

Template C4



Programme Specification

Title of Course: *MA Creative Writing Distance Learning*

Date first produced	01/03/2019
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Version number	4
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):	MA Creative Writing Distance Learning
Exit Award(s) and Title(s):	PGDip PGCert
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	N/A

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University
Language of Delivery:	English
Delivery mode:	Fully online (100% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time Part-time With professional placement
Minimum period of registration:	Full-time - 1 Part-time - 2 With professional placement - 2
Maximum period of registration:	Full-time - 2 Part-time - 4 With professional placement - 3
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:	None
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the programme are to:

- develop professional writing skills, techniques and originality of expression through extensive writing practice, peer review and workshop activities, with the supervision and guidance of published writers
- enable students to master the skills necessary to the publication, presentation and/or performance of their original writing
- enhance students' knowledge of a range of contemporary writing in different popular forms and genres
- teach students the critical skills necessary to undertake the advanced and specialised analysis of literary texts in their chosen genre or form
- ensure that students gain the skills necessary to work effectively with others in the generation and improvement of material, through offering and receiving constructive criticism
- develop students' ability to write creatively and extensively in at least one popular form or genre of their choosing
- teach students the critical skills necessary to undertake the advanced analysis of a variety of literary texts
- enable students to master professional writing and publishing skills and techniques
- enhance the development of each student's 'voice' through extensive writing practice, peer review and workshop activities, with the supervision and guidance of a variety of published writers
- offer the opportunity to write creatively in more than one popular form or genre of their choosing
- develop the capacity for critical and creative analysis of published and draft writing
- produce through independent study a substantial piece of creative writing and a piece of critical commentary that considers the relationships between the student's own text and published works within their chosen genre
- teach students to produce independently well-drafted and scrupulously edited writing projects of substantial length
- provide the opportunity for students to make use of their research, analytic and professional skills, and their self-reflection on critiques from teachers and peers in the production of substantial writing projects
- The 2-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		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	demonstrate a critical awareness and creative understanding of a variety of other genres	B1	shape complex critical and creative material into a substantial creative writing project and a self-reflective critique on their writing in relation to their chosen genre or form	C1	draft and edit a sustained piece of creative writing in their own genre
A2	independently evaluate the success of their writing style and technique, and show the ability to document that process	B2	reflect critically on a piece of sustained creative writing	C2	independently devise and manage the production of a substantial piece of creative and critical writing
A3	demonstrate a sophisticated awareness of the intellectual, historical and theoretical framework of their chosen genre	B3	produce a sustained piece of writing suitable to be considered for publication and/or performance	C3	work independently to produce original work to appropriate professional standards
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	develop the skills and confidence needed to succeed in the professional arena
				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).
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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

See below for module structure

MA Creative Writing Distance Learning

Level 7							
MA Creative Writing Distance Learning							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creative Writing Dissertation (Low Residency)	CW7110	60	7	TB3		1	2
Critical Challenges for Creative Writers (Distance Learning)	CW7022	30	7	TB2		1	2
Special Study: Workshops in Popular Genre Writing (Distance Learning)	CW7024	30	7	TB2		1	1

Writers' Workshop (Low Residency)	CW702 1	30	7	TB1		1	1
Writing the Contemporary	CW702 6	30	7	TB1			1
Optional Modules							
Professional Placement	HU710 0	120	7	Spanning		2	3

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.

Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. Teaching, Learning and Assessment

The principles of teaching, learning and assessment are in line with the University's strategy. The fields are designed to give students a balanced portfolio of theoretical and practical experience, embracing diversity and individuality.

Industry specialists allied with lecturers and guest speakers contribute to our courses, reinforcing the theoretical aspects and provide an informative insight into industry, promoting innovation, creativity whilst offering an insight into entrepreneurial culture. The module lecturers, experts in the field of product design development, integrated computer aided design with the computer aided manufacturing CAD/CAM, reverse engineering, 3D printing, and also the product data management are all driven by the latest research and use of cutting edge technology to enrich content on the taught modules in the spirit of Kingston University; "research informed teaching" ethos. Furthermore, the practical workshops, open forums, company visits and group presentations introduced into the modules provide students with a detailed understanding of the approaches taken in industry.

Taught materials, knowledge gained from the practical and case studies embedded within each module give student specialised knowledge, tools and techniques. It will equip them with skills and methods for extracting and synthesising the information. These activities promote rigour, curiosity, excellence, originality and breadth of knowledge. They must then further explore and exploit the information given, research and define outcomes accurately to produce detailed solutions and innovative work for each module and project dissertation.

It is recognised that team work is a very important aspect in industry and this is implemented in the modules. The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work, promoting consideration, courtesy and collegiality.

The course teams are aware of the need for effective communication, both written and verbal, and take pride in the fact that the courses provide, in this regard, a means of preparing the students for their longer term career plans and CPD. Apart from the project itself, each student has to give verbal presentations during the modules, normally to the student's peer group and module leader. Students are also helped with verbal communication skills through seminars, tutorials and discussion groups. Most modules are assessed by written assignments which are designed to improve students' research and evaluation skills.

The individual project provides a challenge to the candidate to undertake a real world problem because most projects are industrially orientated. Students will be given close guidance to select a project which is relevant to the chosen field. During the project, the student will be expected to apply the knowledge learnt during the course to achieve agreed deliverables, whilst satisfying any given constraints. Key skills in communication, presentation, literature search, problem analysis, project planning, report writing and solution justification are all part of the learning objectives defined in the field.

A combination of assessment methods will be used throughout the course. These elements include module assignments, module examinations, in-class tests, experiment reports, industrial visit reports, seminars, verbal presentations and the project dissertation. Each module leader is responsible for ensuring that the method of assessment reflects the aims and learning objectives of the module, is demanding and stimulating and at the appropriate master level. Formative assessments are embedded into the delivery pattern of all the modules and are designed to help students learn more effectively by giving them feedback to improve their performance and feedforward towards summative assessments. Reflective practice by students and feedback from designated Personal tutors will also form part of the formative assessments. Group activities are an important part of the course teaching and assessment strategy where students learn and improve through peer feedback.

The level and content of courses are relevant and satisfy the Engineering Council's guidance and criteria (for further information see the Institute of Mechanical Engineering and Engineering Council links part K).

F. Support for Students and their Learning

A personal tutor will be assigned to each student to personalise their learning experience and support their academic and professional development from the first induction day at the university all the way to graduation and their career destination. The personal tutors will help their tutees with issues of transition from UG to Masters and understand how to use feedback on the postgraduate course. They will play an important role in supporting the large community of international students to settle down and take advantage of the university wide support system. They will also encourage students to be proactive in making links between their course and their professional and/or academic aspirations and explore their research interests as well as being part of a wider disciplinary and/or professional community in support of their career choices.

Additionally Students are supported by a range of other course and/or university level systems, including:

- A Module Leader for each module
- A Course Director to help students understand the programme structure

- Technical support on use of IT and workshop/lab facilities
- A designated programme administrator
- A dedicated employability consultant practitioner
- An induction programme at the beginning of each new academic session
- Series of research seminars, delivered by internal and external speakers informing students about latest advances in research.
- Invited guest lecturers informing students about latest developments in technology and professional practise.
- Staff Student Consultative Committee
- Canvas - a versatile on-line interactive intranet an learning environment
- SEC Study Skills Centre (S³) that provides academic skills support
- KU student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, etc.
- Disabled student support
- The Students' Union
- KU Careers and Employability Service

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 MEQs, level surveys and the NSS
- Moderation policies
- Feedback from employers
- Industrial Advisory Board
- Professional body reaccreditation is required every four years

In addition to the University quality systems, the course currency and quality is continuously supported and evaluated by the School's Industrial Advisory Board. The module content and delivery methods are informed by the research and enterprise activities of academic staff. The course is also supported, monitored and accredited by the Institute of Mechanical Engineers (IMechE), under licence from the UK regulator, the Engineering Council, as meeting the requirements for further learning for a Chartered Engineer (CEng) status for candidates who have already acquired an accredited CEng (Partial) BEng(Hons) degree.

Accreditation is a mark of assurance that the degree meets the standards set by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC). Some employers recruit preferentially from accredited degrees, and an accredited degree is likely to be recognised by other countries that are signatories to international accords.

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 7					
		CW7021	CW7024	CW7110	HU7100	CW7022	CW7026
Knowledge & Understanding	A1	S	S	S		S	S
	A2		S	S			S
	A3	S	S	S		S	S
	A4		S	S			S
Intellectual Skills	B1	S	S	S		S	S
	B2			S			S
	B3	S	S	S		S	
	B4	S	S	S		S	S
Practical Skills	C1	S	S			S	
	C2	S				S	S
	C3		S	S			S
	C4	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