

**Programme Specification**

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

**Date Specification Produced: October 2017**

**Date Specification Last Revised: August 2018**

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 on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The English and Creative Writing BA programme is an exciting, intellectually rigorous and stimulating programme designed to provide students with opportunities to both study and create writing across a variety of genres and media, embracing poetry, prose fiction and non-fiction, professional writing, and writing for performance on stage, radio and screen. Combining English Literature, Creative Writing, and English Language and Linguistics, students are introduced to the strong connections that exist between the study of language systems, the art of writing, and the study of literature. These fields are brought together further by shared thematic concerns within each programme, which emphasise the role of writing in the construction of identities and the political power of the written word both historically and in the present. Particular attention in the programme is paid to themes of race, gender, sexuality, and location, each emphasising the dynamic role of the written word in shaping cultures and communities. After a first year programme with core modules in literature, language, and creative writing, students continue with core modules in creative writing and literature, with option modules in both these subjects and in language and linguistics. Students are encouraged through flexible assessment briefs and research modules to bring their knowledge together in interdisciplinary study, whilst also being given the opportunity to specialise via a range of options taught from within the specialisms of a range of internationally recognised academics and published writers.

There is a strong emphasis in the programme on developing skills in critical reading, written form in a wide variety of formats, preparing them for a range of careers including journalism, publishing, creative arts, events management, teaching, the civil service, and further study. By the end of the degree, students will also have developed a broad range of transferable skills which will provide an excellent basis for their future lives in the competitive world. Students will develop and enhance their communicational and analytical skills, problem solving to 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. At the centre of these is Writers Centre Kingston, a unique forum involving Kingston staff, students, and external speakers with an active social media presence, the events of which all undergraduate students are encouraged to attend.

In addition to these 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 with an additional foundation year for those who would benefit from additional 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 writing and in the study of English literature and English language;
* provide students with an awareness and critical understanding of individual texts, the major literary genres and of critical and theoretical debates about the significance of literature and its relationship to the wider social and cultural contexts
* understand how style and meaning is created and interpreted in a range of spoken and written texts, and to explore the complex relationships between language, discourse and society;
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 English 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 variety of literary texts and their contexts from Beowulf to the present  | B1 | Demonstrate a capacity to comprehend complex and diverse textual material  | C1 | Analyse critically and evaluate written and spoken material |
| A2 | Show a familiarity with and appreciation for the distinguishing qualities of different genres and sub-genres and awareness of the historical, social and intellectual contexts of their development  | B2 | Analyse texts and identify key themes and issues  | C2 | Construct an argument using primary and secondary material |
| A3 | Exemplify an understanding of the detailed construction of various literary texts, the formal strategies employed and the effects achieved through figurative, linguistic and other elements  | B3 | Show an ability to follow and assess arguments  | C3 | Present an argument cogently in writing, with clarity and precision |
| A4 | Understand some of the current critical and theoretical debates involving literary texts and a range of theoretical perspectives | B4 | Appraise critically the value of claims and statements and to structure a response to a claim or argument and develop an argument that results in new conclusions | C4 | Prepare and make an oral presentation |
| A5 | Demonstrate a comprehensive knowledge of a wide range of writing for different media (books, theatre, film, radio, television), in a variety of genres (poetry, fiction, drama, non-fiction) and in different forms and modes, from various periods, but with an emphasis on contemporary literature and practice | B5 | Engage in the critical application of conceptual knowledge to texts | C5 | Demonstrate effective time management skills and be able to work to deadlines |
| A6 | Recognise and exemplify an understanding of the need for a systematic approach to linguistic phenomena and how theory helps to organise understanding | B6 | Reflect on and evaluate their own academic development and evaluate research through independent work  | C6 | Undertake independent research and present that research effectively |

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 |  |
| 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 grade A\*–C (or comparable numeric score under the newly reformed GCSE gradings) 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 no element below 5.5 or equivalent is required for those for whom English is not their first language.

The Course will allow recognition of Prior Learning (RPCL and RPEL).

1. **Field/Course Structure**

This programme is offered as a full field in full-time, part-time and in sandwich mode, and leads to the award of BA Hons English and 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.

**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.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Reading London: Drama, Poetry and Prose | EL4006 | 30 | 4 | TB1 &2 |
| Introduction to Creative Writing  | CW4003 | 30 | 4 | TB1 & 2 |
| Writing that Works | CW4004 | 30 | 4 | TB 1 & 2 |
| Introduction to Communication | EN4002 | 30 | 4 | TB1 &2 |

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 English and Creative Writing.

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Independent Research Studies | EL5001 | 30 | 5 | TB1&2 |
| Independent Creative Writing | CW5002 | 30 | 5 | TB1 and 2 |
| **Option modules** |  |  |  |  |
| Language and Society  | EN5004 | 30 | 5 | TB1&2 |
| Language and Cognition | EN5005 | 30 | 5 | TB1&2 |
| Style and meaning | EN5006 | 30 | 5 | TB1&2 |
| Deadly Desires/Dangerous Discourse: Gothic Literature and Theory | EL5007 | 30 | 5 | 1&2 |
| Being Human: Self, Subject, Identity in Medieval and Early Modern Culture | EL5008 | 30 | 5 | 1&2 |

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| --- | --- | --- | --- | --- |
| Sex and the City: From Victorian Metropolis to Modernist Wasteland | EL5010 | 30 | 5 | 1&2 |
| Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature | EL5011 | 30 | 5 | 1&2 |
| Selfhood and Nation: Life and Literature in an Age of Imperial Expansion, 1660-1830 | EL5009 | 30 | 5 | 1&2 |
| Content, Form and Creativity | CW5003 | 30 | 5 | 1&2 |

Progression to level 6 requires the completion of the compulsory modules and 2 options modules from two different fields.

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 English and Creative 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: Narrative\* | EN6002 | 30 | 6 | 1&2 |
| Special Study: Meaning\* | EN6006 | 30 | 6 | 1&2 |
| Special Study: Discourse and Social Media\* | EN6009 | 30 | 6 | 1&2 |
| Special Study Language Processing | EN6012 | 30 | 6 | 1&2 |
| Radical Writers | EL6023 | 30 | 6 | 1&2 |
| Children’s Literature for Adult Readers | EL6024 | 30 | 6 | 1&2 |
| Special Author | EL6025 | 30 | 6 | 1&2 |
| American Countercultures | EL6026 | 30 | 6 | 1&2 |
| British Black and Asian Writing | EL6028 | 30 | 6 | 1&2 |
| Imagined Places: Humans, Animals and Cyborgs | EL6027 | 30 | 6 | 1&2 |

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| --- | --- | --- | --- | --- |
| Making Shakespeare: Text, Performance and Adaptation | EL6029 | 30 | 6 | 1&2 |
| Gender and Sexuality | EL6030 | 30 | 6 | 1&2 |
| Creative Writing Dissertation Project | CW6003 | 30 | 6 | 1 & 2 |
| Creative Writing Special Study: Narrative Techniques in Popular Fiction  | CW6004 | 30 | 6 | 1&2 |
| Creative Writing Special Study: Get a Life: Forms of (Auto)biography  | CW6005 | 30 | 6 | 1&2 |
| Creative Writing Special Study: Scriptwriting | CW6006 | 30 | 6 | 1&2 |
| Creative Writing Special Study: Poetry: Experiments and Innovations | CW6007 | 30 | 6 | 1&2 |

Level 6 requires the completion of the compulsory modules and 2 option modules from two different fields.

**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.

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 English language and linguistics, creative writing, and English literature 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.

Reading is the core activity of studying Creative Writing and English. In order to elucidate and develop this core the Department has designed a variety of teaching and learning experiences which centre upon student interaction with written texts. Our teaching methods include interactive lectures, which 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. More dynamic seminar and small group teaching is used for active learning, questioning, dialogue and debate and group work. In addition we make use of blended and virtual learning environments to enhance students’ independent learning. We also have a robust Peer-Assisted Learning and Personal Tutorial Scheme 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 at regular scheduled intervals, 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, and timed to support students through assessment, level transition, and career planning. In creative writing, 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, and on the course. More generally, the Creative Writing and English 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 also considered a fundamental part of students’ learning experience and a variety of written assignments from short to extended essays, portfolios, reading logs, reports and brief online quizzes 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 range 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 three subjects covered on the degree, there is an emphasis on the acquisition of subject specific skills. Two or three hour interactive lecture blocks allow for a pedagogically effective mixture, in which exposition is followed through in group discussion, close reading exercises, and practical activities. As at higher levels, seminars provide a more intimate forum for the detailed exploration of texts, with student presentations and discussion. All students meet regularly 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, all students take the Independent Research Studies module for which they work under supervision from their Tutor to develop their research skills and improve their working practice. The guidance students receive from their tutor is supported and enhanced by a series of whole-group interactive lectures, which are designed to familiarise students with the core research, critical and academic writing skills required to complete a sustained critical essay. Students select from a range of options across the three subject areas, allowing them to select particular periods of literary study, creative writing specialism, or further exploration of linguistics and language.

At Level Six students take the Dissertation module, enabling them to work in-depth on a topic of their choice under the supervision of a subject specialist. Students are encouraged here, as throughout the degree, to bring their interdisciplinary experiences into their assessments. Communication Matters covers a range of professional communication skills and provides students with the opportunity to incorporate a work placement into their studies. In each academic year, the programme also runs a range of option modules and special studies, all of which focus on research-led teaching. 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 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 office 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 Faculty’s Centre for Academic Skills and Employability (CASE). 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.

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 and feedback formative opportunities that allow students to prepare for the summative assessment and which also relates to other modules, allowing students to make use of their interdisciplinary experiences. 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 which 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 and explications, reading logs, close readings and short essays and group work, providing both formative and summative assessment. The importance of attendance and good seminar practice is explicitly recognised in all modules.

Assessment strategies at levels five and six build on the practices established in level four, focusing on the essay as a central discursive form for students’ participation in informed written and oral debate, and on specialised creative practice based around different literary genres. Other assessments extend and vary students’ learning experience and offer different means of evaluation. These include, take-home tests, presentations and reports, bibliographic work, personal reflection and reading logs, short and long essays; taken together these feed forward, culminating in more sustained pieces of written work in either dissertation or long essays. Final year modules also give students the opportunity to showcase the diverse range of key skills they have acquired throughout the degree, such as writing and oral communication and presentation skills, independent study and bibliographic research, creative thinking, as well as group work and practical organisation skills.

Throughout the English and 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 field as a whole. Students will graduate as independent and critical learners and thinkers.

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

Students are supported in the following ways:

Additional support to all students is provided in tutor office hours. Although the times are fixed, tutors can be flexible as to student availability, particularly if the office hours clash with classes or personal commitments. For additional help with academic writing and oral skills, students at all levels are encouraged to attend the School of Humanities’ Writing and Oral Skills Series (WOS) and to make use of the Faculty’s Centre for Academic Skills and Employability (CASE), 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 course 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 online interactive intranet learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* a substantial Centre for Academic Support and Employability (CASE) that provides academic skills support throughout the academic year. This includes provision for students who are identified via early assessment or through discussions with tutors as needing additional support.
* 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 etc.
* dedicated pastoral support through the Student Achievement Officer
* 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)
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 Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

The Creative Writing and English course is designed to foster a range of (transferrable) skills desirable to employers, such as advanced literacy and communication skills, critical thinking, organisational skills, intercultural awareness, creativity, and the ability to work independently and collaboratively with others in a team.

Graduates of the programme have many career opportunities in a wide range of fields 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, (Applied) Linguistics, Speech Therapy, Translation, Publishing, Journalism, English Literature, Gender and Postcolonial Studies, Creative Writing, and graduate teacher training.

1. **Approved Variants from the Undergraduate 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: <http://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: <http://www.kingston.ac.uk/undergraduate-course/english-and-creative-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 Field/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** |
| **MODULES** | EL4006 | EN4002 | CW4003 | CW4004 | EL5001 | CW5003 | EN5004 | EN5005 | EN5006 | EL5008 | EL5009 | EL5010 | EL5011 | EL5007 | CW5002 | EN6013 | EN6002 | EN6009 | EN6006 | EN6012 | CW6003 | CW6004 | CW6005 | CW6006 | CW6007 | EL6023 | EL6000 | EL6024 | EL6025 | EL6026 | EL6030 | EL6027 | EL6028 | 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 | 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 | 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 | 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 | S | S | S | S | S |
| A5 | S | S | S | S | S | S |  |  |  | S | S | S | S | S | S |  |  |  |  |  | S | 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 |  | S | S | S | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | S | S | S |  |  |  |  |  |  |  |  |  | S |
| C4 | S | S |  |  |  |  |  |  | S | 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 | 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 | 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) English and Creative Writing  |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 6 years-part time, 4 years Sandwich |
| **Maximum period of registration:** | 4 years full-time,12 years part-time, 8 Years Sandwich |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | English |
| **Modes of Delivery:** | Full time, Part time and Sandwich  |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | WQV3 |
| **Course/Route Code:** | UFENG2CRW50 |
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