



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Creative Writing and Journalism Creative Writing and Journalism (with Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	4,5,6
Intermediate Qualification(s)	Certificate of Higher Education, Diploma of Higher Education
Awarding Institution	University of Bedfordshire
Location of Delivery	AA University Square Campus
Mode(s) of Study and Duration	Full-time over 3 years Full-time with Professional Practice Year over 4 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	N/A
UCAS Course Code	WP85
External Benchmarking	QAA Communication, Media, Film and Cultural Studies (2008) NAWE Creative Writing Subject Benchmark Statement (2008) QAA The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) level descriptors 4,5,6.
Entry Month(s)	September

#### Why study this course

This innovative course bridges Creative Writing and Journalism, allowing you to experience a wide range of creative outlets that can lead to a variety of journalism and writing-related careers.

#### Educational Aims

In this course you will learn the essential tools for writing across a number of genres and mediums. Plus you will gain practical, hands-on experience in production for television, print and online journalism.

This course will challenge you to adapt to the styles of news writing, feature writing, fiction writing, creative non-fiction writing and new media writing. You will be given the skills to identify and develop your unique voice and channel it through your writing, and through news reporting and other broadcast media. Alongside your skill development, we will give you practical guidance for getting recognized, published, and making it in the specialism of your choice.

Through all of your units you will be supported by a team of professional writers and journalists who have personal experience in writing, publishing and broadcasting. You will have the chance to get involved in regular 'news days' run by the journalism team. In addition, there will be publishing opportunities and 'open mic' sessions organized by the student-run Creative Writing Guild.

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
MED001-1	4	30	Creative Writing Theory & Practice	C
MED016-1	4	30	Writing Practices	C
MED011-1	4	30	Reporting and Writing	C
MED002-1	4	30	Introduction to the Journalism Industry	C
MED003-2	5	30	Creative Writing: Research into Writing	C
MED020-2	5	30	Print Production and Design	O
MED049-2	5	30	Poetics: Theory into Practice	O
MED041-2	5	30	Writing Horror & Dark Fantasy	O
MED010-2	5	30	Innovative Writing	O
MED023-2	5	30	Specialist Feature Writing	C
MED012-2	5	30	Journalism Law and Public Administration	O
MED066-2	-	0	Professional Practice Year	O
MED020-3	6	30	Ethics and Journalism	C
MED042-3	6	60	Special Project for Creative Writing	O
MED036-3	6	60	Special Project for Journalists	O
MED024-3	6	30	Creative Writing Professional Practice	O

MED38-3	6	30	Experiment and Innovation in Context	O
MED044-3	6	30	Writing Fantasy Fiction	O

### Course-Specific Regulations

N/A

### Entry requirements

Standard University Entry Requirements

### Additional Course Costs

N/A

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Produce text for a wide range of purposes and outcomes, adapting creativity, linguistic understanding and cultural and ethical knowledge to the challenges faced in creative writing and journalism
- Work in collaboration and as part of a team to achieve common purposes in various journalistic, artistic and creative contexts
- Utilise creativity, problem-solving skills and reflective practice to produce innovative outcomes for journalism and the arts, for education, and in a range of business and institutional environments.

### Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Display professional skills, knowledge and understanding in areas of creative and journalistic writing.
2. Demonstrate a critical understanding of the development and significance of media institutions and forms.
3. Display accurate use of language in both written and spoken communication
4. Show the ability to reflect critically on your work and to evaluate and contextualise your writing within the broader field of the cultural industries.
5. Engage successfully in teamwork, through workshops and seminar discussion.
6. Engage in in-depth research into your chosen fields of writing practice, and self-directed study into various supportive and background areas, evaluating the relevance and importance of information received.
7. Employ a wide range of information technologies in the process researching, delivering and producing creative and journalistic work.
8. Display the attitude, independent thinking and self-motivated learning and writing skills of a professional writer and/or journalist.

In order to qualify for the award of BA Creative Writing and Journalism (with Professional Practice year) students will need to meet all of the outcomes above and:

9. Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

**PSRB details**

N/A

**Learning and Teaching**

Close integration of theory and practice and the progressive nature of learning, assessment, feedback and progression, is at the heart of the teaching and learning strategy of Journalism and Creative Writing at the University of Bedfordshire.

Teaching is delivered by a range of methods: formal lectures, seminars, workshops and writing workshops, and tutorials (individual or small group sessions). Project supervision involves regular tutorial meetings with a staff supervisor. BREO, the university's online virtual learning environment, is used to provide course materials, and also a large amount of other writing-related information and news.

Assessment methods vary across the course, enabling the development of strategies for a range of tasks, methods of evaluation and presentation giving valuable employability experience. These include written assignment in journalism, creative writing assignments with contextual studies, presentations, and project work. Assessments test practical skills in writing and presenting, aspects of theory and intellectual understanding underpinning the two subjects, and professional practice and, in level 6, employability. Progression across levels introduces greater demands on theoretical and professional understanding within assessment tasks, leading into level 6 and the Special Project, which demands fully developed professional standards and academic sophistication.

At all stages students will receive formative feedback on their work. The importance of relevant, constructive feedback in a written and clearly understood format which is delivered rapidly enables students to incorporate the elements of feedback in their rolling programme of progressive work throughout the course.

**Assessment**

Throughout your course, you will be encouraged to integrate assessment and the feedback from that assessment, be it tutor, peer or self-assessed work to progress and develop your approaches and value of your work. Professional practice in presentation of your work, meeting deadlines and fulfilling word counts is part of what you do from the very start of your course.

Assessment methods vary across the course, enabling you to develop strategies for a range of tasks, methods of evaluation and presentation giving you valuable employability experience. At all stages you will receive detailed feedback on your work. In journalism a wide range of assessments, including presentations and essay work is employed. In creative writing most assessment is by creative work plus a contextual study, in which you discuss aims and intentions, research, influences and precursors, and how the piece/s fit into your growing understanding of yourself as a writer (what we call 'poetics').

Assessments are made progressively more demanding across the levels; in length, theoretical and/or professional requirements and contexts, and in the sophistication if discussion needed for success.

**Assessment Map**

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
MED001-1	C								x						x															
MED016-1	C														x															
MED011-1	C									x					x															
MED002-1	C					x			x					x																
MED003-2	C													x																
MED020-2	C					x			x					x																
MED049-2	O												x		x															
MED041-2	O														x															
MED010-2	O													x																
MED023-2	O					x								x																
MEDxxx-2	O																													
MED020-3	C																													
MED042-3	O						x							x													x		x	
MED036-3	O																										x		x	
MED024-3	O											x			x															
MED38-3	O														x															
MED044-3	O													x																

## Developing your employability

All the course team are all practising writer-academics and journalist-academics with active research journalistic and creative interests. On journalism news days you will work in a real working multi-media news room on up-to-the-minute stories. You will also be able to join the Creative Writing Guild, who run workshops and 'open mic' nights and publish members' work in anthologies.

In journalism, employability is a priority from the start, with Introduction to the Journalism Industry. At level 5, Print Production Design continues this industry focus, and the final year, Special Project in Journalism gives you the chance to work on a professionally-focused piece of journalism. Alongside the Project, lectures and talks specifically related to employability are run.

In Creative Writing, Research into Writing looks at all the stages of the creative process with professional output in mind. As well as the Special Project in Creative Writing (with associated employability lectures and talks) in which you can produce a substantial piece of work which may be your calling card into publication, you can also take the Professional Practice unit, which offers you the chance to research into and interact with numerous possible outlets and employment opportunities.

You will learn skills in the presentation and adaptation of your writing for publication, performance, online distribution and television; you may take chances to present, perform, publish and exhibit your work during the course, either individually, or as part of a group.

The course has links with a range of professionals in journalism, writing and publishing, from successful alumni who will share their experiences with you, to reputable journalists and publishers who will give advice on getting published and on careers in journalism and publishing, including applying for internships.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

## Additional Information

### Student Support during the course

At institutional level, the university has in place a range of easily accessible support structures for new and existing students.

These include SID (Student Information Desk), located in the campus centre, which offers confidential advice on all aspects of academic study. For example, it includes Mitigation, which deals with decisions regarding special circumstances that might require extensions for your assessments.

They also provide information about other areas of university-wide student support include: housing, health, counselling, study support, special needs and disability advice, and careers service.

The university chaplaincy runs regular meetings, social events and trips. The Student Union provides additional support and activities.

Course specific support is also in place. First year students receive a comprehensive induction in the week prior to the commencement of the academic year. In addition to this, course leaders will meet with their student groups to explain course structure and other issues relating to the student experience. These introductions will give you outlines of your course and units, a description of the ways you will be encouraged to develop your knowledge and skills, and signpost resources and materials to assist the process of your learning and success. An important part of this induction is the training to use BREO (Bedfordshire Resources for Education Online)

All students at level 1 will be allocated a Personal Academic Tutor (PAT). This academic will be responsible of monitoring your academic progress throughout your first year and beyond, and will help you with any academic or personal issues that might come up. The PAT is your consistent point of contact for support and guidance, but will on occasion refer you to other university staff for specific issues.

Further support is provided by lecturers who have Office Hours for you, by the CATS Faculty administrative team, and the media administration team.

Throughout your course, you will have continuous access to online support through both [www.beds.ac.uk](http://www.beds.ac.uk) and via BREO VLE (Virtual Learning Environment). BREO provides a range of online resources, and should be the first port of call for you in terms of university wide and module specific announcements, as well as module specific materials. We recommend that you use BREO regularly, and that you use your university email where we send you updates about all aspects of your course which need your attention.

Field Cod

Students may be required, at the discretion of the Course coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course coordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Peer Assisted Learning fosters cross-year support between students on the same course. It encourages students to support each other and learn co-operatively under the guidance of experienced students. PAL has five main aims and is intended to help students: adjust quickly to university life; acquire a clear view of course direction and expectations; improve their study skills and adjust their study habits to meet the requirements of higher education; enhance their understanding of the subject matter of their course through collaborative group discussion; prepare better for assessed work and examinations

PAL uses pairs of students in year 2 and 3 (PAL Leaders) who have "been there, done it and got the t-shirt", to work with 1st year students to de-mystify academic parlance and terminology, giving them insider knowledge on how to survive the 1st year, and provide pragmatic signposting and support.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	If so indicate the anticipatory adjustments and arrangements here
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	NA	

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

<b>Administrative Information – Faculty completion</b>	
<b>Faculty</b>	<b>Creative Arts, Technologies and Science</b>
<b>Portfolio</b>	<b>Culture and Communications, Undergraduate</b>
<b>Department/School</b>	<b>School of Culture and Communications</b>
<b>Course Coordinator</b>	<b>Keith Jebb</b>
<b>Trimester pattern of operation</b>	1 and 2
<b>PSRB renewal date (where recognised)</b>	<b>N/A</b>
<b>Version number</b>	4/17
<b>Approved by (c.f. Quality Handbook ch.2)</b>	FTQSC
<b>Date of approval (dd/mm/yyyy)</b>	
<b>Implementation start-date of this version (plus any identified end-date)</b>	yyyy/yyyy
<b>Study model type (e.g. study centre)</b>	

**Form completed by:**

**Name:** .....Keith Jebb..... **Date:** .....03/04/2017.....

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** .....

**Date:**

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
April 2017	MED020-2 from core unit to option MED023-2 from option unit to core	

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	



## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	<p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>
<b>Mode(s) of Study and Duration</b>	<p><i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i></p>
<b>Type of Intermediate Qualification(s)</b>	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>
List of units (if applicable):-		



### Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	
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FHEQ Descriptor for a higher education qualification	<i>(insert level and title)</i>	Course Learning Outcome(s)									
		1	2	4	5	6	7	8	9	10	

Subject Benchmark Statement(s)	<i>(insert title(s) and year)</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>

The format of the following mapping tables may be adjusted.

<b>Qualification Characteristic</b>	<i>(insert title and year where appropriate)</i>	<b>Evidence</b> <i>How the course takes account of relevant qualification characteristics documents</i>

<b>Professional body or other external reference points</b>	<i>(insert title and year)</i>	<b>Evidence</b> <i>How the course takes account of Professional body or other external reference points</i>