

Template C4



Programme Specification

Title of Course: *MFA Creative Writing (Distance Learning)*

Date first produced	01/01/2013
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Version number	6
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Creative and Cultural Industries
Department	Department of Humanities
Delivery Institution	Kingston University

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):	MFA Creative Writing (Distance Learning)
Exit Award(s) and Title(s):	Postgraduate Certificate in Creative Writing Postgraduate Diploma in Creative Writing
Course Code <i>For each pathway and mode of delivery</i>	POCRW1CRW04
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Mainly online (between 41-99% of scheduled L&T hours delivered online)
Learning mode(s):	Part-time Full-time With Professional Placement
Minimum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Maximum period of registration:	Part-time - 8 Full-time - 4 With Professional Placement - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into

	<p>account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	<ul style="list-style-type: none"> The 120-credit dissertation is an approved variant of Postgraduate Regulations.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The general aims of the Course are to:

- develop professional writing skills, techniques and originality of expression through extensive writing practice, peer review and workshop activities
- enable students to master the skills necessary to the publication, presentation and/or performance of their original writing
- enhance students' knowledge of a considerable range of contemporary writing in different forms and genres
- ensure that students gain the range of skills necessary to work effectively with others in the generation and improvement of material, through offering and receiving constructive criticism
- develop knowledge and skills related to publishing as a professional writer
- create a supportive community of aspiring and professional writers
- enable students to produce a long, substantial piece of complex creative writing or a collection of creative pieces to a professional standard
- The 3-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

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
A4	Show an in-depth knowledge of popular literary texts in their chosen form or genre	B4	Demonstrate a capacity for sophisticated critical thought and the development of practices of constructive peer review, self-reflection, editing and redrafting	C4	Demonstrate a teachable awareness of the intellectual, historical and theoretical framework of their chosen genre(s)
A3	Develop a sophisticated understanding of the professional opportunities that are available to writers and poets both in, and outside of, the classroom	B1	Shape complex creative material into a substantial project along with a self-reflective critique on the techniques and subject matter of their writing in relation to their chosen genre or form	C3	Develop the skills and confidence needed to succeed in the professional arena
A2	Reflect critically on a sustained, near-book-length piece of creative writing	B2	Independently evaluate the success of their work, and the work of others – in terms of style, subject, and technique – in individual discussions and group work	C2	Demonstrate a critical awareness and creative understanding of a variety of genres
A1	Independently produce a substantial, near-book-length piece of creative and critical writing	B3	Explore professional (and voluntary or non-profit) opportunities in which to share their creative skills and concerns in the schools and community	C1	Draft and edit a sustained, near-book-length piece of creative writing in their preferred genre which is of a quality – or near to a quality – acceptable for submission to a good commercial or academic publisher

				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).

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 in full-time, part-time and 'with professional placement' mode, and leads to the award of MFA in Creative Writing. Entry is normally at level 7. Intake is normally in September.

The Course comprises 240 credits. Year 1 (or equivalent) requires 120 credits and is co-terminus with the taught element credits of the Distance Learning MA Creative Writing. Year 2 (or equivalent) involves 120 credits, all of which are earned by students completing an advanced dissertation project. This project is supported by a substantial teaching and learning strategy delivered by writing workshops. The first year of Distance Learning MFA course work is identical to the Distance Learning MA year, with the exception of the MA Dissertation, which is not taken for credit. The MA Dissertation is designed to help the MFA student complete the first 15,000 words (or commensurate lines in poetry, drama or script) as a formative exercise to be fully completed with the roughly 40,000 word (or commensurate) MFA Dissertation. During the second year of the Distance Learning MFA, students are supported by their dissertation supervisor in one-to-one sessions, as well as by access to peer support and online Masterclasses from distinguished Writers in Residence. There may also be the opportunity to attend talks by industry figures on the non-compulsory Campus Days.

Students on the 3-year programme (with integrated placement) must complete all modules in Year 1 (120 credits) and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment. Students will return in September to complete the second full year of the programme.

MFA Creative Writing (Distance Learning)

Level 7							
MFA Creative Writing (Distance Learning)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advanced Dissertation Project (Low Residency)	CW7120	120	7	3			
Creative Writing Dissertation (Low Residency)	CW7110	60	7	3	None	1	1
Critical Challenges for Creative Writers (Distance Learning)	CW7022	30	7	2			
Special Study: Workshops in Popular Genre Writing (Distance Learning)	CW7024	30	7	2			
Writers' Workshop (Low Residency)	CW7021	30	7	1			
Writing The Contemporary	CW7013	30	7	2	None	1	2
Optional Modules							
Professional Placement	HU7100	120	7	TB3 (Yr 1)andTB1 &TB2(Yr 2)		1	2

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

E. Teaching, Learning and Assessment

The Creative Writing Distance Learning MFA extends the teaching and learning strategies previously validated for the Creative Writing Distance Learning MA (see programme specification document.) All of those strategies rest on the premise that students need to understand the important relationship between the creation of sophisticated imaginative writing and the acquisition of critical reading skills. They give students the chance to acquire skills necessary to the publication, presentation and/or performance of their writing, including excellent time management skills and the confidence as well as the ability to work independently.

A Personal Tutor will be assigned to help students throughout their MFA programme. The Personal Tutor provides each student with a single point of contact and appropriate academic, career and personal guidance by helping to identify individual needs. A Dissertation supervisor will work regularly with each student across Teaching Block 3 to complete a formatively assessed 15,000 word creative project and a formatively assessed 3,000 word critical essay. At the end of the first year, the Personal Tutor will organise a one-to-one personal tutorial with each assigned student to discuss their transition into the second year of the programme. At this stage, the role of the Personal Tutor will be complemented by that of the MFA Dissertation supervisor, who will be assigned to each student, typically by Week 6 of Teaching Block 1. Each student will then meet regularly online with their Dissertation supervisors (and, if necessary, follow up with their Personal Tutor) until they complete their Dissertations in late September of the following year. Supervisions will be scheduled online eight times across the year to ensure students receive timely feedback and encouragement, and students will be required to prepare carefully for all supervisory sessions during which their Dissertation supervisor will guide them in the redrafting of their manuscripts. As in year one (or equivalent) of the programme the knowledge that students gain in one-to-one supervision sessions will help them with the conception, development and completion of their dissertation. The sessions will be scheduled to foster a professional sense of time-management and the ability to work independently to produce a sophisticated, complex and sustained piece or collection of pieces of creative writing.

Assessments throughout the two years of the Creative Writing Distance Learning MFA relate not only to the learning outcomes for individual modules, but also reflect those of the course as a whole. These assessments collectively require the mastery of writing, rewriting, and editing techniques informed by in-depth critical reading and self-reflective writing, plus the use of best professional practice in the presentation of their work.

The specific assessment strategy for year two (or equivalent) of the Distance Learning MFA mixes formative activities and feedback with a summative assessment comprised of two complementary elements. This mixture is designed, on the one hand, to test students' application of techniques of revision, drafting, and self-evaluation, as well as their skills in meeting professional standards of time management and the advanced critical skills associated with a directed and critical

study of literary texts. On the other, it is devised to ensure that students develop their imaginative responses to their own texts and to the texts of others, both peers and established writers, in an open, respectful and constructive context. Such an environment will be characterised by the individual and collective support of a community of writers.

The assessment strategy for the dissertation element of the final project leading to the Distance Learning MFA award requires students to produce an example of creative writing of an accomplished and professional standard. This dissertation may take the form of a single, sustained piece of writing destined potentially to be a novel, collection of short stories, a book of poetry, a play or screenplay, a biography, memoir or other creative form; or it may be comprised of a collection of pieces across a range of genres. At approximately 40,000 words, this assessment is sufficiently long and complex in either format to reveal whether students can produce a substantial, sophisticated piece of writing appropriate to the award. As with the creative part of the dissertation at the end of year one (or equivalent), the final structure of the dissertation leading to the MFA must be approved in advance by the programme leader.

Good writers must be good readers, and the assessment strategy for the critical reading log that forms the second element of the advanced dissertation project will require students to demonstrate their ability to read literary texts to a standard that is sufficiently advanced to help them improve their own writing while also engaging them with key debates about contemporary literature. Consisting of a portfolio of critical reports on assigned and individually selected texts totalling approximately 4500 words, this element will require students to articulate practical insights into the possible value and practical application of subtle and sophisticated literary techniques derived from established writers. It will also require them to express a critical understanding of issues such as canon formation and literary value. Students must not only understand the important relationship between the acquisition of advanced critical reading skills and the creation of sophisticated imaginative writing but also be able to apply that understanding.

F. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site

- LinkedIn Learning – an online platform offering self-paced software tutorials
- A substantial Study Skills Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services Team, who will provide support for students prior to undertaking work placement(s).

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 Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs)
- Moderation policies
- Feedback from employers
- Conform to creative writing workshop standards as recommended by the AWP

H. External Reference Points

External reference points which have informed the design of the course. These include:

- QAA Subject benchmarks
- Other subject or industry 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 7						
		CW7120	HU7100	CW7022	CW7024	CW7021	CW7110	CW7013
Knowledge & Understanding	A4	S		S				
	A3	S		S	S	S		S
	A2	S		S				
	A1	S		S	S	S		S
Intellectual Skills	B4	S		S	S	S		S
	B1	S		S	S	S		S
	B2	S						
	B3	S		S	S	S		S
Practical Skills	C4	S		S	S	S		S
	C3	S		S				
	C2				S	S		S
	C1	S		S	S	S		S
	C5		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