

# Programme specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Creative and Professional Writing
<b>Teaching Institution</b>	London College of Creative Media (LCCM)
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	24.01.17
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	English (2015) Creative Writing (2016) Communication Media Film and Cultural Studies (2016)
<b>Other external and internal reference points used to inform programme outcomes</b>	National Association of Writers in Education “Creative Writing” (2008)  Industry Contributors Tim Whiting, Jane Gregory, Mark Lewisohn, Matt Allen, Jaime Marshall
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full-time study 3 Years Part-time study 6 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	

This specification 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Programme Handbook and Assessment Briefs.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

This programme provides a completely new approach to the study of the written word in literature and the world of language and communications. It will equip students to become professional writers and authors and establish a new generation of content developers who are capable of spearheading cultural change across many platforms and industries including digital, print and other media.

Compulsory modules will enable students to study, analyse and discuss texts. Seminars will provide regular opportunities for students to self appraise, critique and conceive new ways of writing and delivering content for all new media platforms.

Tutorials will enable students to work closely with their tutor to produce pieces of finished long form writing of their own choice.

All students will develop skills to take them into the new look workplace. Starting with theory and moving to practice, they will explore the challenges of planning and delivering creative and fact-based writing for the publishing and communication industries, TV, theatre, newspapers, magazines and the digital world. New opportunities for students to work both within the programme structure and beyond it in extra curricular sessions will be provided.

Students will receive ongoing advice and guidance in order to prepare them for professional careers either using the written word directly or in associated careers such as law, journalism, publishing, finance, business, teaching, marketing, media or postgraduate study.

The programme is aimed at students who have thought of studying English Literature or Creative Writing at university but would prefer to be work-skilled to give a greater guarantee of employability outside the objectives of traditional creative writing or English literature degrees.

This programme offers a new and unique combination of opportunities to develop creative writing skills and abilities combined with the study of literature, the writing, publishing and related industries, and the new model content-using industries that will require writers and content developers to join them with work based skills.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The unique academic setting at LCCM enables BA Creative and Professional Writing students to work regularly with their peers on other programmes namely:

- BMus (Hons) Music Performance and Production
- BSc (Hons) Digital Product Development
- BA Music Industry Management
- MA Creative Entrepreneurship

The level 6 module Creative Industries Entrepreneurship is available to students on all first degrees to encourage inter-disciplinary projects and new business start-ups.

The programme is designed to be taught in full as an honours degree programme, however there are exit awards available for students who cannot complete the entire course. Any student achieving:

- 120 credits at level 4 or above will receive a Cert HE Creative and Professional Writing
- 240 credits with 120 at level 5 or above will receive a Dip HE Creative and Professional Writing
- 300 credits with a minimum of 60 at level 6 will receive an ordinary degree.

### 3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1 Literary concepts, terminology and theory</b>            Demonstrate an understanding of the key themes in writing, the context of authors' work and underlying literary principles</p> <p><b>A2 History and context in literature</b>            Describe the current debates relating to the study of English literature</p> <p>Explain the relevance of this history to the political, social and economic environment</p> <p>Develop an awareness of how this impacts on all writers' work</p> <p><b>A3 Literary styles, genres and aesthetics</b>            Explain the different disciplines and approaches in writing</p> <p>Demonstrate an understanding of how these disciplines inform personal writing practice</p> <p>Use appropriate techniques, styles and genres to present original written pieces to a range of audiences</p>	<p>Students will be taught key concepts through lectures, seminars and personal tutorials. Independent research and completion of seminar tasks will reinforce this learning.</p> <p>Students will be summatively assessed in their knowledge and understanding through marked seminar tasks, written submissions and examinations. Assessments are designed to help tutors promote assessment for learning with continuous assessment, reflective journals, peer feedback and one to one tutorials. Students will also submit extensive original written pieces to demonstrate their writing ability.</p> <p>Assessments also include the opportunity to develop research skills, that demonstrate knowledge and critical awareness of literary concepts, and business and market positions.</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A4 Commercial principles and practices in the creative industries</b></p> <p>Exemplify how economic factors influence the creation and application of creativity</p> <p>Explain historical and current business practice within the creative industry</p> <p>Describe and evaluate a range of business models used within media and publishing</p>	

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1 Critical and analytical thinking</b></p> <p>Be able to evaluate the knowledge of theory and technique to influence personal writing style and share ideas for discussion and debate</p> <p><b>B2 Synthesizing information</b></p> <p>Assess and deploy a range of information from well researched sources to present justified arguments and develop personal writing practice</p>	<p>Students will be helped to apply and contextualise their knowledge through critical evaluation, the integration of extensive personal research into their personal work and justified or evidenced decision making through extensive seminar and tutorial tasks.</p> <p>These learning outcomes will be summatively assessed through continuous assessment in personal reading and writing journals, discussions and presentations in seminars, analytical assignments, and</p>

<b>3B. Cognitive skills</b>	
<p><b>B3 Reasoning and decision making</b> Identify and articulate a personal perspective that can be justified and explained</p> <p>Demonstrate how new ideas and external encounters have informed personal decisions</p>	<p>personal justifications of choices in submitted written work.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1 Planning</b> <b>C2 Structuring</b> <b>C3 Reading as a writer</b> <b>C4 Writing</b> <b>C5 Editing</b> <b>C6 Business planning</b> <b>C7 Professional writing tasks</b></p>	<p>The professional skills are built into the lectures, seminars and tutorials, with opportunities for students to refine and improve as the programme progresses.</p> <p>The final Independent project will be evidence of C1 – C5, following extensive feedback and peer development in preceding modules in year 1 and 2.</p> <p>C6 – will be assessed through the understanding of the media and publishing business, the development of a professional proposal and optionally with the 2 Business modules available in year 3.</p> <p>C7 – using active professional tutors to deliver the programme content, students will be expected to produce work of a professional standard from the beginning of the course. Students will have to write to specific briefs, understand how to read professionally with appropriate notation and submit a range of extended readers reports.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1 Independent Learning and development</b></p> <p><b>D2 Initiative</b></p> <p><b>D3 Communication</b></p> <p><b>D4 Collaboration</b></p> <p><b>D5 Research</b></p> <p><b>D6 Time management</b></p>	<p>The aim of this programme is for students to be publisher ready and therefore to be successful students will need to demonstrate these transferable skills.</p> <p>D1 &amp; D2 - Students are expected to show progression in their individual writing, and will need to generate innovative ideas, from the initial personal project in year 1 where their initial work is used as a basis, through to the final independent project in year 3 which will be a business ready piece of work.</p> <p>D3 &amp; D4 – through out the programme students will work in small groups to prepare tasks, and present ideas back to their peers. Presentations are marked, and performance during or leading of debates is part of the continuous assessment.</p> <p>D5 &amp; D6 – the nature of this programme expects students to work independently, reading widely around their chosen genres, preparing editing and re-writing text following research and discussion. Students will have clear deadlines for some tasks and opportunities to spread their assessed tasks across an academic year. This will be evidenced through continuous assessment in some modules, reading and writing journals, and successful submission of key tasks.</p>

#### 4. Programme Structure

<b>Programme Structure – LEVEL 4</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
Foundations of Professional Writing (AFPW1)	30		
English Literature (AEL1)	30		
Writing in Practice (AWP 1)	30		
Historical Development of the Media and Publishing Business (MPB1)	30		

Students leaving the programme with 120 credits at level 4 or above will receive a Cert HE Creative and Professional Writing

<b>Programme Structure – LEVEL 5</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
Genre Writing (AGW2)	30		
Attitudes to English Literature and Language (AELL2)	30		
The Art of Writing (AAW2)	30		
Reading and Writing in the Connected Age (ARWCA2)	30		

Students leaving the programme with 240 credits (120 at level 4 and 120 at level 5 or above) will receive a Dip HE Creative and Professional Writing

<b>Programme Structure – LEVEL 6</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
CPW Independent Project (AIP)	80	Creating Multi and New Media Text (ACMNMT3) Creative Non-fiction (ACNF3) The Business of Writing (ABW3) Creative Industries Entrepreneurship (CIE3)	40 40 40 40

Students leaving the programme with 300 credits (120 at level 4, 120 at level 5 and 60 at level 6) will receive an Ordinary Degree.

## 5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

Students are able to request to pursue writing genres not offered in the programme and where possible, LCCM will endeavour to find appropriate tutors to support such individual choices.

## 7. Criteria for admission

LCCM prides itself on its diverse student body and welcomes all applications from dedicated, capable people over the age of 18

Applicants are expected to have (or be studying for) 2 A-level passes or the equivalent in any subject, however, typical offers tend to be higher with an expectation of one subject relevant to the degree applied for.

Examples of an equivalent qualification include (but are not limited to):

- International Baccalaureate
- International certificates mapped to UK qualifications
- Degree Foundation or Access Course
- BTEC qualifications
- Prior experience with a demonstrable capacity for academic study.

All applicants who meet the minimum requirements and have submitted a complete application will be offered an interview. LCCM will consider applications from candidates who do not meet these minimum entry requirements and welcomes individuals from a wide range of backgrounds and previous educational or professional experiences, including those with nonstandard qualifications.

The interview will assess academic and creative ability, leading to

- An unconditional offer
- A conditional offer
- Application declined

### Non UK Applicants

Applicants from outside the UK will be expected to meet the same entry criteria through equivalent academic tariff. Applicants whose first language is not English must demonstrate Common European Framework of Reference for Languages Certificate

(CEFR) Level B2 English language competence by providing a recent Secure English language Test (SELT) from an approved test provider. Applicants must achieve at least CEFR level B2 in all four components (speaking, listening, reading and writing).

### **Recognition of Prior Learning**

Students may enter into the programme directly at either year 2 (level 5) or year 3 (level 6 according to the following conventions.

#### **Year 2 (L5) Entry**

Students must pass the relevant RPL Interview for entry into level 5.

Students must have completed a relevant certified award from a recognised UK Higher Education Institution. The award must be relevant to the LCCM programme being applied for.

During the application process the syllabus and module outlines for the existing award will be mapped to the LCCM learning outcomes to confirm that the relevant prerequisite learning has been achieved.

Only The Open University can approve RPL entries into level 6. Where approved, a student's final classification will be based only on their final year (level 6) marks.

## 8. Language of study

English

## 9. Information about assessment regulations

LCCM is governed by The Open University Regulations for Validated Awards. Full academic regulations are available on the [LCCM web site](#), along with the Assessment Policy and The White Book, Chapter 4 Teaching Learning and

Assessment.

## 10. Methods for evaluating and improving the quality and standards of teaching and learning.

LCCM has an annual continuous cycle of monitoring that aligns with the OU requirements and is detailed in The White Book available on the LCCM web site. The Governance structure within LCCM has been designed to ensure close lines of communication between management, senior academics and students. Committees are able to act swiftly to resolve minor issues or send major modifications to the Academic Board or SMT for further consideration.

In addition to talking to module leaders or programme leaders directly, students are invited to feedback on all elements of the programme and institution in student representative roles. The primary academic student discussion group is the Staff Student Programme Forum.

### **Staff / Student Programme Forums**

Staff / Student Programme Forums provide a forum for discussion between student representatives and staff involved in all aspects of the programme. The membership of the Staff / Student Programme Forums includes:

- Programme Leader
- Head of Student Services
- Open University Representative
- Student Programme Representative
- Student Forum Members
- All students and tutors on the programme

Student Forum Members are responsible for canvassing the relevant students for feedback on any aspect of the programme. Minutes are made of the discussions and decisions arising from each meeting are published for all staff and students. Minutes from Staff / Student Forums inform the agenda of the Programme Committee and are also used by LCCM and The Open University as part of its formal review processes.

### **Meeting dates**

Staff / Student Programme Forums are held twice per year, usually prior to the Programme Committee meeting to ensure issues raised can be discussed within the programme team. Full details are available from the student web portal.

### **Student Forum Members**

Student Forum Members are elected to ensure that the interests of students on the programme are adequately represented (they normally represent a year group of a

particular programme) and to feedback the outcomes of any meeting they attend to the wider student body. Representatives will be elected during the first term of the programme.

As well as attending Staff / Student Programme Forums, Student Forum Members are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings, which are organised on a more ad-hoc basis.

### **Programme Feedback Surveys**

Student evaluation surveys occur termly with a different focus each time, T1 Operations, T2 Resources and T3 Module and Programme. The purpose of this feedback process is to give students the opportunity to give their views on all aspects of the quality of the programme, resources and the institution overall.

Students are encouraged to complete these surveys as it helps LCCM identify what is going well and what the college needs to address to continue to improve the student experience.

Feedback gained from student surveys is considered as part of the college's Annual Institutional Review which is designed to identify areas of excellence and those that need improving. The Summer Review Action Plan, which results from the Annual Review System, will also be discussed during Staff / Student Programme Forums.

### **Other Student Opportunities**

There are further opportunities for students to be active within the college governance system. Student Representatives sit on all academic committees, and also run the Student Committee with support from Student Services.

### **Continuous Feedback**

LCCM also encourages continuous feedback from students through discussion with module and subject leaders.

### **How LCCM considers student feedback**

The feedback given through Student Forum Members, through surveys and at committee meetings plays an important part in reviewing the LCCM programme during and at the end of the academic year. Many of the changes made to a programme have been the result of student feedback, such changes are shared with students in the Programme Handbook.

## BA (Hons) Curriculum map

This table indicates which study units assume responsibility for assessing (X) particular programme learning outcomes.

In order to complete each level of study and to achieve the overall award, all learning outcomes below must be met and modules taken and passed to the required credit value in a valid programme of study, with all assessment tasks being passed in each module taken.

Level	Programme Outcomes Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
		4	Foundations of Professional Writing	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
	English Literature	X	X			X	X	X						X	X		X		X	
	Writing in Practice	X	X	X			X	X	X	X		X		X		X				X
	Historical Development of the Media and Publishing Business			X	X	X	X	X	X	X	X						X	X	X	X

Level	Programme Outcomes Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
		5	The Art of Writing	X		X	X	X	X	X	X	X	X	X			X	X	X	X
	Attitudes to English Literature and Language	X	X	X		X	X	X	X		X			X		X	X	X	X	
	Genre Writing		X	X			X	X		X	X	X		X	X					X
	Reading and Writing in the Connective Age		X		X	X	X	X			X		X	X	X		X		X	

Level	Programme Outcomes Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
		6	Independent Project	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Creating Visual Text	X	X	X	X		X	X		X	X	X	X			X	X	X	X	X
	Creative Non-fiction	X	X	X	X	X	X	X	X	X	X			X		X	X	X	X	
	The Business of Writing				X			X	X	X	X	X	X	X		X		X		
	Creative Industries Entrepreneurship				X			X	X				X	X	X	X	X	X	X	X

## Exit Awards Curriculum map

This table indicates which study units assume responsibility for assessing (X) particular programme learning outcomes.

**In order to complete each level of study and to achieve the overall award, all learning outcomes below must be met and modules taken and passed to the required credit value in a valid programme of study, with all assessment tasks being passed in each module taken.**

### Cert HE – Creative and Professional Writing

Level	Programme Outcomes Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
		4	Foundations of Professional Writing	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
	English Literature	X	X			X	X	X						X	X		X		X	
	Writing in Practice	X	X	X			X	X	X	X		X		X		X				X
	Historical Development of the Media and Publishing Business			X	X	X	X	X	X	X	X						X	X	X	X

### Dip HE – Creative and Professional Writing

Level	Programme Outcomes Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
		5	The Art of Writing	X		X	X	X	X	X	X	X	X	X			X	X	X	X
	Attitudes to English Literature and Language	X	X	X		X	X	X	X		X			X		X	X	X	X	
	Genre Writing		X	X			X	X		X	X	X		X	X					X
	Reading and Writing in the Connective Age		X		X	X	X	X			X		X	X	X		X		X	

## **Annexe 2: Notes on completing programme specification templates**

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.