

Overview

Programme Code	32840
Programme Title	Creative Writing
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Programme Leader	Sarah Maclennan
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Bachelor of Arts - BA	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	Recall the processes and good practice required of the practitioner in creating original work. Describe rudimentary techniques demonstrated by published and performed practitioners in the canon. Recall the processes and good practice required of the practitioner in creating original work. Describe rudimentary techniques demonstrated by published and performed practitioners in the canon. Discuss their own original work and the original work of peers. Discuss their own original work and the original work of peers. Respond to a range of stimuli and originate work, both in ensemble and individual contexts, as a creative practitioner specialising in poetry, prose and script. Respond to a range of stimuli and originate work, both in ensemble and individual contexts, as a creative practitioner specialising in poetry, prose and script. Work co-operatively and effectively as a member of a team. Work co-operatively and effectively as a member of a team. Communicate effectively orally, in writing and in a group context. Communicate effectively orally, in writing and in a group context.
Alternative Exit	Diploma of Higher Education - DHE	Compare and contrast published texts from a range of critical and theoretical perspectives. Differentiate the approach of key current and historical practitioners, theorists and associated methodologies. Conceive, select and amend original ideas for scripts and formulate a plan for completing a script. Distinguish and select the technical skills contingent to reaching audience and/or market. Appraise and criticise their own original work and the original work of peers, and judge the criticism their own original work receives. Develop a plan for redrafting original scripts, demonstrating an awareness of the requirements of audience.

Alternate Award Names

External Benchmarks

Subject Benchmark Statement

UG-Creative Writing (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	LJMU Taught	3 Years

Aims and Outcomes

Educational Aims of the Programme

1. To provide a programme in the rigorous study of written and performed texts as a platform for original, creative writing; 2. To enable the student to acquire skills in analysing and exploring ways in which narrative, language, theme, character and milieu operate in the student's own original creative writing; 3. To introduce the student to the dynamics of textual production and engagement with audience, specifically with regard to style and genre and in so doing, develop their ability to find audiences and markets for their writing in the World of Work; 4. To deploy an understanding of the techniques employed in the published canon and demonstrate an awareness of the professional standards required to attain publication, production or performance in the World of Work; 5. To enable the student to become rigorous, critical and analytical in their thinking while nurturing their intellectual and creative potential, particularly developing an individual's ability to contribute to group sessions in a constructive fashion, giving and receiving criticism and responding with redrafted texts and to support this learning through a diversity of teaching methods and forms of pastoral care. 6. To encourage students to engage with the development of employability skills by completing a self-awareness statement.

Learning Outcomes

Code	Description
PLO1	Knowledge of a range of written texts in the English language from diverse literary and non-literary forms and genres, and representing all forms of publishing media;
PLO2	To reflect productively on their own processes of thought and creativity;
PLO3	To analyse arguments and make reasoned judgements in a variety of contexts;
PLO4	Communicate effectively in a variety of written forms, and especially to display the ability to express abstract thought and to construct reasoned argument in writing;
PLO5	Gain effectiveness in oral communication, including the ability to articulate ideas to other members of small groups of peers, and to listen actively and respond to the ideas of others;
PLO6	Work both independently and as part of a team;
PLO7	Organise tasks and manage time, producing work of a professional standard;
PLO8	Contextualise and theorise their own working practices
PLO9	Reflect critically on their own draft and completed work
PLO10	Assimilate material accurately and at appropriate speed, managing workload with a view to acquitting themselves in the World of Work;

Code	Description
PLO11	Interact constructively with other members of work groups, with sensitivity to the group dynamic and achieving pre-determined goals from group sessions in preparation for the collaborative practices encountered in the world of work;
PLO12	Understanding of the impact of writing technique in the writer achieving their intent, or otherwise;
PLO13	Formulate long term plans and manage their strategies for completing a self-determined project, producing work for a chosen audience within specified frameworks such as time limits, word limits and prescribed formats, and with an awareness of financial realities;
PLO14	Construct methods for generating, managing and realising original ideas, for selecting projects, and for judging outcomes;
PLO15	Rigorously appraise the extent to which their intentions have been achieved and adapt their behaviour and goals, at all times maintaining a heightened sense of pride and ownership in and of their writing.
PLO16	Awareness of changing literary and cultural formations, with particular reference to genre and audience;
PLO17	Knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;
PLO18	To analyse and criticise both published and original writing of both the student and peers;
PLO19	To engage with a range of stimuli to original writing;
PLO20	To use a range of creative skills and techniques across the forms taught
PLO21	To bring critical reasoning to bear in a range of contexts;
PLO22	To research and make discriminating use of informational and stimulating materials;

Programme Structure

Programme Structure Description

The programme lasts three years and leads at the end of the third year to the award of a BA (with Honours). It is structured progressively to produce graduates who are artistically and intellectually independent practitioners and thinkers. Modules are of two types; core and options. Modules can be 10, 20, 30 or 40 credits as specified though within university defined limits. A related module in Poetry, Prose and Script is a prerequisite for continuing with the form at Level 6. Similarly, students wishing to take a Semester 2 module at Level 6 would have to take the related Semester 1 module. At Level 6 the student will be able to fully develop their skills in self-directed learning and autonomy. Crucially, this is augmented wherever possible with intensive, small group contact with the lecturing staff. The student will examine theoretical issues in greater detail and depth, particularly in Advanced Scriptwriting, Advanced Poetry, Writer at Work and Prose Portfolio. The student will experience an intensive replication of the life of a professional writer, working alone and in supervised workshop groups, planning, researching, implementing, re-prioritising and re-drafting projects with a view to placing the finished work in the marketplace. This is given particular focus in the option modules Writer At Work 2, Script Portfolio, Advanced Poetry 2, and Prose Portfolio 2. Students will be offered the opportunity of study abroad at Level 5. Option A: Replacement of 60 credits of Level 5 with appropriate study abroad The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5040CRWRI will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5. or Option B: Additional study year abroad following Level 5 The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5041CRWRI. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4030CRWRI Introduction to Poetry Approved 2022.01 - 20 credit points	
[MODULE] 4031CRWRI Introduction to Scriptwriting Approved 2022.01 - 20 credit points	
[MODULE] 4032CRWRI Introduction to Prose Approved 2022.02 - 20 credit points	
[MODULE] 4033CRWRI Consuming Passions Approved 2022.01 - 20 credit points	
[MODULE] 4034CRWRI Myth Approved 2022.01 - 20 credit points	
[MODULE] 4035CRWRI Observation and Discovery Approved 2022.02 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Optional - 120 credit points	OPTIONAL
[MODULE] 5030CRWRI Screen 1 Approved 2022.01 - 20 credit points	
[MODULE] 5031CRWRI Treatment and Screenplay Approved 2022.01 - 20 credit points	
[MODULE] 5032CRWRI The Fantastic Approved 2022.01 - 20 credit points	
[MODULE] 5033CRWRI Approaching Your Novel Approved 2022.02 - 20 credit points	
[MODULE] 5034CRWRI Short Prose Approved 2022.01 - 20 credit points	
[MODULE] 5035CRWRI Poetry Writing Workshop: Form and Substance Approved 2022.01 - 20 credit points	
[MODULE] 5036CRWRI Short Story One Approved 2022.02 - 20 credit points	
[MODULE] 5037CRWRI Dramatic Writing for Radio and Stage Approved 2022.03 - 20 credit points	
Optional placement - 120 credit points	OPTIONAL
Study Abroad - 120 credit points	OPTIONAL
[MODULE] 5041CRWRI Study Year Abroad - Creative Writing Approved 2022.01 - 120 credit points	

Optional Study Semester - 60 credit points	OPTIONAL
[MODULE] 5040CRWRI Study Semester Abroad - Creative Writing Approved 2022.01 - 60 credit points	
Level 6 - 120 credit points	
Level 6 Optional - 120 credit points	OPTIONAL
[MODULE] 6030CRWRI Prose Portfolio 1 Approved 2022.02 - 20 credit points	
[MODULE] 6031CRWRI Prose Portfolio 2 Approved 2022.01 - 20 credit points	
[MODULE] 6032CRWRI Independent Study in Creative Writing Approved 2022.01 - 20 credit points	
[MODULE] 6033CRWRI The Writer At Work Approved 2022.01 - 20 credit points	
[MODULE] 6034CRWRI The Writer At Work: the Project Approved 2022.01 - 20 credit points	
[MODULE] 6035CRWRI Poetry Writing Workshop : Advanced Poetry 1 Approved 2022.01 - 20 credit points	
[MODULE] 6036CRWRI Poetry Writing Workshop: Advanced Poetry 2 Approved 2022.01 - 20 credit points	
[MODULE] 6039CRWRI Digital Writing Approved 2022.01 - 20 credit points	
[MODULE] 6040CRWRI Advanced Scriptwriting Approved 2022.02 - 20 credit points	
[MODULE] 6041CRWRI Script Portfolio Approved 2022.02 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

Teaching is through lectures, seminars, workshops and tutorials. Learning is acquired through participation in lectures, seminars and tutorials, private study (which involves reading, thinking, writing and researching topics with guidance from tutors) and undertaking exercises and formal assessment tasks which serve to structure thought and creativity and to encourage the assimilation of ideas and knowledge. In general: Lectures serve: to introduce issues, explain particular concepts or outline theoretical approaches; to situate a particular topic, text or issue in the context of the wider concerns of a module; to present a series of alternative readings, arguments or critical approaches; to locate arguments and readings within the context of intellectual debate in the field; and to stimulate the student to respond creatively. Seminars provide an interactive forum in which students can: expand on, investigate and debate issues raised in lectures and in a module overall; undertake detailed reading, original writing and discuss original and/or published texts; grow in confidence and skill in participating in discussion and exchanging ideas; develop their articulacy, quickness of thought, ability to communicate with others and produce original ideas; and learn ways of dealing with disagreement or difference of opinion, particularly in workshops where ideas and original writing will be challenged. At Level Four all students belong to tutorial groups where a tutor works with personal tutees to offer an integrated series of intellectual discussions, advice and information sessions, skills teaching, and a structure for personal and academic development. Students will also attend an intensive and partly residential module which develops their teamwork skills and increases levels of trust amongst the peer group. The residential takes place early in the first semester of Level 4, and the benefits of it are profound. Students bond with their peer group and gain confidence from the mutual trust that begins here and grows in workshops throughout the programme. Here at the beginning of their studies, students learn to respond to writing briefs and to perform their work in front of their peers. The residential helps each cohort form a group identity, which plays an important role in student retention and performance. Level Five and Six modules provide different forums for learning: workshops where students take greater responsibility for selection and presentation of materials than in a lecture + seminar format; and individual tutorials and dissertation supervisions where students have an opportunity to work on a particular topic, or on particular knowledge- or skills-related issues, with a tutor. A variety of forms of assessment are used both formatively to develop learning and summatively to measure achievement: critical essays, portfolios of long and short exercises, reflective commentaries, oral presentations and class contribution. Each level of the programme offers a varied diet of forms of assessment. In the main, students are assessed on creative work, fiction, poetry and scripts and treatments and on reflective writing in which they consider the reading that informs their writing and examine their creative processes. Students are assessed in each module on their participation. Alongside this, the programme includes assignments such as critical analysis essays, which ask students to read poetry, prose or scripts as writers. Students have assessed presentations a couple of times in the programme. Assignments are designed and set by module leaders and marked by tutors teaching on the module. A representative sample of each assignment, which will include work from each degree class, is second marked. Module tutors discuss the mark spread in each assignment and where necessary alignment is agreed through discussion. The module leader is responsible for recording and writing up the moderation process. We are always as flexible as we c

Opportunities for work related learning

Employability is embedded within the curriculum, in a variety of ways. Within the Observation and Discovery module, L4 students complete the assessments for the university's Career Smart, part of a scheme that helps prepare students for employment. Here students are required to write a personal statement on their strengths and areas for development, their work values and ability to work with and relate to other people. The coursework is designed to enable students to understand their achievements so far and to recognise the kind of jobs they may be suited to. It encourages them to think of themselves as professionals and prepare themselves to enter the graduate jobs market. The Writer at Work modules are employability focussed. Here students develop practical and community-based projects based around the world of freelance writing; they receive expert tuition and a plethora of highly-acclaimed guest speakers and many graduates have used their projects to secure work in their desired career after leaving LJMU. The WBL opportunities offered by Writer at Work are devised and developed by students themselves, though helped and supported by the staff and enterprise departments during the course of the year. We accommodate the students' own ideas but to assist, we prepare a number of templates for simulated projects, e.g.: the writing, production and marketing of a short film; the establishment of a literary/genre web-site; the publishing of a poetry anthology; the literary editing of a collection of short stories; the establishment of a match-funded community arts project; the preparation of a monologue or small-cast production for a theatre festival. Industry experts will be consulted in the preparation of these templates. The focus on self-employment emerges naturally from the subject skills, providing a link to the student from the department's research activity. Work-related learning occurs throughout the programme. In most modules, students are trained to professional standards in narrative craft, reflective writing, reading as a writer, research skills and in the use of notebooks and journals to record and develop work. Students acquire the ability to tap and manage their creativity, which is arguably the most valuable of the many transferable skills they acquire during this programme. Advertising, marketing and business especially are looking for graduates who can generate and develop fresh ideas, and our programme turns out graduates of precisely this sort. Freelance/Self-employment models will be encouraged as this is absolutely representative of the way in which the subject skills are best represented in the world of work. (Students may well progress to being editors, teachers, civil servants or work in unrelated areas but we can add most value by extrapolating their subject skills into related project management skills). Existing industry links will be used to finesse and deliver and assess the module. Group work is encouraged, facilitating a more rounded view, with individuals within a group adopting different roles within the simulated world of work. The module will be delivered in the form of lectures, workshops, private study, tutorials, case-studies, field visits and industry-sourced masterclasses. Specifically, students will be taught how to prepare a Learning Agreement and how to produce a portfolio which includes an awareness of personal development in its reflective element. This is something that is already working successfully in our Independent Study modules. Students will be assigned supervisors with experience of a diverse range of jobs and skills from the freelance writing world and will be taught how to manage all aspects of their project, in terms of funding, resources, production and marketing. Each year, L6 students have the opportunity to participate in a professional publication, In The Red. In the 9 month long project, the editors solicit and edit creative work from peers and professional write

Entry Requirements

Type	Description
Other international requirements	International applications will be considered in line with UK qualifications. Any applicant whose first language is not English will be required to have IELTS 6.5 (minimum 6.0 in each component) or acceptable equivalent.
International Baccalaureate	24 points
Alternative qualifications considered	Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification: <ul style="list-style-type: none"> • Key Skills Level 2 in English/ Maths • NVQ Level 2 Functional skills in Maths and English Writing and or Reading • Skills for Life Level 2 in Numeracy/English • Higher Diploma in Maths/ English • Functional skills Level 2 in Maths/ English • Northern Ireland Essential Skills Level 2 in communication or Application of Number • Wales Essential Skills Level 2 in Communication or Application of Number

A levels	104 UCAS points from a minimum of 2 A Levels. Maximum of 2 AS points accepted.
BTECs	104 UCAS Tariff points