Template C4

Kingston University London

Programme Specification

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

Date first produced	25/09/2023
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Version number	14
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Creative and Cultural Industries
Department	Department of Humanities
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Creative Writing
Exit Award(s) and Title(s):	Diploma of Higher Education in Creative Writing BA in Creative Writing Certificate of Higher Education in Creative Writing
Course Code *For each pathway and mode of delivery*	UFCRW1CRW20
UCAS code *For each pathway*	W8P5

Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time With Professional Placement
Minimum period of registration:	Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Full-time - 6 With Professional Placement - 7
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. 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

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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	Respond critically and constructively to their own work and the work of others	C2	Work in collaboration with others to formulate ideas and respond to directed briefs, including those from industry
A3	Recognise how the craft of writing is employed in a variety of professional purposes, and distinguish between these forms and their different requirements	B3	Formulate creative responses in a range of styles, in response to theories of writing, and in relation to specific briefs, including professional direction	C3	Present ideas cogently in writing and in oral form, with clarity, originality, and precision
A4	Demonstrate a sophisticated understanding of editing and proof-reading as it pertains both to self-evaluation and peer critique	B4	Reflect on and evaluate their own academic and professional development and practice through independent work	C4	Demonstrate effective time management skills and be able to work to deadlines

				C5	Undertake independent practice and translate this into meaningful written outcomes

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline 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 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.

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.

Pathway Choice:
Those students who choose to take the Creative Writing (Film) pathway will follow the tailored module structure below. In all other regards they are share the same course leadership and cohort identity as all other students on the programme.

Upon being made an offer, applicants will be invited by admissions team to discuss with the course admissions tutor the opportunity to take the BA Creative Writing (Film) pathway. Students will confirm their choice to take the BA Creative Writing (Film) pathway during a scheduled introductory session with their course leader in welcome week of their first year of study. Students who do not choose the pathway will take the main BA Creative Writing route.

BA (Hons) Creative Writing

Level 4							
BA (Hons) Creative Writing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
From Pre-Cinema to Post-Cinema	HA4307	30	4	TY13		1	
Introduction to Creative Writing	CW4003	30	4	1 & 2	None	1	2
Reading London: Drama, Poetry, Prose	EL4006	30	4	1 & 2	None	1	2
Writing That Works	CW4004	30	4	1 & 2	None	1	2

Exit Awards at Level 4

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 Writing.

Level 5							
BA (Hons) Creative Writing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Exploring the Humanities: Research, Collaboration, Communication	EL5001	30	5	1 & 2	None	2	3
Screenwriting	CW5004	30	5	TY13		2	
Style, Form and Creativity	CW5006	30	5	1 & 2	None	2	3
Optional Modules							
Adaptations	CW5005	30	5	1 & 2	None	2	3
Global Visions: History, Theory and Cultures of International Cinema	HA5309	30	5	1 & 2	None	2	3
Sex and the City From Victorian Metropolis to Modernist Wasteland	EL5010	30	5	1 & 2	None	2	3
Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature	EL5011	30	5	1 & 2	None	2	3

Exit Awards at Level 5

Optionality 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.

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 Writing.

Level 6							
BA (Hons) Creative Writing							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Box Set Drama: Writing For Television	CW6008	30	6	TY13		3	
Dissertation	EL6000	30	6	1 & 2	None	3	4
Future Skills Apply	AX6001	15	6	TB2		3	
Humanities in the Environment	HU6003	15	6	TB1		3	
Optional Modules							
Black and Asian Writing	EL6032	30	6	1 & 2	None	3	4
Gender and Sexuality	EL6030	30	6	1 & 2	None	3	4
Making Shakespeare: Text, Performance, Adaptation	EL6029	30	6	1 & 2	None	3	4
Power and the Image	HA6312	30	6	1 & 2	None	2	3
Radical Writers	EL6023	30	6	1 & 2	None	3	4
Special Study: Innovations in Poetry and Prose	CW6010	30	6	1 & 2	None	3	4
Special Study: Narrative Techniques in Popular Fiction	CW6004	30	6	1 & 2	None	3	4

Exit Awards at Level 6

Option modules at level 6 will enable students to further develop specialties introduced at Levels 5 in more depth and with greater specificity. 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.

E. 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 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 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 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 and Practice for Success in the Workplace, 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 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.

F. 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

G. 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

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 4				Level 5							Level 6										
		CW4004	CW4003	EL4006	HA4307	HA5309	EL5011	CW5005	CW5004	CW5006	EL5001	EL5010	EL6030	EL6000	EL6029	EL6023	EL6032	CW6004	HU6003	HA6312	AX6001	CW6010	CW6008
Knowledge & Understanding	A1	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	
	A3	S							S	S										S			
	A4	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	
	B2	S					S	S		S	S			S				S				S	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	B3	S	S		S		S	S				S		S		S	S	S	
	B4	S	S					S											
Practical Skills	C1	S		S	S	S	S	S	S	S	S	S	S	S	S		S	S	S
	C2	S						S							S				S
	C3	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S	S	S
	C4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C5		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.

Additional Information