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**Programme Specification**

**Title of Course: BA (Hons) Creative and Professional Writing**

**Date Specification Produced: October 2018**

**Date Specification Last Revised: March 2021**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) Creative and Professional Writing |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penryhn Road |
| **Programme Accredited by:** | NA |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Creative and Professional Writing BA programme is a dynamic and engaging course designed to provide students with opportunities to study the practice of writing in a wide variety of forms, embracing forms of poetry, prose fiction and creative and journalistic non-fiction written for specific audiences as well as other forms of writing for commercial purposes, including writing for gaming, online and new media writing, blogs and other kinds of self-promotion, advertising, speech writing and other rights, advocacy and campaign writing, and writing for performance on stage and screen. Introducing students to the wide range of potential platforms for their writing, this programme supports them in developing the skills and techniques vital to achieving their career ambitions. It does so by focussing on facilitating the development of a portfolio of writing tools that will allow students to make a living from writing in a variety of these platforms. We begin by explicitly foregrounding the *craft* of writing, as we introduce students to the fundamentals of the art of writing: wide and careful reading, deployment of appropriate rhetorical strategies, awareness of the codes and conventions of various forms and dedication to drafting and practice. In addition, regular workshopping activities across the course advance at each level, thus enabling all students to develop skills as critical and careful readers, editors and reviewers, and as writers involved in both independent and collaborative practice. While strong value is placed on students’ individual writing voices, the course enables the development of independent, expressive writing alongside practical commercial writing skills in a variety of professional contexts. Optionality within modules and across the three levels of study is designed to facilitate the development of specialist skills and for students to build a portfolio that is targeted towards their career aspirations and specific industry needs. Supported by their personal tutor and the course leader who will provide mentoring and curriculum guidance, students may elect to construct a programme which covers a broad suite of writing skills, or alternatively to create a pathway focused on a specific area of development such as dramatic writing or non-fiction. This provision is facilitated not only by specialist option modules, but also through modules which contain embedded optionality in the form of negotiated assessment without formal constraints. In their first year, students are given a solid foundation in understanding written communication as a nuanced, sophisticated, flexible and powerful medium. In **Introduction to Creative Writing**, students undertake a study of various forms of creative and literary writing, such as poetry, prose and drama, learning the codes and conventions of these forms through a weekly diet of reading, writing, discussing texts and techniques, and sharing their own writing in seminars. In **Writing that Works**, industry professionals and staff from across the Humanities at Kingston work together introducing students to the wide range of potential commercial platforms for their writing as well as learning to create and curate their online identities as writing professionals. In **Reading London** students are introduced to a range of literary texts and consider how writing and literature are situated within a cultural context. Finally, in **Practical Journalism 1**, students are introduced to the foundational skills of researching, editing, and proofing copy for audience and purpose. Students then move on in their second year with core modules in **Independent Research Studies**, a module that allows students to write, and be supported in devising, composing and editing that writing, in any form they choose, supporting their career aspirations and professional pathway. They will also study **Content, Form and Creativity**, further developing their abilities to work with language in sophisticated and contextually-specific forms. Option modules in Year 2 allow students to work with both industry professionals and key Kingston university staff from Creative Writing, English Literature, Drama, and Journalism to focus their studies on areas such as prose, poetry, screenwriting, and magazine journalism. In the final year of the degree, all students take a **Creative Dissertation**, in which they are supported in producing a substantive piece of writing in a form of their choosing to a professional, publishable level, and identifying outlets for the publication of that work. The second core module, a capstone for the degree, is **Professional Communication Skills** that sees students synthesise skills from across the degree for professional practise, including through live briefs from employers that engage students in real-world projects and give them an advanced understanding of collaborative writing practices. These modules are combined with option modules that allow students to further develop specialities introduced at Levels 4 and 5 in more depth and with greater specificity, with modules in areas such as life-writing, poetry, narrative fiction, dramatic form, television writing, and literary journalism. Cognate options from English literature in British writing, gender and sexuality, Shakespeare, and special authors give students the opportunity to explore how the study of a text in depth and engagement with cultural debates can spark new writing. As with the dissertation, such modules contribute to student pathway development via negotiated assessments which can be shaped to follow the development of specific skills.

Academic activity is supported in a number of ways in this new programme. Firstly, through a unique Industry Advisory Board established specifically for BA Creative and Professional writing students drawn from specialists (and potential employers) in the fields of publishing, marketing, advertising, rights development, UK government offices, film, radio, television and theatre. These specialists will help to inform the development of the curriculum content on the programme, and our students will engage in live briefs with them, attend the masterclasses they will offer, and in doing so, learn to identify their own marketable skills. Moreover, if they choose, students will be supported in developing an internship in one of these industries. All students on this degree are members of the Writers Centre Kingston, a unique forum and online hub for writing from many disciplines that was re-launched from the pre-existing Kingston Writing School in 2017. WCK has its own website and social media presence (1000+ followers), and attracts a wide range of internationally recognised speakers at events that all students are encouraged to attend. The subject area is also the home of the Life Narrative Research Group, the base of a 4\*rated REF 2014 impact case study. These activities form a central part of the degree’s focus on the relationship between students and the local and wider community.

By the end of the degree, students will have developed a diverse portfolio of writing skills that will prepare them for careers in fields including fiction and non-fiction writing, writing for stage and screen, editing, media writing, journalism, curatorial writing, public relations, and the creative industries. Students will also have developed a broad range of transferable skills that will provide an excellent basis for their future lives in the competitive world including oral communication, problem solving, critical evaluation, time management and organizational abilities. They will be able to employ skills of rhetoric, creative thinking, and argument to a range of different contexts and scenarios, which are further enhanced by extra-curricular activities, specialist workshops, and employability-building activities.

Students also have the opportunity to study languages with free tuition as part of the Kingston Language Scheme, and to Study Abroad or take a work placement in their second year at locations in Europe, the United States, and Australia.

In addition to the standard three-year programme, this degree is also available as a sandwich degree with a placement year, or with an additional foundation year for those who would benefit from enhanced preparation for university study. Further details about this option can be found in the Foundation Humanities programme specification.

1. **Aims of the Course**

The aims of the course are to:

* ensure students receive a solid grounding in the practice of creative and professional writing;
* provide students with an awareness and critical understanding of the craft of writing as it is expressed through style and meaning and its employment in a variety of different formats and genres
* ensure students are prepared for a range of careers in writing and the creative industries, with a portfolio of both subject-specific and transferable skills

1. **Intended Learning Outcomes**

The field/course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Creative Writing (2019) and The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Demonstrate a comprehensive knowledge and understanding of a wide range of writing for different media (books, theatre, film, television), in a variety of genres (poetry, fiction, drama, non-fiction) and their application to their own writing | B1 | Demonstrate a capacity to analyse complex and diverse textual material, identifying formal characteristics and styles | C1 | Analyse critically and evaluate written and spoken material |
| A2 | Show a critical familiarity with and appreciation for the distinguishing formal qualities and linguistic effects of different genres and sub-genres and awareness of the historical, social and intellectual contexts of their development | B2 |  | C2 | Work in collaboration with others to formulate ideas and respond to directed briefs, including those from industry |
| A3 |  | B3 | Respond critically and constructively to their own work and the work of others | C3 | Present ideas cogently in writing and in oral form, with clarity, originality, and precision |
| A4 |  | B4 | Formulate creative responses in a range of styles, in response to theories of writing, and in relation to specific briefs, including professional direction | C4 |  |
| A5 | Recognise how the craft of writing is employed in a variety of professional purposes, and distinguish between these forms and their different requirements | B5 |  | C5 | Demonstrate effective time management skills and be able to work to deadlines |
| A6 | Demonstrate a sophisticated understanding of editing and proof-reading as it pertains both to self-evaluation and peer critique | B6 | Reflect on and evaluate their own academic and professional development and practice through independent work | C6 | Undertake independent practice and translate this into meaningful written outcomes |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | Experiment with new modes of thinking and critically evaluate diverse modes of practise. |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum typical entry qualifications for the programme are:

From A levels: 112 points to include two A-levels or equivalent, one of which should be an English Language / Literature / related subject (32 points required). General Studies / Native Language accepted when one of three A-levels or equivalent.

BTEC National: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.

Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.

Plus: GCSE English score 9-4 (or comparable grade A\*-C) required.

We welcome applications from mature students whose applications will be considered on an individual basis: please contact us for more information. Applications from international students with equivalent qualifications are also welcome. A minimum IELTS score of 6.5 with 6.5 in writing and no element below 5.5 or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered as a full field in full-time, full-time including Foundation year, part-time and sandwich modes, and leads to the award of BA Hons Creative and Professional Writing. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning, including sandwich courses**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

In addition to short placements, all students are able to take the option of a single teaching block work placement overseas as part of the Study Abroad programme if they select this option, which students apply for during Level 4 of their degree. This is subject to the student finding a suitable placement.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Option modules listed below are indicative. Module offerings in any particular year are subject to amendment based on staff availability, research specialisms, and curriculum development, but a range of options will always be available to allow students to develop specific pathways and skills, and, as is outlined in sections A and F, student pathways and specialisms are additionally supported within modules.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

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| **Level 4** (all core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Practical Journalism 1 | J04001 | 30 | 4 | 1 & 2 |
| Introduction to Creative Writing | CW4003 | 30 | 4 | 1 & 2 |
| Writing that Works | CW4004 | 30 | 4 | 1 & 2 |
| Reading London: Drama, Poetry and Prose | EL4006 | 30 | 4 | 1 & 2 |

Level 4 is designed to provide students with a solid base upon which to build more specialised creative and professional pathways at levels 5 and 6. The four modules enable students to gain knowledge and understanding of the principles of effective writing across a number of platforms and genres and gain practice in writing within different traditions and genres.

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Creative and Professional Writing.

At level 5 students will be scheduled to take two core modules from those listed below:

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| **Level 5** (at least 60 credits = core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Content, Form and Creativity | CW5003 | 30 | 5 | TB1&2 |
| Independent Research Studies | EL5001 | 30 | 5 | TB1 and 2 |
| Style and Meaning | EN5006 | 30 | 5 | TB1 & 2 |
| **Option modules** | | | | |
| Magazine Journalism | J05006 | 30 | 5 | TB1&2 |
| Write Action: Introduction to Dramatic Writing | DA5005 | 30 | 5 | TB1&2 |
| Screenwriting | CW5004 | 30 | 5 | 1&2 |
| Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature | EL5011 | 30 | 5 | 1&2 |

Optionality [is](http://specialisms.is/) designed to facilitate the development of specialist skills and knowledge and to enable students to build a portfolio that is targeted towards their career aspirations and specific industry needs. For example, students wishing to develop skills in lifestyle journalism might opt to take JO5006 while those whose interests lie in dramatic writing might select DA5005 and CW5004.

Personal tutors will provide ongoing and day to day guidance to students in the selection of option modules to reflect their specific interests and aspirations.

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Creative and Professional Writing.

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| **Level 6** (at least 60 credits = core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dissertation | EL6000 | 30 | 6 | TB1&2 |
| Professional Communication Skills | EN6013 | 30 | 6 | TB1&2 |
| **Option modules** | | | | |
| Special Study: Literary Journalism and War | JO6011 | 30 | 6 | TB1&2 |
| Beyond Text: Advanced Dramatic Writing | DA6010 | 30 | 6 | TB1&2 |
| Making Shakespeare: Text, Performance and Adaptation | EL6029 | 30 | 6 | TB 1&2 |
| Black and Asian Writing | EL6032 | 30 | 6 | TB 1&2 |
| Gender and Sexuality | EL6030 | 30 | 6 | TB 1&2 |
| Creative Writing Special Study: Narrative Techniques in Popular Fiction | CW6004 | 30 | 6 | TB 1&2 |
| Creative Writing Special Study: Get a Life: Forms of (Auto)biography | CW6005 | 30 | 6 | TB 1&2 |
| Box Set Drama: Writing for Television | CW6008 | 30 | 6 | TB 1&2 |
| Special Study: Innovations in Poetry and Prose | CW6010 | 30 | 6 | TB 1&2 |

Option modules at level 6 will enable students to further develop specialties introduced at Levels 5 in more depth and with greater specificity. A pathway in dramatic and screen writing is offered through CW6008 and DA6010 while other options allow specialist areas of poetry (CW6007), Life-writing (CW6005) and Literary Journalism (JO6011). The addition of option modules from English Literature will enable those students interested in literary writing to deepen their knowledge and understanding of the form through specialized contextual studies.

Level 6 requires the completion of the compulsory modules and 2 option modules.

Sandwich Route:

Students taking a four year sandwich degree complete their placement between Levels 5 and 6. This is subject to the successful completion on 120 credits at Level 4 and 120 credits at Level 5.

Students on the sandwich route follow the programme as outlined above, with the addition of HU5001 during their placement year. They then continue to complete Level 6 in the following academic year.

**Pathway Choice**:

Throughout the course, personal tutors will provide all students at every level with ongoing and day to day guidance in the selection of texts, writing projects, and option modules choices to enable them to access the skills and knowledge necessary to their specific creative and professional interests and aspirations. In addition, further advice and feedback on supporting and developing each students’ creative and professional pathways are available from the Course leader, individual Module Leaders and the Industry Board professionals who will offer regular question and answer sessions to which all students will be invited.

Sample pathways provided below illustrate the ways in which student specialism may be facilitated by particular module choices at Levels 5 and 6:

Nonfiction Pathway: core modules plus J05006, JO6011, CW6005

Fiction Pathway: core modules plus EL5011, CW6004

Literary Writing (including poetry) Pathway: core modules plus EL5011, CW6010

Drama Pathway: core modules plus DA5005, CW5004, DA6010, CW6008

Cultural and Social Writing Pathway: core modules plus EL5011, EL6032, EL6030

Rights and Advocacy Writing Pathway: core modules plus JO5006, EL5011, JO6011, EL6005

1. **Principles of Teaching, Learning and Assessment**

This programme has been designed to take into account the KU Curriculum Design Principles and offers coherence and progression at each Level. The design of the learning and teaching experience for students is based upon the overarching aim of engaging students with the study of creative and professional writing in the contexts that are specified in the learning outcomes of each module.

In general, the course aims to:

* foster a positive, student-centred learning environment
* incorporate the process and outcomes of relevant research, scholarship and professional practice within teaching
* focus on the development of critical thinking skills, where critical thinking is made explicit within the curriculum and assessment strategies;
* deliver an embedded approach to assessment that promotes learning; designing and delivering assignments primarily to support student learning with the intention of developing students’ own skills in evaluating and improving their performance;
* make use of peer and self-assessment and feedback in practical activities to deepen students’ learning and promote the development of professional skills.

Writing is the core activity of studying Creative and Professional Writing, supported by relevant and focused reading. In order to elucidate and develop this core the Department has designed a variety of teaching and learning experiences that centre upon student interaction with their own writing and the writing of others, both in terms of their peers and published material. Our teaching methods include small group workshops in which students present their own work and respond to the work of others, masterclasses in which industry professionals and published writers provide insights into the practice of writing, and interactive lectures that not only facilitate direct instruction and dissemination of information, but also enable students to participate actively by applying what they have learned to concrete examples. In all three contexts, students are engaged in active learning, questioning, dialogue and debate and group work. In addition, we make use of blended and virtual learning environments via the online learning platform, Canvas, to enhance students’ independent learning.

A robust Peer-Assisted Learning and Personal Tutorial Scheme is embedded throughout the three years of the degree. At Induction, for instance, all our Level Four students are introduced to their Personal Tutor and meet with them in weekly sessions, providing each student with appropriate academic and personal guidance throughout their degree by monitoring their progress and helping to identify individual needs. Regular contact continues in individual tutorials throughout the degree, timed to support students through assessment, level transition, writing pathway choices and career planning. The personal tutor will guide students through their degree planning, assisting them in making module choices and creating a degree pathway that facilitates the development of a skills portfolio appropriate to industry needs and their specific career plan. This guidance will include support on the ways in which individual modules might be tailored to such pathways, for example through the choice of subject in Independent Creative Writing, and Dissertation, and in modules such as British Black and Asian Writing and Gender and Sexuality that feature negotiated assessments. This academic support is deepened by the support of Level 4 and 5 students by students on the postgraduate MFA programme. Together, our MFA and Personal Tutorial Schemes help to foster a close and engaged academic relationship between staff and students and personalises each student’s experience at Kingston. This relationship is facilitated further by the involvement of students in the activities of the Writers’ Centre Kingston and close partnerships with industry professionals, allowing students to explore their writing in relation to professional and community contexts. More generally, the Creative and Professional Writing degree creates a supportive learning environment in which students develop the ability to be self-reliant and self-reflective and to use formative feedback to their best advantage and in response to their specific teaching and learning needs.

Written work is a fundamental part of students’ learning experience. A variety of written assignments from short to long creative pieces, portfolios, reading logs, reports, editing tasks and drafting exercises are used for formative assessment as well as for summative purposes. In addition to the acquisition of subject knowledge and subject skills, the range of teaching and learning activities develop a toolkit of transferable skills such as the capacity for independent thought and critical reasoning, the ability to work individually or as part of a team, and time-management and organisational skills.

Teaching and learning strategies on the course are based upon the idea of a coherent progression in student development throughout their degree. At Level Four, which constitutes a general, incremental induction into the craft of writing and its varied forms, there is an emphasis on the acquisition of subject-specific skills. Two-hour interactive lecture blocks allow for a pedagogically effective mixture, in which exposition is followed through in group discussion and practical writing. As at higher levels, seminars and workshops provide a more intimate forum for the detailed exploration of writing practice, with student presentations and discussion. All students meet weekly with a personal tutor, and this guided beginning allows all students to make an effective transition to the requirements of university study.

As students move on from introductory level work, there is an increasing emphasis on independent learning. At Level Five, for instance, masterclasses allow students to develop their own practice in response to published writers, and all students take the **Independent Research Studies** module in which they work under supervision from their tutor to develop their writing in the student’s choice of form and style and improve their working practice. The guidance students receive from their tutor is supported and enhanced by a series of workshops designed to further develop appropriate genre-specific skills. This individually-focussed module is offered alongside one that is focused on style and form, providing student with a sophisticated understanding of writing as technique. Alongside these modules students select from a range of options, allowing them to pursue particular areas of writing specialism.

At Level Six students take the **Dissertation** module, enabling them to work in-depth on an extended writing project of their choice under the supervision of a specialist. Alongside this, students take **Professional Communication Skills**, a capstone module that allows students to employ the range of skills developed through the degree in response to live briefs from employers. In each academic year, the programme also runs a range of option modules that require students to read, review and respond to published literary, dramatic and fact-based journalistic texts and to expand their own practice in these various forms. Consequently, in their final year all students benefit from a range of teaching and learning strategies, which are intended to extend the students’ conceptual and theoretical grasp, sharpen their knowledge of creative and professional research methods and to further develop their capacity for independent thought and writing.

Throughout their degree, guidance is available for students through the provision of specific pre-set student advice and feedback hours, during which all members of the teaching staff are available for consultation with students (three hours per week), as well as through module-based personal tutorial time. For additional help with their academic writing and oral skills, students at all levels are also encouraged to attend the School of Humanities’ regular series of extra-curricular interactive lectures and to make use of the Academic Success Centre. In addition to these strategies for providing support, the course seeks to address the needs of students from non-traditional educational backgrounds who are in need of additional support through taught revision sessions designed to improve student performance and confidence.

Modules are assessed via a diverse range of assessment strategies that are carefully crafted to suit the content and learning outcomes of each module, as well as the course as a whole, thereby strengthening the connection between modules and promoting lateral thinking. The selected assessment components are also conceived as part of the learning process and enable students to demonstrate their growing knowledge, understanding and skills as they progress through the three levels of the course. The assessment regime for each module has been designed to provide formative assessment opportunities that allow students to receive feedback and prepare for the summative assessment and also relates to and synthesises knowledge and understanding across modules, allowing students to build skills as the programme develops. This strategy also ensures that assessment bunching is avoided. In addition, the dual emphasis on formative and summative assessment reinforces the importance of drafting, critical self-evaluation, peer-review and tutor feedback from the beginning of the degree, and encourages students to see both their formative and summative assessments as a major component of their learning experience.

At Level Four, learning outcomes are focused on the development of specific skills and abilities that are fundamental to the field; the assessment strategies reflect this. Portfolios at this level include a variety of in-workshop and in-seminar written exercises, critical commentaries, analyses, reading logs, short exercises and group work, providing both formative and summative assessment. Particular attention is paid to the drafting processing and editing techniques as essential parts of professional writing. Formative development of group working skills are provided via the focus on peer-review and good practice in workshopping. The importance of attendance, good seminar practice and workshop etiquette is explicitly recognised in all modules.

Assessment strategies at Levels Five and Six build on the practices of workshopping and drafting established in Level Four, focusing on specialised creative practice built around specific literary and non-fiction genres. Workshopping builds students’ abilities to work collaboratively, while editing practice allows them to hone their independent skills. Supported by the degree’s industry advisory board, students are encouraged to work collaboratively, with seminars and interactive workshops on group dynamics, project management, and team working. Other assessments extend and vary students’ learning experience and offer different means of evaluation. These include presentations and reports, personal reflection and reading logs, and short and long written exercises; taken together these feed forward, culminating in more sustained pieces of written work such as the dissertation. Final year modules also give students the opportunity to showcase the diverse range of key skills they have acquired throughout the degree and to put these to practice in professional contexts, such as writing and oral communication and presentation skills, independent study and bibliographic research, creative thinking, group work and practical organisation skills.

Throughout the Creative and Professional Writing degree, assessments not only give students the opportunity to acquire and demonstrate the learning outcomes for individual modules but also reflect those of the course as a whole. Students graduate as independent and critical learners and thinkers, driven by creative practice and its development as a worked craft and technique.

1. **Support for Students and their Learning**

Students are supported in the following ways:

Additional support to all students is provided by all teaching staff via student feedback and advice hours. Although the times are fixed, tutors can be flexible as to student availability, particularly where feedback and advice hours clash with classes or personal commitments. For additional help with academic writing and oral skills, students make use of the Academic Success as well as the university-wide course runs by EAPD (English for Academic and Professional Development) workshops.

Students select modules for the forthcoming year’s study in the February of the previous academic year. Guidance in making module choices will be offered through specific sessions within core modules, and by scheduled meetings with personal tutors.

In summary, students are supported by:

* a module leader for each module
* a Course Leader to oversee the programme and provide support to all students
* a Personal Tutor to provide each student with tailored academic and personal support throughout the duration of the degree, with regular meetings scheduled at key times of the academic year such as module selection, progression, and assessment return periods
* technical support to advise students on IT and the use of software appropriate to the degree
* a designated programme administrator
* an induction week programme at the beginning of Level 4 and a tailored re-induction session at the beginning of Levels 5 and 6
* access to Canvas (VLE), a versatile on-line interactive intranet learning environment
* LinkedIn Learning – an online platform offering self-paced software tutorials
* an Academic Success Centre
* extra-curricular interactive lectures organised by the School of Humanities and designed to enhance students’ academic and oral skills in an informal and supportive environment, also providing an additional source of tuition for students identified as requiring more targeted support.
* student support facilities that provide advice and assistance on issues such as finance, regulations, legal matters, accommodation, international student support, study abroad both in person at the Student Life Centre and online via My Kingston
* dedicated pastoral support through the Student Achievement Officer
* support for students with disabilities and mental health needs via the Student Life Centre
* the Union of Kingston Students
* mentoring opportunities
* Faith and Spirituality services, including prayer and quiet room facilities and wellbeing groups
* International student support and advice
* Careers and employability service including work opportunities through Jobs Central
* Writers Centre Kingston, which provides a social hub for students, with social media peer support and a forum for creative exploration

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at subject level
* Student evaluation including MEQs (module evaluation questionnaires) level surveys and the NSS (National Student Survey)
* Moderation policies

1. **Employability Statement**

The Creative and Professional Writing course is designed to foster a range of (transferrable) skills desirable to employers. These include:

* Advanced literacy and communication skills, including advanced professional written communication
* Ethics and intellectual property training
* Critical thinking
* Organisation skills, including time and workload management
* Intercultural awareness
* Creativity
* Independent and group working

Graduates of the programme have many career opportunities in a wide range of fields where writing is an essential component including: public relations, publishing, journalism, advocacy and campaigning, copy writing, advertising and marketing, professional writing (including creative writing), teaching, management, the legal professions, administration, business and training. A number of students go on to take postgraduate courses in, for example, Translation, Publishing, Journalism, English Literature, Gender and Postcolonial Studies, Creative Writing, and graduate teacher training.

1. **Approved Variants from the Undergraduate or Postgraduate Regulations**

There are no variants to the undergraduate regulations.

1. **Other sources of information that you may wish to consult**

* The Quality Assurance Agency benchmark statement for English is the main reference point and informs our thinking and planning in all aspects of the degree. Web reference: <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_12>
* Writers’ Centre Kingston, home to courses in Creative Writing, English Language and Linguistics, English Literature, Journalism and Publishing. Web reference: <https://www.writerscentrekingston.com/>
* Course page: <https://www.kingston.ac.uk/undergraduate-course/creative-and-professional-writing/>

The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework.

All of the procedures associated with the field comply with the UK Quality Code for Higher Education.

**Development of Course Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are summatively assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  | | **Level 4** | | | | **Level 5** | | | | | | | **Level 6** | | | | | | | | | | |
|  | | JO4001 | EL4006 | CW4003 | CW4004 | EL5001 | DA5005 | EN 5006 | JO5006 | EL5011 | CW5004 | CW5003 | EN6013 | EL6000 | CW6004 | CW6005 | CW6010 | EL6030 | DA6010 | JO6011 | CW6008 | EL6032 | EL6029 |
| **Knowledge & Understanding** | A1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A2 | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S |  |  |
| A4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A5 | S |  | S | S | S | S |  | S |  | S | S | S | S | S | S | S |  |  |  |  |  |  |
| A6 | S |  |  |  |  | S | S | S |  | S | S | S | S | S | S | S |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B5 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C4 |  |  |  |  |  |  | S |  |  |  |  |  |  |  |  | S |  |  |  |  |  |  |
| C5 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Creative and Professional Writing |
| **Intermediate Award(s):**   |  | | --- | |  | |  | | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 4 years full-time with Foundation year, 4 years sandwich, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 7 years full-time with Foundation year, 8 years sandwich, 12 years part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | English |
| **Modes of Delivery:** | Full-time, Full-time including Foundation year, Part-time, Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | Arts and Social Sciences |
| **School:** | Humanities |
| **UCAS Code:** | W8P5 (Full-time)  WP58 (Full-time including Foundation year)  W85P (Sandwich) |
| **Course/Route Code:** | UFCPW1CPW20 (Full Time)  UFCPW1CPW55 (Full-time with Foundation year)  USCPW1CPW45 (Sandwich) |
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