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| 1 | Awarding Institution | University of Newcastle Upon Tyne |
| 2 | Teaching Institution | As above |
| 3 | Final Award | Postgraduate Certificate |
| 4 | Programme title | Creative Writing |
| 5 | Programme Accredited by: | N/A |
| 6 | UCAS Code | None |
| 7 | QAA Subject Benchmarking Group(s) | n/a |
| 8 | Date of production/revision | 24/5/04 |

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| 9 | Programme Aims: | |
| | (a) To produce graduates who have | |
| | i) advanced their creative practice through practice, discussion and revision | |
| | ii) gained an understanding of the professional skills needed by the writer, or by those whose job it is to stimulate or develop others' creativity within an education or health setting. | |
| | iii) gained an understanding of a range of genres and practised in at least two different genres. | |
| | (b) To provide a programme which | |
| | i) has nationally and internationally recognised writers teaching on the course | |
| | ii) which attracts a diverse student body, including a significant number of mature students | |
| | iii) which provides an opportunity for students to develop their own writing and critical skills and, where appropriate, to have learned how to apply those skills in a professional setting for the benefit of others | |
| | iv) which conforms to University policies and QAA Codes of Practice, particularly with regard to Distance Learning | |
| | v) which fully meets the requirements of the Higher Education Qualifications Framework at Masters level. | |

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. Advanced knowledge of the making, editing and critical discussion of texts and of the relationship between the writer, the text and the reader
2. Advanced understanding of verbal creativity and the techniques used in the process of editing and presenting their writing
3. Understanding of a range of genres and the relation of their own writing to at least two of them

B Subject-specific/professional skills

1. Advanced ability to understand and judge the timing and duration of creative projects
2. Professional skill in the process of drafting and editing their own writing
3. Ability to enable the creative process of others through discussion and use of exercises
4. Ability critically to examine the conditions within which writing is produced or creativity is stimulated

C Cognitive skills - Able to:

1. analyse and evaluate complex evidence imaginatively and critically
2. work and plan independently on large and small projects

D Key (transferable) skills - Able to

1. write for and speak to different audiences
2. use information technology (word processing; the internet)
3. work to deadlines or within specified time-limits
4. work effectively with others and independently

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and understanding

Knowledge and understanding is acquired through participation in and preparation for workshops and consultations. In seminars this will involve the writing of original texts and their development through a response to the criticism and comments of others. Exercises practised in seminars will also be reflected on as teaching tools. Workshops may also include reflection on how other creative mediums can effectively interact with writing; and on the different genres or media in which texts can be used. In consultations knowledge and understanding will be developed through close scrutiny and discussion of the writer's own work.

B Subject-specific/professional skills

Subject-specific skills are acquired through seminar preparation and participation and consultations. The seminars will develop the skills of critically examining how writing is produced, or how the skill used in writing can be taught or employed in other media or contexts. The supervised portfolio or project work will develop skills in working on a larger, more sustained project.

C Cognitive skills

Cognitive skills are acquired via workshops and consultation. Independent study which develops modes of autonomous working is integral to all modules.

D Key (transferable) skills

Key skills are promoted through seminars and consultations. Throughout, editing, selecting and presenting material, producing work to deadlines, and receiving critical feedback will develop these skills both individually and as part of a group. Developing IT skills through the use of Blackboard is seen as an integral part of the programme for all students.

10(c) Programme Intended Learning Outcomes:

Assessment Strategy and Methods

A Knowledge and understanding

Assessment of knowledge and understanding is via submission of files of work produced in seminars, short reflective essays and a portfolio of creative work or project.

B Subject-specific/professional skills

Assessment of subject-specific skills is through preparing and submitting both creative and essay based work and a portfolio of work (a series of poems or equivalent in prose or dramatic form, consisting of no more than 20 A4 pages in 12 point) or a project of 7,500 words relating to creative writing in a work-based context. .

C Cognitive skills

Assessment of cognitive skills is via the submission of files and a portfolio or project.

D Key (transferable) skills

Assessment of key skills is implicit in course work at all stages.

11 Programme Curriculum, Structure, and Features:

The programme offers a postgraduate qualification in creative writing which can be taken in a variety of different teaching modes, both on and off campus. It offers the possibility for students on short courses to have their work credited and count towards a formal postgraduate qualification. The 60 credits of the Postgraduate Certificate will also count towards the MA in Creative Writing and will act as a means of entry to it.

The programme is studied over twelve months (full-time) or twenty-four months (part-time). It is divided into units of study or modules which have a value of 10, 20 or 30 credits. Each 10 credit module represents 100 hours of student learning, 20 credits 200 hours and 30 credits 300 hours.

| | Units of Study | Credits | Core/Opt | Semester |
|---------|--|---------|------------|----------|
| SEL 808 | Writing for Children | 10 | Opt | 2 |
| SEL 809 | Memoir Writing | 10 | Opt | 2 |
| SEL 810 | Text and Public Art | 10 | Opt | 1 |
| SEL 811 | Writing in the Community 1 | 10 | Opt | 1 |
| SEL 812 | Writing in the Community 2 | 10 | Opt | 2 |
| SEL 813 | Poetry & Translation | 10 | Opt | 1 |
| SEL 816 | Poetry Masterclass 1 | 10 | Opt | 1 |
| SEL 817 | Poetry Masterclass 2 | 10 | Opt | 2 |
| SEL 818 | Writing for Performance | 10 | Opt | 1 |
| SEL 851 | Writing for Teachers 1 (delivered on and off campus) | 10 | Opt | 1&2 |
| SEL 852 | Writing for Teachers 2 (delivered overseas) | 20 | Opt | 1&2 |
| SEL 853 | Creative Writing (distance learning) | 30 | Opt | 1&2 |
| SEL 854 | Residential Course in Creative Writing | 20 | Opt | 2 |
| SEL 855 | Portfolio of Work /Project Work | 30 | Compulsory | |

Full time and part-time students will complete 30 credits before taking SEL 855, a *Portfolio of Work/Project work*. Full-time students must take modules (excluding SEL 855) up to the value of 30 credits over two semesters. Part-time students must take modules (excluding SEL 855) over four semesters. All students will take SEL 855, *Portfolio of Work/Project Work* (30 credits) for which they will be given individual supervision. Students must complete SEL 855 within twelve months of registration (fulltime) and twenty-four months (part-time).

CURRICULUM MATRIX

| Units of Study | Credits | Learning outcomes |
|--|---------|----------------------------|
| SEL 808 Writing for Children | 10 | A1 -2; B1-4; C1-2; D1,3,4 |
| SEL 809 Memoir Writing | 10 | A1-2; B1-4; C1-2; D1,3,4 |
| SEL 810 Text and Public Art | 10 | A1 -2; B1-4; C1 -2; D1,3,4 |
| SEL 811 Writing in the Community 1 | 10 | A 1-2; B1-4; C1 -2; D1,3,4 |
| SEL 812 Writing in the Community 2 | 10 | A1 -2; B1 -4; C1-2; D1,3,4 |
| SEL 813 Poetry & Translation | 10 | A1-2; B1 -4; C1 -2; D1,3,4 |
| SEL 816 Poetry Masterclass 1 | 10 | A1 -2; B1-4; C1-2; D1,3,4 |
| SEL 817 Poetry Masterclass 2 | 10 | A1 -2; B1-4; C1 -2; D1,3,4 |
| SEL 818 Writing for Performance | 10 | A1 -2; B1 -4; C1-2; D1,3,4 |
| SEL 851 Writing for Teachers 1 (delivered on and off campus) | | A1-2; B1-4; C1-2; D 1,3,4 |
| SEL 852 Writing for Teachers 2 (delivered overseas) | | A1 -2; B1-4; C1-2; D1,3,4 |
| SEL 853 Creative Writing (distance learning) | | A1- 3; B1-4; C1-2; D1-4 |
| SEL 854 Residential Course in Creative Writing | | A1 -3; B1-4; C1-2; D1-3 |
| SEL 855 Portfolio of Work /Project Work | | A1-3; B1-4; C1-2; D1-3 |

12. Criteria for Admission

Entry will normally be through at least a second class undergraduate degree in a relevant subject and a small file of creative writing.

Arrangements for non-standard entrants

Candidates without a degree may submit a file of creative writing for consideration and may be permitted to enter the course at the discretion of the Degree Programme Director.

Any Additional Requirements

None

13 Support for Students and their Learning:

Induction

All students are registered in the Graduate School which has the infrastructure to support postgraduate students and their learning.

Students will attend an induction meeting led by the Degree programme Director when the programme content will be explained in detail. Candidates are provided with a Degree Programme Handbook detailing curricular assessment methods, degree regulations, and sources of help and support, and outlining the degree content. The Certificate will also have a website outlining the degree regulations and a Blackboard site containing very full details of regulations, content of the degree, and sources of help and support, including support for those taking the degree off campus or through distance learning. Students taking the degree off campus or through distance learning will be sent a Degree Programme Handbook which will include details of how to use the Blackboard site. They will also receive an email giving them information about the Blackboard site and information about how to obtain help and support.

It will be expected that students taking the Postgraduate Certificate through Distance Learning will have access to a computer and can access both webmail and the University website.

Study skills support

Training in professional and key skills is integral to the programme. In addition students will be trained through the use of the Blackboard site.

Academic Support

The Degree Programme Director for the Postgraduate Certificate oversees all stages of the programme. Module leaders provide academic support for taught elements of the programme and give continuous feedback to the student. Students will have a supervisor appointed for the portfolio/project work module. Students taking the programme through distance learning will be assigned an individual tutor, in addition to the supervisor, who will provide academic support and feedback through regular email contact. These students will also receive formative feedback through computer conferences.

The School has a lively programme of readings each semester, by visiting and resident writers, which students are encouraged to attend. In addition New Writing North, in conjunction with the School, runs a full programme of regional literature events, which is advertised through the School webpage. Links will also be included on the Blackboard site. The School also hosts an online journal of creative writing, *Franks Casket*, to which students are encouraged to submit material.

Pastoral Support

Students will be entitled to the full range of pastoral and personal support offered to postgraduate students in the university, which includes the University's Counselling Service, the Student Advice Centre and the Graduate School Office in the Faculty of humanities and social sciences. Module leaders and supervisors are available for consultation and through email if appropriate and problems can also be raised with the Director of Postgraduate Studies or the Head of School. Information about the availability of personal guidance will be included on the Blackboard site and clearly indicated in the Degree Programme Handbook with relevant email addresses.

Support for Special Needs

The University Disability Unit offers advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. In relation to distance learning it will be important that online materials be able to be read by 'screen readers', for blind or partially sighted students and be easy to read for dyslexic or deaf students. As there would be less face to face contact with these students it becomes particularly important that students be given ample opportunity to disclose disabilities. All feedback will be done electronically as handwriting may be difficult to read if a student has dyslexia or is partially sighted.

Learning Resources

The University Library is a rich resource which will meet the needs of all students. In addition other libraries within the city and the region (The Literary and Philosophical Society Library, the University of Northumbria Library, the City Library, The Poetry Library, Morpeth, and the University of Durham Library) can complement and supplement the provision of the University Library. In addition students will be able to have access to The Barry MacSweeney Archive in the School. A full list of material available through websites will also be listed on Blackboard.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Feedback mechanisms on all postgraduate modules will be available to students through the Blackboard teaching provision. A report on student feedback is prepared by the DPD each semester and reported through The School of English Board of Postgraduate Studies annually. The School of English Board of Postgraduate Studies annually reviews all taught postgraduate programmes, including the Postgraduate Certificate in Creative Writing (Annual Monitoring and Review). Programme review takes place regularly both internally (Internal Subject Review) and through external audit (HEQA). External

examiners reports are considered carefully by the School of English Board of Postgraduate Studies and recommendations accepted by the Board implemented for the following year.

15 Regulation of Assessment

Pass Marks

50%

Students who have not reached a mark of 50% for any module will be allowed to resubmit their work in accordance with the new Examinations Conventions for Taught Postgraduate Programmes.

Course Requirements

To qualify for the Certificate students must complete all course requirements and reach a pass mark overall.

Role of the External Examiner

- * To read all portfolios/project work
- * To read all submissions where a candidate's mark places them just below a pass and moderate samples of other work
- * To report on the examinations procedure
- * To report on standards

16 Indicators of Quality and Standards:

Professional Accreditation Reports

N/A

Internal Review Reports

N/A

Previous QAA Reports

In the 1995 TQA the teaching of the School was deemed excellent.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report