

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Postgraduate Certificate
4	<b>Programme Title</b>	Creative Writing
5	<b>UCAS/Programme Code</b>	3033
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	N/A
8	<b>FHEQ Level</b>	PGC
9	<b>Date written/revised</b>	25/5/04 /24/10/07

### 10 Programme Aims

(a) To produce graduates who have

- 1 advanced their creative practice through practice, discussion and revision
- 2 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.
- 3 gained an understanding of a range of genres and practised in at least two different genres.

(b) To provide a programme which

- 1 has nationally and internationally recognised writers teaching on the course
- 2 which attracts a diverse student body, including a significant number of mature students
- 3 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
- 4 which conforms to University policies and QAA Codes of Practice, particularly with regard to Distance Learning
- 5 which fully meets the requirements of the Higher Education Qualifications Framework at Masters level.

### 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 benchmark statements for Creative Writing.

#### **Knowledge and Understanding**

On completing the programme students should:

- A1 demonstrate advanced knowledge of the making, editing and critical discussion of

<p>texts and of the relationship between the writer, the text and the reader</p> <p>A2 demonstrate advanced understanding of verbal creativity and the techniques used in the process of editing and presenting their writing</p> <p>A3 have understanding of a range of genres and the relation of their own writing to at least two of them</p>
<b>Teaching and Learning Methods</b>
<p>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.</p>
<b>Assessment Strategy</b>
<p>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.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p>B1 demonstrate advanced ability to understand and judge the timing and duration of creative projects</p> <p>B2. demonstrate professional skill in the process of drafting and editing their own writing</p> <p>B3 demonstrate ability to enable the creative process of others through discussion and use of exercises</p> <p>B4. demonstrate ability critically to examine the conditions within which writing is produced or creativity is stimulated</p>
<b>Teaching and Learning Methods</b>
<p>Subject-specific intellectual 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.</p>
<b>Assessment Strategy</b>
<p>Assessment of intellectual 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. .</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 analyse and evaluate complex evidence imaginatively and critically</p> <p>C2 work and plan independently on large and small projects</p>
<b>Teaching and Learning Methods</b>
<p>Practical skills are acquired via workshops and consultation. Independent study which develops modes of autonomous working is integral to all modules.</p>
<b>Assessment Strategy</b>

Assessment of practical skills is via the submission of files and a portfolio or project.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to:  D1 write for and speak to different audiences D2. use information technology (word processing; the internet) D3. work to deadlines or within specified time-limits D4. work effectively with others and independently
<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
Assessment of key skills is implicit in course work at all stages

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>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.</p> <p>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.</p> <p>Units of Study Credits Core/Opt Semester</p> <p>SEL 8008 Writing for Children 10 Opt 2</p> <p>SEL 8009 Memoir Writing 10 Opt 2</p> <p>SEL 8010 Text and Public Art 10 Opt 1</p> <p>SEL 8011 Writing and Health 1 10 Opt 1</p> <p>SEL 8012 Writing and Health 2 10 Opt 2</p> <p>SEL 8013 Poetry &amp; Translation 10 Opt 1</p> <p>SEL 8016 Poetry Masterclass 1 10 Opt 1</p> <p>SEL 8017 Poetry Masterclass 2 10 Opt 2</p> <p>SEL 8018 Writing for Performance 10 Opt 1</p> <p>SEL 8061 Documentary Film 10 Opt 1</p> <p>SEL 8313 Writing in Genre 10 Opt 1</p> <p>SEL 8064 Fiction Masterclass 10 Opt 1</p> <p>SEL 8311 Writing for Radio 10 Opt 1</p> <p>SEL 8065 Creative Writing and Psychology 10 Opt 2</p> <p>SEL 8308 Improvisation and Adaptation 10 Opt 2</p> <p>SEL 8312 On Form 10 Opt 2</p> <p>SEL 8051 Writing for Teachers 1 (delivered on and off campus) 10 Opt 1&amp;2</p> <p>SEL 8052 Writing for Teachers 2 (delivered overseas) 20 Opt 1&amp;2</p>

SEL 8302 Creative Writing Distance Learning)1 10 Opt 1  
 SEL 8303 Creative Writing Distance Learning 2 10 Opt 1  
 SEL 8304 Creative Writing Distance Learning 3 10 Opt 2  
 SEL 8305 Creative Writing Distance Learning 4 10 Opt 2  
 SEL 8054 Residential Course in Creative Writing 20 Opt 2  
 SEL 8055 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).

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

The range of short courses in all three genres makes the programme distinctive. Students are taught by published writers who bring distinct backgrounds and experience as well as academic and technical expertise. The flexibility of the course – where students build up their own programme – also makes it distinctive.

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

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/3033.php>

**13 Criteria for admission**

*Entry qualifications* Entry will normally be through at least a second class undergraduate degree in a relevant subject

*Admissions policy/selection tools*

Applicants will submit a small file of creative writing.

*Non-standard Entry Requirements*

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

*Additional Requirements*

None

*Level of English Language capability*

**14 Support for Student Learning**

*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 principle 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/practicals/labs/ 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.

Help with academic writing is available from the Writing Centre.

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

#### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. 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 Union Society 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 Information Systems and Services, 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.

### **15 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 School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*

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

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

*Accreditation reports*

*Additional mechanisms*

## 16 Regulation of assessment

*Pass mark*

The pass mark is 40 (Undergraduate programmes)

The pass mark is 50 (Postgraduate programmes)

*Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Weighting of stages*

The marks from Stages ??? will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stages ??? is ?:?

*Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to postgraduate Masters programmes**

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>ABC1001</b> , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3