

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	Creative Writing
5	UCAS/Programme Code	3033
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	PGC
9	Date written/ revised	23.05.14

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.

(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 texts and of the relationship between the writer, the text and the reader
- A2 demonstrate advanced understanding of verbal creativity and the techniques used in the process of editing and presenting their writing
- A3 have understanding of a range of genres and the relation of their own writing to at least two of them

Teaching and Learning Methods

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.

Assessment Strategy

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.

Intellectual Skills

On completing the programme students should be able to:

- B1 demonstrate advanced ability to understand and judge the timing and duration of creative projects
- B2. demonstrate professional skill in the process of drafting and editing their own writing
- B3 demonstrate ability to enable the creative process of others through discussion and use of exercises
- B4. demonstrate ability critically to examine the conditions within which writing is produced or creativity is stimulated

Teaching and Learning Methods

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.

Assessment Strategy

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.

Practical Skills

On completing the programme students should be able to:

- C1 analyse and evaluate complex evidence imaginatively and critically
- C2 work and plan independently on large and small projects

Teaching and Learning Methods

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

Assessment Strategy

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

Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>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</p>
Teaching and Learning Methods
<p>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.</p>
Assessment Strategy
<p>Assessment of key skills is implicit in course work at all stages</p>

12 Programme Curriculum, Structure and Features			
Basic structure of the programme			
<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>Modules offered may include:</p>			
Units of Study	Credits	Core/Opt	Semester
SEL 8008 Writing for Children	10	Opt	2
SEL 8009 Memoir Writing	10	Opt	2
SEL 8010 Spirit of Place	10	Opt	1
SEL 8012 Writing and Health	10	Opt	1
SEL 8017 Poetry Masterclass	10	Opt	2
SEL 8018 Writing for Performance	10	Opt	1
SEL 8061 Documentary Film	10	Opt	1
SEL 8313 Writing in Genre	10	Opt	1
SEL 8064 Fiction Masterclass	10	Opt	1
SEL 8311 Writing for Radio	10	Opt	1
SEL 8308 Improvisation and Adaptation	10	Opt	2
SEL 8312 On Form	10	Opt	2
SEL 8324 Writing for Children	10	Opt	1
SEL 8302 Creative Writing Distance Learning 1	10	Opt	1
SEL8637 Going Places	10	Opt	1
SEL8638 Character	10	Opt	2
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 Spring School one week intensive	20	Opt	2
SEL80			
SEL 8055 Portfolio of Work /Project Work	30	Compulsory	

Full time and part-time students will complete 30 credits before taking SEL 8055, 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/>

13 Criteria for admission in 2008-9

Entry qualifications Entry will normally be through at least an upper 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

IELTS 7.0

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.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 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 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 team 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student 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 periodic 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

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 Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

	Modules used for degree classification (DC)	Modules not used for degree classification
<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: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

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	ABC1001 , 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