

## MA Writing for Young People (ONLINE)

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Writing, Publishing & the Humanities
Department	Creative Writing
Main campus	Online
Other sites of delivery	Other BSU campuses; external venues (optional)
Other Schools involved in delivery	n/a
Name of award(s)	A Writing for Young People
Qualification (final award)	MA
Intermediate awards available	PgCert, PgDip
Routes available	Single
Duration of award	2 years part time
Sandwich period	n/a
Modes of delivery offered	Online
Regulatory Scheme <sup>[1]</sup>	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	n/a
Date of most recent PSRB approval (month and year)	n/a
Renewal of PSRB approval due (month and year)	n/a

UCAS code	n/a
Route code (SITS)	WYMA
Relevant QAA Subject Benchmark Statements (including date of publication)	QAA, Masters' Degree Characteristics Statement, February 2020
Date of most recent approval	June 2022
Date specification last updated	January 2023

[1]This should also be read in conjunction with the University's Qualifications Framework

## Programme Overview [↗](#)

**The aim of the course** is to help you to develop and continuously review your writing skills, and to enhance your understanding of the practical choices open to you as a writer for young people, and of the professional and cultural contexts in which you write. You will be offered advice on ways to make contact with an audience of young readers, e.g., through schools or organisations working to promote literacy with young people. We aim to be realistic about the world of contemporary publishing; you will meet editors and literary agents as well as writers and tutors. We also recognise that marketability is not the be-all-and-end-all of writing, and sometimes there might be original, skilled and ambitious work that is difficult to place.

**Writing for Young People** covers writing from the earliest years to the 'young adult' market. Though prose fiction is likely to be your focus, you will have the chance to experiment with, and maybe develop an interest in, non-fiction, poetry and picture books.

**The writing workshop** – a peer group of writers, led by an experienced tutor, discussing each other's work-in-progress in a practical, rigorous and supportive way – is at the heart of this course. Your central experience in these two years should be one of moving your own writing forward with the support of the group. Building the trust and understanding necessary for this to work at its best is one of our main concerns as tutors. Our experience of the MA in Writing for Young People is that students leave at the end of the course with writing contacts, friendships and networks that will last them through the years to come.

**Note:** this is an online version of the MA Writing for Young People, which has been designed in response to student feedback and the wish to offer a more flexible mode of delivery. The course of study and learning outcomes, opportunities for industry engagement, and collaboration with others are the same in both versions of the programme, adapted in relation to the method of delivery and the practicalities of this.

## Programme Aims [↗](#)

1. Develop writing skills and knowledge in the practice-based discipline of writing for young people. By the end of the course, you will have prepared work which provides the basis for an original book length manuscript of creative writing for young people, using the skills of editing and redrafting to bring it to as close to publishable quality as possible.
2. Support the development of writers who understand and accept the practical conditions faced by working writers for young people, and who can make realistic choices while holding onto the vision that engenders the writing.

3. Support the development of a wide range of complementary skills, such as verbal communication, an awareness of audience, collaboration as part of team, working independently at a professional level, working to deadlines, organisational skills and critical thinking, which will further support you as a writer – but also in a wide range of other areas of work, and in different contexts.
4. Support you in reflecting on your own work and on the work of others in order to extend and deepen your understanding of writing for young people as a distinctive and valuable area of professional practice, and to bring criticality, analysis and originality to these processes

## Programme Intended Learning Outcomes (ILOs)

**(NB These ILOs are at level 7 of the FHEQ)**

### A Subject-specific Skills and Knowledge

- A1. Critical and systematic understanding and application of the technical skills of editing, redrafting and rewriting, as evidenced in the preparation of a substantial final manuscript, or proportion thereof
- A2. Comprehensive and applied understanding of a variety of forms and/or genres of creative writing for young people, and for different age groups, and the ability to make choices between them.
- A3. Critical and analytical reflection on your own and others' writing; and the communication of this in a range of formats and contexts
- A4. Critical and systematic understanding of current themes, issues and ethical considerations in the field of writing for young people, and the application of this to your own practice as a creative writer for young people.
- A5. Critical engagement with and a systematic understanding of the contemporary children's publishing industry and the professional demands on a working writer for young people.
- A6. Critical awareness and application of local technical/craft points in your writing and larger strategic questions about it, including the comprehensive and sustained understanding of the audiences for whom you are writing.

### B Cognitive and Intellectual Skills

- B1. A systematic engagement with and critical responses to current problems and/or new insights associated with or at the forefront of professional practice in creative writing for young people.
- B2. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of creative writing for young people.
- B3. Conceptual understanding that enables you
  - to evaluate critically current research and advanced scholarship in the discipline,
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. and
  - to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.
- B4. Self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

### C Skills for Life and Work

**On achieving Level 7 you will be able to:**

- C1 **Work Independently** - Act autonomously in planning and implementing tasks in a professional context.
- C2 **Work with Others** - Plan for and actively engage in inclusive collaboration with others to tackle and solve complex problems and develop original insights.

C3 **Communicate with Impact** - Communicate complex ideas clearly, effectively and impactfully with specialist and non-specialist audiences.

C4 **Demonstrate Digital Fluency** - Use digital skills productively, critically and ethically to enhance creativity and communication in a professional context.

### Intermediate awards

#### PgCert Intended Learning Outcomes

A3,4 6

B1-3

C2-4

#### PgDip Intended Learning Outcomes

A3-6

B1-3

C2-4

## Programme content [↗](#)

This programme comprises the following modules

### Key:

Core = C

Required = R

Required\* = R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

### Subject offered as single and/or joint programme

MA Writing for Young People (ONLINE)				Status
Level	Code	Title	Credits	Single
7	CW7148-30	Writing Workshop Autumn: Writing for Young People (Distance Learning)	30	C

7	CW7141-30	Context Module One: Writing for Young People: Forms, Ages and Stages (Distance Learning)	30	C
7	CW7149-20	Writing Workshop Spring: Writing for Young People (Distance Learning)	30	C
7	CW7143-30	Writing for Young People: Contemporary Children's Publishing (Distance Learning)	30	C
7	CW7145-60	The Manuscript (Distance Learning)	60	C

### Assessment methods [↗](#)

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

### Work experience and placement opportunities [↗](#)

The course is delivered in close collaboration with industry professionals and with those who have a professional interest in writing for young people and in young people as readers and writers. There may be opportunities to work collaboratively with them on discrete projects, where these align with your own aspirations and commitments.

### Additional Costs Table [↗](#)

There are no additional costs associated with this course.

Module Code & Title	Type of Cost	Cost

## Graduate Attributes

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
<b>Confidently Self-Aware</b>	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	Engaging in supportive peer workshopping to develop my ability to critically reflect on the strengths and weaknesses of my work and my peers', alongside tasks that encourage me to experiment and take risks as part of the learning process.
<b>Emotionally Attuned</b>	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	on-going group-work focused on enhancing my written and verbal communication skills, extending my ability to sensitively and constructively respond to others' work and to feedback on my own, while building mutually supportive creative practices and networks.
<b>Inclusive Collaborator</b>	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	independent and collaborative problem-solving in pursuing assigned tasks and self-starting projects, as well as respectful and inclusive discussion of key industry debates, including about diversity and difference, with a focus on applying learnings to my writing and my broader role as a professional in the field of writing for young people.
<b>Adaptable Innovator</b>	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	Prompted and self-starting projects that require innovation and adaptability to solve creative problems and meet team challenges with the resilience and confidence needed to thrive in an unpredictable industry.

<b>Critical Thinker</b>	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	Exposure to new knowledge, creative and critical practices, and a wide range of perspectives, fostering my ability to combine analytical skills with curiosity and imagination as a foundation for lifelong learning.
<b>Forward Thinker</b>	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	Undertaking a wide range of assessment tasks, weekly preparation for classes, and longer, multi-stage projects requiring the ability to think beyond present challenges to anticipate future possibilities and identify possible pathways to success so I can strategically plan how to achieve my creative and professional goals.
<b>Ethical Leader</b>	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	engaging in nuanced examination of and reflection on a variety of social and ethical issues, with a focus on the responsibilities of writing for children and young people, including honing my professional values while exploring – and considering my position in relation to – core industry debates, bringing empathy and ethics into my decision-making in both my creative work and my approach to engaging with the industry.
<b>Responsible Self-Starter</b>	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	engaging in a range of authentic tasks requiring me to be a proactive self-starter and creative problem-solver able to help my peers enhance their work, use their input to improve my own, learn the skills to produce and polish a long-form project, and extend my ability to engage effectively with industry.

<b>Compassionately Resilient</b>	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	Supporting my ability to critically reflect on a range of feedback then make confident, autonomous decisions about my work so that I can adapt resiliently and positively to meet creative and professional challenges with a growth mindset.
<b>Digitally Resourceful</b>	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	engaging in authentic creative and professionally-oriented tasks to develop and practise the range of digital skills expected of writers, including the confidence to embrace new resources and problem-solve technical challenges.

## Modifications

### Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
CW71 48-30	Writing Workshop Autumn: Writing for Young People (Distance Learning)	Module co-ordinator change, contact hours change, and prep work change.	Approved at the School of Writing, Publishing and the Humanities SQMC, 23 November 2022	2022/23
CW71 41-30	Context Module One: Writing for Young People: Forms, Ages and Stages (Distance Learning)			
CW71 43-30	Writing for Young People: Contemporary Children's Publishing (Distance Learning)			
CW71 45-60	The Manuscript (Distance Learning)			
CW71 49-20	Writing Workshop Spring: Writing for Young People (Distance Learning)			



CW70 48-30	Writing Workshop Autumn Context Module One - Writing for Young People: Forms, Ages and Stages	Updates to description and aims, outline syllabus, teaching and learning activities, ILOs and formative assessment	Curriculum Approval Panel, December 2024	2025/26
CW70 41-30	Writing Workshop Spring			
CW70 49-30				
CW70 43-30	Writing for Young People - Contemporary Children's Publishing	Updates to the outline syllabus, teaching and learning activities, ILOs, formative and summative assessments	Curriculum Approval Panel, December 2024	2025/26
CW70 45-60	The Manuscript	Updates to teaching and learning activities, ILOs, and formative assessments	Curriculum Approval Panel, December 2024	2025/26

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
New distance learning-specific modules descriptors added for all modules	15th June 2022 - Curriculum Committee	2022/23

**Attached as appendices:**

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

**Appendix 1: Programme Structure Diagram – Writing For Young People [↗](#)**

<b>Part-time over two years</b>
<i>Year One</i>
Trimester One CW7141-30 Context Module: Forms, Ages & Stages (Distance Learning)
Trimester Two CW7149-30 Writing Workshop Spring (Distance Learning)
Trimester Three Begin work towards CW7145-60 The Manuscript (Distance Learning)
<i>Year Two</i>
Trimester One CW7148-30 Writing Workshop Autumn (Distance Learning)
Trimester Two CW7143-30 Context Module: Contemporary Children's Publishing (Distance Learning)
Trimester Three CW7145-60 The Manuscript (Distance Learning)

**Appendix 2: Map of Intended Learning Outcomes [↗](#)**

Level	Code	Module Title	Status (C, R, O)	Intended Learning Outcomes																		
				Subject-specific skills and knowledge						Cognitive and intellectual skills				Skills for life and work								
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4					

7	CW 714 8-30	Writing Workshop Autumn : Writing for Young People (Distance Learning)	C		*	*	*		*		*	*			*	*	*
7	CW 714 1-30	Context Module: Writing for Young People: Forms, Ages and Stages (Distance Learning)	C		*	*	*		*		*	*			*	*	*

7	CW 714 9-20	Writing Workshop Spring: Writing for Young People (Distance Learning)	C		*	*	*		*		*	*		*	*	*	*
7	CW 714 3-30	Writing for Young People: Contemporary Children's Publishing (Distance Learning)	C		*	*		*	*	*	*	*	*		*	*	*
7	CW 714 5-60	The Manuscript (Distance Learning)	C	*	*	*	*	*		*	*	*	*	*	*	*	*

[4] C = Core; R = Required; R\* = Required\*; O = Optional

### Appendix 3: Map of Summative Assessment Tasks by Module [↗](#)

Level	Code	Module Title	Status (C, R, O)	Assessment Method													
				Coursework					Practical					Written Examination			
				Manuscript	Dissertation	Essay	Journal	Portfolio	Work in process	Performance	Project	Skills	Presentation	Set exercises	Written exam	In class exercise (see n)	In class exercise (unseen)
7	CW 714 8-30	Writing Workshop Autumn : Writing for Young People (Distance Learning)	C					1 x 250 0 & 1 x 500	1 x 450 0 & 1 x 500								

7	CW 714 1-30	Con text Mod ule: Writ ing for You ng Peo ple: For ms, Age s and Stag es (Dis tanc e Lear ning )	C			1 x 400 0		1 x 400 0									
7	CW 714 9-20	Writ ing Wor ksh op Spri ng: Writ ing for You ng Peo ple (Dis tanc e Lear ning )	C					1 x 250 0 & 1 x 500	1 x 450 0 & 1 x 500								

7	CW 714 3-30	Writing for Young People: Contem- porary Children 's Publishing (Dis- tance Learning)	C					1 x 2,00 0			1 x 6,00 0						
7	CW 714 5-60	The Manuscript (Dis- tance Learning)	C	1 x 160 0- 200 00													

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[5] C = Core; R = Required; R\* = Required\*; O = Optional