****

**Programme Specification**

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

**Date Specification Produced: October 2012**

**Date Specification Last Revised: September 2019**

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 Course Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | BA (Hons) Creative Writing |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Creative Writing BA programme is an intellectually stimulating and exciting programme designed to provide students with opportunities for creative 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. The degree is for students who want to:

* Explore a wide variety of different kinds of writing – from the classic to the contemporary – while discovering and developing the writer within.
* Gain a thorough insight into the process of writing from our teaching team, the majority of whom are award-winning published authors.
* Acquire the critical and practical skills required for pursuing a career in writing in a variety of forms.
* Study Creative Writing as a half-field, a major or a minor field in combination with a wide range of subjects within the Faculty, including English Literature, journalism, psychology, business, and so on.

At all Levels, modules emphasise the programme’s distinct, practice-based character and encourage reflection on practice of a more theoretical kind. The emphasis on workshops, seminar discussion and regular peer review of students’ writing is designed to foster a mutually supportive and inspirational cohort spirit. This has the twin aims of drawing from and contributing to the creative community within the Faculty as well as facilitating specific writing activities, while preparing the students for an increasing number of writing careers that involve team as well as individual writing. Students also gain insight from our teaching team, which includes a significant proportion of working practitioners in creative writing and award-wining published authors; thereby ensuring that modules are devised and taught from areas of expertise and enabling the vitality, currency and high standard of our curriculum.

The importance the Creative Writing programme places on fostering a creative community within which students can acquire both creative writing and professional writing skills, is enhanced by our ‘Writers in Residence’ and ‘Distinguished Writers’ schemes. These schemes enable students to receive further guidance, inspiration and advice from professional published creative writers. Writers in Residence and Distinguished Writers conduct Master Classes and contribute directly to modules through interactive lectures, workshops, and seminars with small groups of students. In addition, readings and workshops given by visiting writers provide a dynamic and exciting range of different voices and styles to extend students’ experience of approaches to writing and the variety of outputs resulting from the creative process, while expanding their perception of available writing careers. Students are actively encouraged to read extensively, to attend extra-curricular performances, readings, public lectures and other relevant cultural events. In addition, students have the opportunity to study languages as part of the Kingston Language Scheme, and to Study Abroad in their second year at institutions in Europe, the United States, and Australia.

1. **Aims of the Programme**

The main aims of the half field are to:

* provide the opportunity for students of a wide range of backgrounds, ages, education, work and life experiences to engage actively in the study and practice of creative writing
* introduce students to a variety of writers and kinds of writing in different media, through the study of texts, plays, film, radio and television, and engagement with visiting writers
* provide a programme in which students can acquire knowledge and critical understanding of the major genres and literary traditions, including experimental and contemporary practices, to inform and provide context for their own creativity
* license and nurture originality of thought and expression, encouraging students to engage with the world in a spirit of curiosity and to think creatively and divergently
* foster creative and professional writing skills and techniques, and the development of ‘voice’ through extensive writing practice, peer review and workshop activities, with the guidance of published writers
* promote the ability to work with others in the generation and improvement of material, through offering and receiving constructive criticism
* foster the capacity for critical thought and the development of practices of self-reflection
* inculcate habits of self-management and students’ responsibility for their own work
* prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, creative, practical and key (transferable) skills desirable to employers, both general and specific, including:
* communication and presentation skills
* the ability to write clearly and succinctly
* the capacity to write in certain genres or for particular purposes and for specific audiences
* skills in editing and proofreading both of individual work and as a member of a creative team
* skills in organisation and presentation of material for publication
* the ability to be self-reflective and to respond to constructive criticism
* competence in recognising and responding appropriately to the requirements of an exercise or task.

Additional aims of the major field are to:

* extend the depth and breadth of knowledge students gain of creative and professional writing practices benefitting from a greater immersion in the discipline
* provide students with the opportunity to select learning strands that reflect their own research interests and specialisms
* prepare students for a wider range of opportunities for further study and graduate employment

Aims of the minor field are to:

* ensure students receive a solid grounding in the practice of creative writing
* provide students with an awareness and critical understanding of a number of genre and literary traditions to inform and provide a context for their own creativity

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding of the intellectual, creative, practical and key (transferable) skills desirable to employers, both general and specific. Prior to 2008, programme outcomes for Creative Writing honours degrees in the UK were referenced to the QAA benchmark statement for English literature, English language and creative writing. In 2016 the Quality Assurance Agency (QAA) issued a Creative Writing Subject Benchmark Statement whose guidelines on subject-specific and generic and graduate skills have provided useful guidance and endorsement. Thus, for example, the Creative Writing Field foregrounds skills in critical reading, articulation, sensitivity to generic conventions, rhetorical skills and general awareness of cultural and generic factors in language use, as well as seeking to develop a wide range of transferable practical and cognitive skills. However the outcome for the programme also draws on the specific emphasis the Creative Writing benchmark statement places on the distinct practice-led character of creative writing in honours degrees in the UK. The programme also references the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relates to the typical student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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 | B1 | Demonstrate the capacity for creative and imaginative thought | C1 | Use standard English syntax and punctuation correctly and/or with due awareness of what constitutes appropriate modes of expression in different contexts |
| A2 | Show a familiarity with and appreciation for elements of writing including varieties of literary and dramatic form, their potential and restrictions, and specific aspects such as narrative technique, figurative patterns, diction and register | B2 | Analyse literary texts from a writer’s point of view | C2 | Prepare and make an oral presentation |
| A3 | Exemplify a detailed knowledge of style: what constitutes good writing | B3 | Show an appreciation of and capacity for literary creation: the writing of stories, poems, plays, experimental writing, etc., | C3 | Offer, respond positively to, and make use of constructive critical feedback |
| A4 | Recognise and be able to employ the conventions of particular genres | B4 | Deploy and manipulate the conventions appropriate to specific modes or genres | C4 | Reflect on revision processes and techniques: drafting, editing, rewriting |
| A5 | Illustrate a detailed understanding of a range of theoretical and aesthetic debates concerning the craft of writing and specific theoretical and conceptual concerns relating to particular genres | B5 | Apply strategies and techniques learned to their own creative writing with full awareness of their uses and effects | C5 | Copy edit their own and others’ work competently and with due sensitivity |
| A6 | Demonstrate an awareness of their own creative activity and identify the strengths and weaknesses of their own writing | B6 | Identify the ways in which a piece of creative writing might be improved | C6 | Produce a sustained piece of writing to deadline, in a format suitable for publication or performance |

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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 entry qualifications for the programme are:

From A-levels: 280-320 points depending on combination, to include two A-levels or equivalent.

A-level subjects to include English Literature / Literature and Language / Drama and Theatre Studies or a similar subject, and/or a demonstrable interest in Creative Writing. (80 points required). General Studies is accepted when one of three A-levels or equivalent.

BTEC and Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.

Plus: GCSE Mathematics (score 9-4 or grade A\*–C preferred) and English (score 9-4 or grade A\*–C

required).

Key Skills: points not accepted in tariff. Key Skills Level 2/3 may be used in lieu of poor GCSEs,

depending on combination.

A minimum IELTS score of 6.5 (with a minimum score of 5.5 in R, L, S and W) or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time, part-time and sandwich mode, and is available as a half field, major and minor field of study. This programme leads to an award in the following forms:

* BA (Hons) Creative Writing with X
* BA (Hons) Creative Writing and X
* BA (Hons) X with Creative Writing
* BA (Hons) X and Creative Writing

Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme 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 programmes**

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.

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 composed of modules worth 30 credit points. Levels are increasingly challenging as a student progresses through the field. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Introduction to Creative Writing I: The Writers’ Toolkit | CW4001 | 30 | 4 | 1 |
| Introduction to Creative Writing II: Writing that Works | CW4002 | 30 | 4 | 2 |
| Half field students must take CW4001, CW4002  This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above, which could be drawn from either the Creative Writing modules or the modules from the relevant major, half, minor fields. 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 programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Content, Form and Creativity | CW5003 | 30 | 5 | 1&2 |
| Independent Creative Writing | CW5002 | 30 | 5 | 1&2 |
| **Option modules** | | | | |
| Write Action: Introduction to Dramatic Writing | DA5005 | 30 | 5 | 1&2 |

Major field students must take CW5003, CW5002, DA5005

Half field students must take CW5003and CW5002

Minor field students must take either CW5003 or CW5002

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above, which could be drawn from either the Creative Writing modules or the modules from the relevant major, half, minor fields. 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 240 credits are eligible for the award of Diploma of Higher Education.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| **Option modules** | | | | |
|  |  |  |  |  |
| 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 | &2 |
| Creative Writing Special Study: Scriptwriting | CW6006 | 30 | 6 | 1&2 |
| Box Set Drama: Writing for Television | CW6008 | 30 | 6 | 1 &2 |
| Creative Writing Special Study: Innovations in Poetry and Prose | CW6010 | 30 | 6 | 1&2 |
| Beyond Text: Advanced Dramatic Writing | DA6010 | 30 | 6 | 1 & 2 |

Major field students must take TWO Creative Writing modules and CW6003

Half field students must take 60 credits from the above optional Creative Writing modules

Minor field students must take ONE optional module of their choice

All Special Studies are subject to change and have limited availability

Level 6 requires the completion of the specified number of optional modules

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

This field has been based on the principles of curriculum design at Kingston University. Teaching and learning strategies and methods have been designed to introduce students to a range of skills, issues and critical debates in creative writing, and are detailed 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
* Take an infusion approach to the development of critical thinking skills: critical thinking is made explicit within the curriculum; the nature and importance of critical thinking is persuasively communicated and assessment strategies make use of proven rubrics to measure critical thinking skills
* 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, judging and improving their performance
* Make use of peer and self-assessment and feedback in simulated professional scenarios to deepen students learning and promote the development of professional skills

The course employs a wide range of teaching and learning methods that will enable all students to be engaged actively throughout. Teaching and learning methods are carefully crafted to suit the content and learning in the field of creative writing and the programme is predicated on the notion of three necessities:

* The exposure to a variety of published (and performed) textual material;
* Regular writing practice;
* The development of critical acumen through feedback, discussion and self-evaluation.

This approach translates into a range of more specific strategies. Throughout the course, emphasis is given to reading and being exposed to writers and their works, since it is considered essential for writers to read widely, in order to enrich and diversify their writing. This is achieved through the study of texts, and also through the involvement of Writers in Residence in compulsory modules, as well as the participation of visiting speakers and practitioners in relation to specific skills. The importance of time-management and regular work is stressed, and reflected in the expectation of daily writing and self-reflective practice. A considerable proportion of study time is given to drafting, revision and review. Students are provided the opportunity to develop personal and key (transferable) skills in a broad range of classroom and coursework formats, which are finessed to remain fully in tune with the demands of contemporary creative economies and job markets. Throughout level 4 students are also supported by the Personal Tutorial Scheme, which assists students in making the transition to higher education and enables them to develop good academic habits and gain confidence to operate successfully in a university context. The emphasis placed on small group tutorials and one-to-one supervision at level 4, both from the course leader and the Personal Tutor, is maintained at levels 5 and 6, with a particular focus on encouraging students to be proactive in moving towards professional life and/or further study.

At level 4, which constitutes a general, incremental induction into the field, there is an emphasis on the acquisition of creative writing and professional writing skills through workshop and seminar activities. Practices such as active participation in discussion, oral presentation, the giving and taking of constructive criticism and peer review are encouraged and reinforced through learning outcomes and assessment. A variety of teaching and learning strategies that combine interactive lectures and seminars allow for a pedagogically effective mixture, in which exposition in interactive lectures is followed through in practical work, with small-group discussion and individual writing exercises. Meanwhile as at higher levels, workshops and seminars provide a more intimate forum for activities such as close-reading and detailed exploration of texts, student-led discussion and the review (including peer review) of students’ own work in drafts.

As students move on from introductory level work to progressively achieve self-direction and increase their output, there is an increasing emphasis on private study and independent writing. All level 5 students, whether major, minor or half-field, take the module ‘The Craft of Poetry and Prose’ which deepens their critical and analytical understanding of modern and contemporary poetry and fiction. It also equips students with the appropriate skills, techniques, and practices in order to produce a sustained piece of writing in poetry and fiction. Major and half-field students complement and enhance the skills and knowledge gained in ‘The Craft of Poetry and Prose’ by also taking ‘Independent Creative Writing’. This largely self-managed module provides students with the opportunity to work independently on a sustained creative writing project, which has been researched, drafted and revised carefully and repeatedly. It also enables students to gain an understanding of how their work can be distributed, published and/or performed outside of the university. The level 4 emphasis on interactive lectures with practical writing activities is carried through into work at level 5, with close reading tasks and writing exercises. Seminars and small group teaching again provide a tutor-led forum in all Creative Writing modules at this level.

At level 6, the emphasis on independent writing and ‘workshopping’ of students’ work is strengthened further. All students take up to three optional modules offered at this level. These modules include the 30-credit year-long Creative Writing Dissertation Project, which enables students to design, develop and disseminate a sustained creative writing project which is conceptualised independently but fully supported by the specialisms of the teaching staff. Through the production of a unique portfolio of work, students are able to showcase their multi and transdisciplinary skills and personal creativity in a format appropriate to a range of audiences, including potential sponsors and employers. The project also builds on accumulated experience in research and creative writing in an inter- and transdisciplinary context, as it encourages students to make use of lateral thinking in order to draw on knowledge from across their course in conceptualising and producing their creative dissertation. A combination of whole-group interactive lectures, mentor and peer-led smaller group sessions and individual tutorial sessions with a dissertation supervisor, enable students to select the creative writing genre and method of dissemination for their project in a supportive learning environment, tailored to cater for individual student skills and creative writing practices. The students’ choice of genre for their Creative Writing dissertation will also be determined in dialogue with the personal tutor who has a holistic overview of the skills and experience gained during the degree.

The Creative Writing Dissertation Project module is only one of two forms of Capstone options offered to Creative Writing students at level 6. All students will also have the opportunity to take up to two of the five special study options running in any one academic year, each of which is delivered in small groups of no more than 15 students. Special Study options allow an advanced, detailed, and extensive study of a specialised genre of creative writing, giving students a sophisticated understanding of its developments, codes and contexts, and allowing them to engage with this genre from the perspectives of both theory and their own writing practice. Conceptual analysis is reinforced by practical work designed to enable students not only to understand the conventions of their chosen genre but also to apply them creatively to their own writing. The module may suit students wishing to devote extensive consideration to a specific genre of writing, and produce a sustained body of work within its conventions. The genres offered might include autobiography, short stories, crime fiction, song lyrics, etc. The third optional module offered at level 6 is ‘Experiments with Form’, which gives students an opportunity to study challenging experimental texts in poetry, drama, and prose, and to produce advanced experimental work in these genres in a way which is highly alert to the relationship between form and meaning.

The modules at level 6 are intended to extend students’ conceptual and theoretical grasp of genres and modes of writing, refine their formal practice and their understanding of literary markets, sharpen their knowledge of research methods, and further develop their independent creative writing skills and self-reflective practices. In addition, each module places a specific emphasis on key (transferable) skills and real-world learning, by giving the students the opportunity to synthesise and hone the skills of creative and professional writing they have acquired during the degree.

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 (3 hours per week), as well as through module-based tutorial time. Students are also encouraged to make use of the Academic Success Centre. In addition, the Field 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.

The assessment methods used throughout the course are designed to enable students to demonstrate the acquisition of knowledge, understanding and skills in creative writing. Formative and diagnostic work is at the heart of the degree and in all cases students’ work is subject to regular review and critical evaluation, by themselves, through peer review and/or through specific formative assessment. There is a strong emphasis on drafting and critical revision. Not all students’ work is formally graded: for example, drafts may be required but not assessed.

At level 4 learning outcomes are focused on the development of specific skills and abilities fundamental to the field, and assessment strategies reflect this. The importance of establishing good seminar practice, with active participation, tactful but honest appraisal of fellow students’ work and the ability to receive and act upon constructive criticism, is explicitly recognised in the assessment of CW4001, Introduction to Creative Writing I, which features input from both tutor and fellow students. The use of portfolios, dossiers and take-home tests exemplifies the emphasis on regular reading and writing exercises, both in workshops and in students’ private study time. Self-evaluation of students’ writing practices and critical commentary of their own writing also makes an initial appearance as summative assessments at this level.

The development of academic skills is embedded throughout the course and is represented as integral to the academic study of creative writing in Higher Education. The students’ acquisition of academic skills is demonstrated through a mixture of formative and summative assessments. Diagnostic testing in the early weeks of the course and at intervals throughout the degree will be utilised to test progress in the development of these skills, but also to identify where students may need additional support, which may come from CASE. Other tailored support is also available to students, such as the School of Humanities’ extra-curricular series of interactive lectures, which help to enhance students’ writing and oral skills within an informal and supportive environment.

Assessment strategies at levels 5 and 6 also build on and extend the practices established in level four, maintaining the emphasis on drafting, with peer review, varieties of required but non-assessed work, the use of commentaries and an increasing requirement for students to work independently. The level 6 Creative Writing Dissertation Project, for instance, allows students to demonstrate and apply the knowledge and creative and professional writing skills they have acquired throughout the course, while gaining key (transferable) skills in project management valued in creative and research-based industries. Assessments throughout the course not only enable students to demonstrate the learning outcomes for individual modules but also reflect those of the field as a whole. Whether major or minor, full-field or half-field, students graduate as independent and critical learners and thinkers.

1. **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 (CASE) 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).

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 (module evaluation questionnaires), Level Surveys and the NSS (National Student Survey)
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The Creative Writing course is designed to foster creative and professional writing skills, alongside a range of key skills desirable to employers, such as communication skills, self-management, meticulousness in editing and presentation, the ability to reflect on one’s own work and to respond to constructive criticism, the ability to write for particular purposes and the ability to work constructively with others.

In addition to a possible career as a writer, particular careers may include work in publishing, journalism, advertising and marketing, film, television, radio, arts management, new media, the public relations industry, business, teaching and therapeutic fields. We have industry links with publishers and literary agents, as well as working writers in a variety of fields. Some Creative Writing students may go on to take postgraduate Masters courses in Creative Writing or graduate teacher training.Creative Writing alumni have published novels in a variety of countries as well as gaining employment in a range of industries where accurate and imaginative writing is valued.

The degree’s commitment to creating a dynamic learning environment in which to foster students’ employability skills and maximize our graduates’ choices and employment prospects is reinforced by the teaching team’s dedication to research as well as research-informed and led teaching. Among the full-time staff in Creative Writing are writers who enjoy international reputations for their poetry, fiction, non-fiction and playwriting, and the appointment of distinguished writers has enriched the field and increased the University’s reputation for excellence. Established in 2010, the Kingston Writing School (KWS) strengthens ties between English Language and Literature and Creative Writing and offers a distinctive setting for new lines of interdisciplinary research and publication. KWS has enabled the unit to establish opportunities for promoting varied forms of undergraduate and post-graduate study across disciplinary boundaries. Staff in Creative Writing are at the forefront of impact-based activities that develop and sustain collaborative projects with non-academic partners. Contributions of Creative Writing staff were central to the success of English Language and Literature in the Research Assessment Exercise (RAE) in 2008, and the Creative Writing teaching team will also play an essential role in the unit’s submission to the Research Excellence Framework (REF) in 2020.

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**

The [National Association of Writers in Education (NAWE)](http://www.nawe.co.uk/metadot/index.pl?op=show&iid=2383) which supports the study of creative writing and research at all educational levels including Higher Education, and provides a range of resources concerning Creative Writing. These include conferences, a professional directory, a professional development programme, and Higher Education network. Web reference: <http://www.nawe.co.uk/>

The Kingston Writing School which offers an open, inspirational and innovative environment that transcends the university. The KWS website provides details of readings and writers’ workshops, as well as talks by publishers, editors and literary agents. These offer the chance to maximise the impact of written work. Web reference: <http://fass.kingston.ac.uk/writing/>

The US Association of Writers and Writing Programs AWP which provides community, opportunities, ideas, news, and advocacy for writers and teachers of writing and hosts an annual conference which is attended regularly by Creative Writing staff. The Association website also provides an extensive library of pedagogical tools. (Web reference: <https://www.awpwriter.org/>)

The English Subject Centre at Royal Holloway is a useful point of reference, providing a variety of resources concerning Creative Writing. These include conferences and reports; working papers, for example on structures and trends in the teaching of Creative Writing; the provision of various on-line resources and contacts; and a range of projects and initiatives relating to the subject. Web reference: <http://www.english.ltsn.ac.uk/resources/topic/creative.htm>

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.

QAA Subject Benchmark Statement for Creative Writing:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-creative-writing-16.pdf?sfvrsn=d4e2f781_10>

**Development of Programme 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | **Level 5** | | | **Level 6** | | | | | | |
|  | **Module Code** |  | CW4001 | CW4002 | CW5003 | CW5002 | DA5005 | CW6003 | CW6004 | CW6005 | CW6006 | CW6008 | CW6010 | DA6010 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S |  | S | S | S | S | S | S | S | S |
| A2 | S | S | S | S |  | S | S | S | S | S | S | S |
| A3 | S | S | S | S |  | S | S | S | S | S | S | S |
| A4 | S | S |  |  | S | S | S | S | S | S | S | S |
| A5 |  | S |  |  | S | S | S | S | S | S | S | S |
| A6 |  |  | 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 |
| B2 |  | S |  | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S |  | S | S | S | S | S | S | S |
| B4 |  |  | S | S | S | S | S | S | S | S | S | S |
| B5 | S | S | S | S |  | S | S | S | S | S | S | S |
| B6 |  |  | 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 |
| C2 |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 |  |  |  |  | S |  |  |  |  |  |  |  |
| C4 |  |  |  | S |  | S | S | S | S | S | S | S |
| C5 |  | S | S |  | S |  |  |  |  |  |  |  |
| C6 |  |  |  |  |  | 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**

|  |  |
| --- | --- |
| **Final Award(s):** | BA Joint (Hons) Creative Writing |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 3 years Full-time, 4 years Sandwich, 6 years Part-time |
| **Maximum period of registration:** | 6 years Full-time, 8 years Sandwich, 12 years Part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Creative Writing |
| **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:** | Various – usually W8 |
| **Course/Route Code:** | PFCRW1CRW01  PFCRW1CRW03  PFCRW1CRW04  POCRW1CRW02  POCRW1CRW04 |