the programme that you have enrolled on.

You will study one of the following three routes depending on your English Language and Mathematics qualifications.

Route 1 is for students who have neither English Language nor Mathematics at Level 2.

Route 2 is for students who have either English Language or Mathematics at Level 2.

Route 3 is for students who have both English Language and Mathematics at Level 2.
### Foundation Year Structure Diagram

<table>
<thead>
<tr>
<th>Route 1</th>
<th>Route 2</th>
<th>Route 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study <strong>TWO</strong> L2 modules</td>
<td>Study <strong>ONE</strong> L2 module</td>
<td>NO L2 modules</td>
</tr>
<tr>
<td>Study Skills (LHSS)</td>
<td>Study Skills (LHSS)</td>
<td>Study Skills (LHSS)</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Literature (LHSS)</td>
<td>Literature (LHSS)</td>
<td>Literature (LHSS)</td>
</tr>
<tr>
<td>American Studies</td>
<td>American Studies</td>
<td>American Studies</td>
</tr>
<tr>
<td>L2 English</td>
<td>L2 English</td>
<td><strong>or</strong> L2 Mathematics</td>
</tr>
<tr>
<td><strong>or</strong> L2 Mathematics</td>
<td>Philosophy (LHSS)</td>
<td><strong>or</strong> Political Studies</td>
</tr>
<tr>
<td></td>
<td><strong>or</strong> Political Studies</td>
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</tr>
</tbody>
</table>
Transfer to other programmes

The Foundation Year is the first stage of a four or five year (with placement) programme. If you wish to transfer to another programme of study this may be possible, but you would need to discuss this with the programme leader for the programme that you wish to move onto to ensure that the modules you are studying are suitable for the new programme of study. The earlier you raise the desire to change programmes with your Programme Leader or Personal Tutor, the more likely it is that we will be able to accommodate it but this cannot be guaranteed.

Assessment

The assessment on the Foundation Year will be course work based with no end of year examinations. Assessment methods are varied and include essays, portfolios, presentations, research activities, short answer questions and posters. Some take place in the classroom under timed constrained conditions.

The majority of written assignments are submitted on-line. This is in line with standard undergraduate assessment procedure.

All subject tutors produce module handbooks which contain the course outline and assignment dates as well as additional subject information.

Throughout the programme emphasis is placed on assignments being submitted on time so time management is very important. It is also absolutely essential that the work you submit is your own.

Work is normally returned to you within three weeks of submission with written feedback focussing on how to improve together with a final grade. Grading is on a percentage scale as used for undergraduate marking. Each module has a final grade made up of the grades achieved on the assignments for that module. The Foundation Year, as a whole, is only graded as pass/fail and you must achieve a pass in all modules that make up the 120 credits to progress to the next level of study. If you do not pass all of the modules that make up your 120 credits you will have to leave the programme.