

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA PGCert
<b>4</b>	<b>Programme Title</b>	Creative Writing
<b>5</b>	<b>UCAS/Programme Code</b>	MA 4021F/P PGCert 3033P
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	May 2018

**10 Programme Aims**

- (a) To produce Masters and Post Graduate Certificate graduates who have:
- advanced their creative ability through practice, discussion and revision;
  - an advanced awareness of the processes of writing both in their own work and that of others;
  - knowledge of a range of contemporary writing in English;
  - knowledge of the professional world of writing and publishing;
  - the ability to edit and prepare work for submission and publication;
- (b) To provide a programme:
- which has nationally and internationally recognised writers teaching on the course;
  - in which the practice of writing is combined with directed reading and the opportunity to study contemporary writing;
  - which draws on the expertise of those engaged in the professional world of publishing and editing;
  - which attracts a diverse student body, including a significant number of mature students;
  - which establishes connections with the professional world of writing in the region;
  - which for Masters graduates fully meets the requirements of Level 7 of the Framework for Higher Education Qualification (FHEQ);
  - which conforms to University policies and the QAA Quality Code.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the relevant benchmark statements.

**Knowledge and Understanding**

On completing the programme students should:

- A1 Advanced knowledge of the making, editing and critical discussion of texts in various

A2 A3	<p>forms and of the relationship between the writer, the text and the reader; (PG Cert and MA)</p> <p>advanced understanding of verbal creativity and the techniques used in the process of editing and presenting their own and other people's writing; (PG Cert and MA)</p> <p>advanced knowledge in the application of the techniques of creative writing and the critical understanding of the writing of others. (PG Cert and MA)</p>
<b>Teaching and Learning Methods</b>	
A	<p>Knowledge and Understanding</p> <p>Knowledge and understanding is acquired through participation in and preparation for workshops, consultations, seminars, talks, readings and supervision. In workshops this will involve the writing of original texts and their development through a response to the criticism and comments of others; the reading of others' work and developing knowledge through discussion and criticism of it; the reading and discussion of published and other contemporary work. In consultations, the knowledge and understanding will be developed through close scrutiny and discussion of the writer's own work. In seminars the development will primarily be through the study and critical discussion of published texts. Seminars, along with talks, readings and project work, will also lead to knowledge and understanding of the professional world of writing, public performance and publishing.</p>
<b>Assessment Strategy</b>	
A	<p>Knowledge and Understanding</p> <p>Assessment of knowledge and understanding is via the submission of portfolios of creative and critical work and a final Portfolio of creative work.</p>
<b>Intellectual Skills</b>	
On completing the programme students should:	
B	<p>Subject-specific/Intellectual skills</p> <p>B1 Conceptual awareness of how texts are made and developed; (PG Cert and MA)</p> <p>B2 Advanced ability to understand and judge the timing and duration of creative projects; (PG Cert and MA)</p> <p>B3 Professional skill in the process of editing their own work; (PG Cert and MA)</p> <p>B4 Practical knowledge and professional skill in the presentation of their own writing for performance and/or publication. (PG Cert and MA)</p>
<b>Teaching and Learning Methods</b>	
B	<p>Subject-specific Intellectual Skills</p> <p>Subject-specific professional skills are also acquired through workshop preparation and participation, consultations, seminars, talks and reading. Skills relating to shorter and more various projects will be acquired and developed through these means. The supervised Portfolio, will develop skills in working on a larger, more sustained project. Professional skills will also be developed through the preparation of individual readings or performances and work for publication.</p>
<b>Assessment Strategy</b>	
B	<p>Subject-specific intellectual skills</p> <p>Assessment of subject-specific skills is through preparing and submitting to deadline portfolios of creative and critical work produced throughout the module(s), ; and a Portfolio of work (a short collection of poems or equivalent in prose or dramatic form).</p>

<b>Practical Skills</b>	
On completing the programme students should:	
C	Practical skills - able to:
C1	exercise and develop a sensitivity to verbal creativity; (PG Cert and MA)
C2	practice critical skills in the drafting and revision of writing; (PG Cert and MA)
C3	engage imaginatively and critically in the reading and discussion of texts; (PG Cert and MA)
C4	critically examine the conditions within which contemporary writing is published and distributed (PG Cert and MA)
<b>Teaching and Learning Methods</b>	
C	Practical skills
Practical skills are acquired via workshops, tutorials, seminars, talks, readings and supervision. Throughout, but most specifically within the module on 'The Profession of Writing', the contributions of professional editors and writers in various forms will develop the student's skills in critically examining the conditions within which contemporary writing is published and distributed.	
<b>Assessment Strategy</b>	
C	Practical skills
Assessment of practical skills is via the submission of creative and critical work and a final Portfolio.	
<b>Transferable/Key Skills</b>	
On completing the programme students should be able to:	
D	Key (transferable) skills
D1	understand and put into effect the appropriate presentation of a specific text; (PG Cert & MA)
D2	analyse and evaluate complex evidence critically and imaginatively; (PG Cert & MA)
D3	work and plan independently on large and small projects involving skill and originality;
D4	write and speak to different audiences; (PG Cert & MA)
D5	adapt swiftly to changing circumstances within a performance situation; (PG Cert & MA)
D6	use information technology (word processing; the internet); (PG Cert & MA)
D7	gather, evaluate, organise and summarise information; (PG Cert & MA)
D8	work to deadlines or within specified time-limits; (PG Cert & MA)
D9	work effectively in a team and independently. (PG Cert & MA)
<b>Teaching and Learning Methods</b>	
D	Key (transferable) skills
Key skills are promoted through workshops, tutorials, seminars and supervisions. Throughout, editing, selecting and presenting material both in written form and orally, to a group and receiving critical feedback will develop these skills both working individually and in a group.	
<b>Assessment Strategy</b>	
D	Key (transferable) skills

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

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The Masters programme is studied over one year full-time or two years part-time. It is divided into study units or modules, which have a value of from 20 to 60 credits. Each 20 credit module represents 200 hours of student learning. At least a 'Pass' in the course work is required for progression to the Portfolio stage.

The Postgraduate Certificate programme is studied over one year. It is divided into study units or modules, which have a value of 20 credits. Each 20 credit module represents 200 hours of student learning. At least a 'Pass' in the course work is required for progression to the Portfolio stage.

Full time Masters students take all modules in one year. Individual consultations support this work with one to one discussion of the student's writing. All Masters students take a module which introduces them to the professional world of writing through seminars on publishers and publishing, on literary magazines, anthologies, on preparing for publication, on readings and performance. This part of the course includes contributions from people from the professional world of publishing and is examined by a module specific piece of work prepared by the students. All Masters students take a module which introduces the student to close reading to understand particular creative strategies and techniques of writing across a wide range of contemporary genres and forms. All Masters students take two optional modules to widen and develop their craft. Each Masters student finally prepares under supervision, a Portfolio of their own creative work for submission.

### **Key features of the programme (including what makes the programme distinctive)**

Because of the selective nature of the modules, this programme offers a distinctive option for the student to study creative writing across a wide range of disciplines (poetry, prose and script and creative non-fiction) in order to broaden his or her scope; or to concentrate on a chosen discipline to deepen his or her experience.

### **Programme regulations (link to on-line version)**

<https://www.ncl.ac.uk/regulations/programme/2018-2019/documents/30334021ProgrammeRegulationsV2.pdf>

## **13 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <https://my.ncl.ac.uk/students/>

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/tutorials/etc. The International Office offers an additional induction programme for overseas students.

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is

covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

#### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and the Universities' IT Service (NUIT), which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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

#### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. The introduction of new modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee (FLTSEC).

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to FLTSEC. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Taught Programmes Sub-Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. External Examiner reports and the response to the External Examiner from the Board of Studies are shared with institutional student representatives, through the Student-Staff Committee.

#### *Student evaluations*

All modules, and the degree programme, are subject to review through online questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

#### *Mechanisms for gaining student feedback*

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo Learning and Teaching Review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

N/A

#### *Additional mechanisms*

N/A

## **15 Regulation of assessment**

Please refer to the Postgraduate (Taught) Examination Conventions at <https://www.ncl.ac.uk/regulations/docs/2018/>

#### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is required to:

- i. confirm whether the standards of the University's awards meet or exceed the academic standards specified in external reference points such as the Framework for Higher Education Qualifications, the UK Quality Code, subject benchmark statements, and, where appropriate, the requirements of professional, statutory and regulatory bodies;
- ii. confirm whether the academic standards of the University's awards are consistent with those of similar programmes in other UK higher education institutions;
- iii. report on whether the University's processes for assessment measure student achievement rigorously and fairly and are conducted in line with University policies and regulations;
- iv. identify, where appropriate, examples of exemplary practice and innovation in learning, teaching and assessment;
- v. comment on opportunities to enhance the quality of the learning experience provided to students.

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. 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.