

## Programme Specification for BA (Hons) Creative Writing

This document applies to Academic Year 2019/20 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Hons
5.	<b>Programme title</b>	Creative Writing
6.	<b>Pathways available</b>	Joint, Minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Full-time and part-time, some modules will be offered in the evening
9.	<b>UCAS Code</b>	Creative Writing and English Language BA (Joint Honours) WQ83 Creative Writing and English Literature BA (Joint Honours) WQ82 Creative Writing and History BA (Joint Honours) WV81 Creative Writing and Illustration BA (Joint Honours) WW82 Creative Writing and Screenwriting BA (Joint Honours) W990
10.	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Creative Writing (2016): <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3050#.Wh2RH0pl-70">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3050#.Wh2RH0pl-70</a>  National Association of Writers in Education (NAWE) Higher Education Committee (2008): <a href="http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html">www.nawe.co.uk/writing-in-education/writing-at-university/research.html</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	August 2013. March 2014 – recoding of ELAN3005 to CPWT3002 and change of status to optional. April 2014 – JOIN coded modules added to Level 6 JH options August 2014 – recoded module CPWT3001 as CPWT3003 and CPWT3002 as CPWT3004. August 2014 and October 2014 – regulations amended. CPWT April 2015 – CPWT3000 status corrected. June 2015 – New modules added: CPWT1003, CPWT3005, and ENGL1104. June 2016 – Change of title to CPWT1003. Section 9 updated. January 2017 – New module added CPWT3006. CPWT3005 deleted. April 2017 – Update to reflect changes in the Secondary and Primary education sectors and External Examiner feedback. August 2017 - AQU amendments

		<p>January 2018 – Change of title to CPWT1003. CPWT3005 restored to the course. General updates to incorporate new QAA benchmark statement.</p> <p>August 2018 – AQU amendments. Change of title to CPWT3004.</p> <p>December 2018 – AQU and Award Map amendments.</p> <p>January 2019 – Programme title changed from Creative and Professional Writing to Creative Writing. Module codes changed from CPWT to CRWT.</p> <p>August 2019, AQU amendments to Section 19.</p>
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## 12. Educational aims of the programme

The course will provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets, and an understanding of how writers make a living. In combination with the permitted joint degree subjects, the course aims to equip students with a range of transferable skills all of which may be generally relevant to future employers, and some of which will be specifically relevant to employers within the wide variety of professions open to those with writing skills. In combination with a joint degree in English Literature or English Language, it will provide a qualification for aspiring teachers to progress to a teaching qualification such as the Secondary PGCE in English and with the potential to deliver creative writing curricula now incorporated across both the Secondary and Primary education sectors.

The course aims:

1. to provide a balanced, stimulating and academically sound education in the field of creative writing;
2. to introduce students to speculative and reflective approaches to writing and reading;
3. to develop students' writing skills, critical thinking and engagement with the intellectual issues informing the discipline of writing as well as developing research into writing within a supportive and responsive environment;
4. to introduce students to a wide range of writing techniques and formats to encourage them to expand their thinking about the possibilities and challenges of writing (for example, aesthetic, cultural, or political);
5. to develop professional writing practice and the formal study of writing skills and give academic accreditation for students' own creative writing;
6. to develop publishable writing skills in one or more forms and an ability to learn from established practitioners;
7. to provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets, and an understanding of how writers make a living;
8. to equip students with a range of transferable skills specifically relevant to employers within the wide variety of professions open to those with writing skills, and for aspiring teachers of writing to progress to a formal teaching qualification.

## 13. Intended learning outcomes and learning, teaching and assessment methods

### Knowledge and understanding

On successful completion of the course, students will be able to:

- understand writing processes in creative and professional contexts;
- develop research skills for accessing the resources for writing and developing a consideration of audiences;

- write for different audiences and media, displaying effective technical skills in writing;
- critique relevant social, historical, theoretical and artistic frameworks for a variety of published texts (fiction, creative non-fiction, feature writing, life writing for example);
- significantly extend their reading experience and become sophisticated readers of existing texts and of their own work, adopting practices of intensive writing and revision in their own writing;
- recognise critical terminology and theoretical positions such as will inform the personal practice of interpretation and creative practice;
- position their own, and others', practice and output within an appropriate critical discourse and contextual framework;
- reflect constructively on their own, and others', processes and products and give and receive constructive feedback;
- develop a substantial writing project of academic weight and validity;
- have an awareness of writing and publishing contexts, opportunities and audiences in the wider world, and be able to submit work for publication, career plan and apply learning to work experience opportunities.

### **Cognitive and intellectual skills**

On successful completion of the course, students will be able to:

- recognise the interactive relationship between producer, mediator and audience;
- employ critical thinking within the subject paradigm, encompassing close reading of texts, positioning practice and output within an appropriate critical discourse and contextual framework;
- contextualise and interrogate primary and secondary evidence;
- be creative and develop an aesthetic sensibility;
- foster intellectual enquiry and appreciate diversity;
- demonstrate independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations.

### **Transferable/key skills**

On successful completion of the course, students will have developed:

- high-level written and oral communication skills;
- the ability to provide and receive constructive feedback on writing and research tasks with tutors and peers and selectively to apply such feedback to revisions of their own work;
- the ability to express and defend their opinions, and participate in debates;
- time management, project management and planning skills (for example towards publication of a magazine or setting up a website);
- the ability to write to a specific brief (for example of genre or publisher's conventions) and the practice of writing, revision and editing;
- the ability to contextualise and interrogate primary and secondary evidence and critically evaluate theoretical concepts;
- skills in research and analysis, involving the location, collation and evaluation of materials;
- the ability to deploy and accurately employ the citation of relevant data in written and electronic form, and include it within a conceptual framework;
- independence in organising learning that enables the prioritising and planning of private study time;
- group, team working and social skills;

- information skills to select and employ communication and information technologies;
- career progression planning skills.

### **Examples of learning, teaching and assessment methods used:**

The predominant teaching method is the in-class workshop format; this provides significant opportunities for tutor and peer feedback on writing tasks. Additionally there will be formal lectures, guest speakers and readings. Some learning will take place through small group work, particularly for group planning discussions and project work. Other learning methods include individual and group tutorial activities and on-line e-learning opportunities. Students will conduct independent individual research. The predominant form of assessment is the portfolio containing a selection of creative pieces produced to a specific brief and accompanied by critical, reflective or contextualising work such as a writing journal. In addition there will be essays, presentations, on-line writing, submissions to publishers and reports and, finally, the extended writing project. There are formative assessment opportunities in every module, with opportunities for practising a variety of writing tasks.

### **14. Assessment Strategy**

The Creative Writing course offers diverse assessment experiences, enabling students to develop and demonstrate a wide range of skills but especially focusing on the practice and revision of writing in a range of formats.

The course offers modules that are designed to enable students to gain experience of genres from poetry, short-fiction and hypertexts to professional writing and non-fiction. Within these genres some elements will be consistent – for example, the ability to generate unique and specific imagery and characters – whilst other elements may be specific to the genre (for example, the ability to generate writing suitable for particular publishing markets). Assessments for each module are designed to ensure that students can meet its specific learning outcomes. The assessment diets of 30 credit mandatory modules at levels 4, 5 and 6 ensure the opportunity for the overall learning outcomes of the course to be achieved.

Word counts for many genres to be studied, from poetry to professional writing, will inevitably be dictated by form – but in every case, word counts will be adjusted to ensure that the student's effort in crafting the piece of work is equivalent to the amount of effort demanded by similar modules outside this subject area. Thus, in common with other writing programmes across Higher Education, a portfolio of twenty poems, of at least twenty lines, together with a 500 word introduction that articulates clearly the theme addressed within the portfolio, is equal to a 2,000 word essay.

Formative assessment opportunities (which do not receive a grade) are provided in every module. Summative assessment is entirely by coursework.

Assessments are carefully devised to provide students with the opportunities to acquire, practise and improve skills. Assessments develop from shorter and more guided assessment at Level 4 towards longer pieces at Level 6. For 15 credit optional modules there is a maximum requirement of 2,000 words or equivalent, at Level 4, 2,500 words or equivalent at Level 5, and 3,000 or equivalent words at Level 6.

In the third year each student will undertake an extended research project with a maximum word count of 8,000 words or equivalent. Students are allocated a supervisor/mentor for

one-to-one tutorial support throughout the development of the project, through individual appointments, to a maximum of total of 4 hours.

Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions, where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

Assessment is carried out through a variety of formats designed to serve the module concerned, with an emphasis on revision of writing tasks but including, for example, seminar presentations, research or a writing portfolio.

Opportunities for formative feedback are provided within each module. Feedback on formal, graded, summative assessments is given electronically via the student's SOLE (Student Online Learning Environment) page, with additional comments annotated on the written assignment. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 20 working days. The detailed assessment policy is available to students in the subject handbook.

## **15. Programme structures and requirements**

Please see the award map at Appendix 1.

The course is available to take as a full-time or part-time course.

## **16. QAA and professional academic standards and quality**

The course meets the QAA Creative Writing Benchmark Statement (2016):

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3050#.Wh2RH0pl-70>

The course also continues to be informed by the Benchmark Statement issued by the HE Committee of the National Association of Writers in Education (NAWE) (2008):  
[www.nawe.co.uk/writing-in-education/writing-at-university/research.html](http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html)

The course is located at Levels 4 to 6 of the Framework for Higher Education Qualifications (FHEQ).

## **17. Support for students**

The Creative Writing course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition into University life is assisted by an initial induction programme. During this initial Induction Week, and in the first part of the course, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services, for example the Hive (library) and IT facilities, Media Services, the Careers and the Counselling Service. There are opportunities for wider engagement through the Institute of Humanities & Creative Arts (IHCA) Freshers' Party in Induction Week as well as a range of Student Union events.

Students of Creative Writing will additionally attend an intensive blocked writing experience over the weekend between the end of Induction and the first week of scheduled teaching.

The Institute carefully monitors the attendance of students, especially in the first year. First year students are supported through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 and 14:00. Additional on-line support (within 24 hours) is available through email and Facebook all year round.

All students are additionally allocated a personal Academic Tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. The academic staff directly teaching students on modules offer further support through one to one and small group tutorials; they provide students with clear indications of when they will be available to see students either on their office doors, via email or in module outlines.

All modules are supported through the virtual learning environment accessed through Blackboard. A detailed Course Handbook is provided and available through the specific Blackboard site where all additional course information and announcements, for example work placement opportunities, are posted.

The Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support. These include for example:

- The [Disability and Dyslexia Service](#) within [Student Services](#) – specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writer in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union, which as an independent charity devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

## **18. Admissions**

### **Admissions policy**

The admissions policy for Creative Writing seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS.

Part-time applicants apply directly to University of Worcester (UW).

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

### **Admissions/selection criteria**

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see [Taught Courses Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the see the Taught Courses Regulatory Framework.

## 20. Graduate destinations, employability and links with employers

### Preparing students for employment

In Induction, at Levels 4 & 5 through the mandatory modules, and at level 6 through individual tutorials, students engage in specific activities in order to recognise the generic skills which are developed through the curriculum. This is structured and systematic. In several optional modules it is the practice for learning logs and journals to be part of the assessment strategy.

Many English Studies students become University Student Ambassadors and our students are strongly encouraged to take up a range of opportunities provided both within and outside the University, for example, as Course Reps, research assistants, classroom reading assistants and to apply for the Worcester Award.

Two 'Worcester Weeks' in each academic year provide the opportunity for dedicated academic tutoring sessions when students are able to discuss their career aspirations, and each year, the Institute 'Careers Fest' brings visiting speakers from a range of employment sectors as well as specific guidance for progressing to teaching.



### **Graduate destinations**

The course will provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets and an understanding of how writers make a living. In combination with the permitted joint degree subjects, the course aims to equip students with a range of transferable skills all of which may be generally relevant to future employers, and some of which will be specifically relevant to employers within the wide variety of professions open to those with writing skills. In combination with a joint degree in English Literature or English Language, it will provide a qualification for aspiring teachers to progress to a teaching qualification such as the Secondary PGCE in English, and the capacity to deliver the creative writing curricula now embedded within both Secondary and Primary educational sectors.

Graduates may choose to continue academic studies by doing an MA in Writing, with potential to move on to a PhD. Graduates may opt for postgraduate study that applies their writing specialism to marketing, business, librarianship, publishing and journalism.

### **Student employability**

Student careers education is supported through the active participation of the University's Careers Service, staff of which attend designated mandatory modules and Worcester Weeks. This support includes CV writing and interview techniques. Information and guidance on opportunities is available on the course Blackboard page and through individual appointments with Careers Advisers. Throughout the degree, and especially in the third year Careers module, a great deal of emphasis is given to the preparation of students for their progression.

### **Links with employers**

Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The English subject team has developed partnerships with local literary festivals (Ledbury, Worcester) who offer internships to students on a competitive basis. The course also works in partnership with Writing West Midlands which supports a range of opportunities for writing students in the region each year as well as work placement opportunities. All students have the opportunity of undertaking a Careers/work project module at Level 6. Students from the English subject area have undertaken a range of placements, for example in schools, in University departments, in libraries and local independent companies, and in literary festivals to date.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

## Appendix 1 Award map

<b>Course Title: Creative Writing</b>	<b>Year of entry: 2019-20</b>
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<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/exclusions and other notes</b>
			Joint Hons		
CRWT1000	Introduction to Writing	30	M	None	None
CRWT1002	Writing Poetry	15	M	None	None
CRWT1004	Writing Fiction	15	M	None	None

### **Joint Honours Requirements at Level 4**

Joint Honours students must take 60 credits from the table above.

Level 5						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			JH	Min		
CRWT2000	Writer as Researcher	30	M	O	None	None
CRWT2001	Environmental Writing	15	O	O	None	None
CRWT2002	Writing for Children	15	O	O	None	None
CRWT2003	Slam, Spoken Word and Performance Poetry	15	O	O	None	None
CRWT2004	Genre Fiction	15	O	O	None	None
JOUR2009	Intermediate Feature Writing	15	O	O	None	None

#### Joint and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

#### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include CRWT2000 (30 credits). Students intending to complete their Independent Study in this subject must take CRWT2000 (30 credits).

#### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			JH	Min		
CRWT3000	Extended Writing Project	30	O	N/A	None	None
CRWT3003	Career and Project Module	15	O	O	None	None
CRWT3004	Hypermedia – Creative Writing in a Digital Culture	15	O	O	None	None
CRWT3005	New Nature Writing	15	O	O	None	None
CRWT3006	Contemporary Poetry	15	O	O	None	None
CRWT3007	Creative Nonfiction	15	O	O	None	Students who have taken CPWT1001 Life Writing in their first year are not eligible for this module.
DRAM3211	Writing for Performance	15	O	O	None	None

### Joint and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students must take one Independent Study (equivalent) in either this subject (CRWT3000 Extended Writing Project), their other joint subject, or JOIN3001/2 where an Independent Study covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above. Minor pathway students must take their Independent Study or equivalent in their Major subject.

**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons