

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Creative Writing
5	UCAS/Programme Code	4021
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	English
8	FHEQ Level	M
9	Date written/revised	31/05/2014

10 Programme Aims

- 1(a) To produce Masters 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
 - a knowledge of a range of contemporary writing in English
 - knowledge of the professional world of writing and publishing
 - an 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 within the region
 - which fully meets the requirements of the Master's Degree Quality Assurance Agency National Qualifications Framework

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

- A1 Advanced knowledge of the making, editing and critical discussion of texts in various forms and of the relationship between the writer, the text and the reader.
- A2 Advanced understanding of verbal creativity and the techniques used in the process of editing and presenting their own and other people's writing.
- A3 Advanced knowledge in the application of the techniques of creative writing and the critical understanding of the writing of others.

Teaching and Learning Methods	
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>
Assessment Strategy	
A	<p>Knowledge and understanding</p> <p>Assessment of knowledge and understanding is via the submission of files of work produced in workshops with accompanying commentaries;; an essay or commentary on 'The Profession of Writing'; and a final portfolio of creative work.</p>
Intellectual Skills	
<p>Subject-specific/Intellectual skills</p> <p>B1 Conceptual awareness of how texts are made and developed</p> <p>B2 Advanced ability to understand and judge the timing and duration of creative projects</p> <p>B3 Professional skill in the process of editing their own work</p> <p>B4 Practical knowledge and professional skill in the presentation of their own writing for performance and/or publication</p>	
Teaching and Learning Methods	
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>
Assessment Strategy	
B	<p>Subject-specific intellectual skills</p> <p>Assessment of subject-specific skills is through preparing and submitting to deadline files of work produced in workshops; an essay or commentary for 'The Profession of Writing'; a portfolio of work (a short collection of poems or equivalent in prose or dramatic form).</p>
Practical Skills	
<p>Practical skills - Able to:</p> <p>C1 exercise and develop a sensitivity to verbal creativity</p> <p>C2 practice critical skills in the drafting and revision of writing</p> <p>C3 engage imaginatively and critically in the reading and discussion of texts</p> <p>C4 critically examine the conditions within which contemporary writing is published and distributed</p>	

Teaching and Learning Methods**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.

Assessment Strategy**C Practical skills**

Assessment of practical skills is via the submission of files, essays or commentaries, and a portfolio.

Transferable/Key Skills

Key (transferable) skills - Able to:

- D1 understand and put into effect the appropriate presentation of a specific text
- D2 analyse and evaluate complex evidence critically and imaginatively
- D3 work and plan independently on large and small projects involving skill and originality
- D4 write and speak to different audiences
- D5 adapt swiftly to changing circumstances within a performance situation
- D6 use information technology (word processing; the internet)
- D7 gather, evaluate, organise and summarise information
- D8 work to deadlines or within specified time-limits
- D9 work effectively in a team and independently

Teaching and Learning Methods**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.

Assessment Strategy**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 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 10 to 60 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours etc. At least a 'Pass' in the course work is required for progression to the portfolio stage.

Compulsory core 20 credit modules:

- Writing Workshop Script OR Prose OR Poetry OR Creative Non-Fiction (20 credits)
- Introduction to the Craft of Writing
- Reading as a Writer (20 credits)
- The Profession of Writing (20 credits)
- Portfolio of Work (60 credits)

All students choose further optional modules to a value of 40 credits from each worth 10 credits for instance:

- Poetry: The Spirit of the Place
- Poetry Masterclass
- Prose Masterclass
- Writing for Young Adults
- Documentary Film
- Fiction Masterclass
- Adaptation
- Going Places
- The Ghost Story
- Screenwriting (20 credits)

For the final module, students offer a Portfolio of Original Creative Work (60 credits).

Full time students take all modules in one year. All students take Introduction to the Craft of Writing, The Profession of Writing, and Reading as a Writer and The Writing Workshop in either poetry, prose, script or creative non-fiction. .. Individual consultations support this work with one to one discussion of the student's writing. All students take the The Profession of Writing 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 project or essay prepared by the students. All students take Reading as a Writer 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 students take four optional modules to widen and develop their craft. Each 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) 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)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Admissions policy/selection tools

Entry will normally be through a minimum of an upper second class honours degree in a relevant subject and examples of creative work in a particular strand, typically 3,000 words prose fiction; or 6 poems; or 10 pages script.

Overseas students whose first language is not English are also asked to take an English language test conducted by the University Language Centre. We ask for a minimum IELTS score of 7.0.

Non-standard Entry Requirements

Candidates without a degree may submit a file of creative work for consideration with a view to being granted a concession to enter the course.

Additional Requirements

None

Level of English Language capability
See above

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.

Weighting of stages

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