

UNIVERSITY OF KENT AT CANTERBURY

Annex 2

UKC Programme Specifications Template

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title

1. Awarding Institution/Body	University of Kent at Canterbury
2. Teaching Institution	University of Kent at Canterbury
3. Teaching Site	Initially, the University Centre at Tonbridge. Subsequently, one group each at Canterbury and Chatham.
4. Programme accredited by:	University of Kent at Canterbury
5. Final Award	Certificate in Creative Writing
6. Programme	Certificate in Creative Writing
7. UCAS code (or other code)	
8. Relevant QAA subject benchmarking group/s	English
9. Date of production/revision	October 2001
10. Applicable cohort/s	<i>September 2001-June 2002 onwards</i>

11. Educational Aims of the Programme

The programme aims to:

1. develop creative writing skills
2. introduce students to a critical and reflective approach to writing, while developing analytical skills and reflective abilities and encouraging students to make conceptual links between writing and literature
3. provide a basis for the study of English and related disciplines at ug level. In this context it aims also to offer transfer progression to students on the Certificate in Combined Studies programme: ultimately students on that programme will be able to replace up to three modules in this Certificate with equivalent CCS modules, not more than one of which may be a general introductory module and not more than two of which may be generic modules. (This will not apply automatically to CCS credits accumulated before autumn 2003.)

12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. No QA benchmark statement for Creative Writing is as yet available: the programme has been prepared with reference, where appropriate, to the benchmark statement for English and will be responsive to future formulations for Creative Writing.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Knowledge and Understanding

A. Knowledge and understanding of:

1. the relationship between the expressive resources of the writer and a reader's perceptions
2. the potential sources of a writer's material
3. the relationship of students' own writing to other writing, past and contemporary
4. analytical and critical skills and their role for work in progress
5. the relationships between different kinds of imaginative writing

Teaching/Learning

Weekly two-hour seminars, supplemented in each module by one four-hour and two three-hour workshops, by 'tutorial' meetings in quarter-groups for each period 2 module, and by occasional teaching visits by known practising writers.

Assessment

A portfolio of coursework assignments in each module, comprising Creative Writing assignments supplemented by a commentary essay reflecting on the student's own creative values and practice and the development of the creative work submitted, and, in the case of the Poetry module, by a critical analysis of an assigned contemporary poem. There is also a small seminar performance component, based on performance in the two 3-hour workshops.

Skills and Other Attributes

B. Intellectual skills:

6. application of critical and analytical skills
7. ability to synthesise material from a number of sources in order to write a persuasive piece of creative writing
8. ability to frame criticism sensitively and constructively, and to digest it to good effect

Teaching/Learning

Seminars encourage a questioning and reflective approach and develop analytical skills, as well as providing a stimulus to new writing; they also foster mental versatility in the ability to bridge the conceptual gap between criticism of literary or other models and criticism of work in progress; assignments and the related feedback from teachers and fellow-students enhance critical and analytical abilities in the context of students' own creative work.

Assessment: for each module: a selection of creative work (3,000-4,000 words or 6 pages of poetry) plus a commentary essay (1,000-1,500 words), plus, in the case of Poetry, a critical analysis essay (1,000-1,500 words) (together, 90%); workshop performance (10%).

C. Subject-specific skills:

9. enhanced skills in the close critical analysis of literary texts
10. basic understanding of the variety of critical and theoretical approaches to the study of literature

Teaching/Learning: Seminars encourage experience of group work in structuring and developing critical and strategic debate, and help individual students to clarify their own creative values, as well as developing oral presentational skills. Creative assignments

11. ability to articulate knowledge and understanding of texts, concepts and theoretical positions relating the study and practice of writing
12. sensitivity to generic conventions in the study of contemporary writing
13. well-developed linguistic resourcefulness in a variety of contexts
14. articulate responsiveness to literary and other language
15. appropriate professional practice in the presentation of formal written work
16. understanding of how cultural, economic and genre expectations influence creative values

and feedback from teachers promote: good judgement in the area of self-criticism; awareness of expressive variables and their likely effects on the reader; the ability to communicate subtly in a variety of contexts; the ability to structure a piece of creative work appropriately and to write persuasively for a variety of audiences.

Assessment: Creative writing assignments and written commentaries. The twofold written assessment is designed to allow students to take more risks in their creative work than they might otherwise, and thus to widen the scope of potential learning. Workshops test appropriateness of oral expression and critical and literary diagnostic skills.

D. Transferable skills:

17. developed powers of written communication and the capacity to present any material directly or indirectly in a highly persuasive form
18. developed powers of oral communication
19. enhanced confidence in writing skills, originality and the worth of individual experience
20. developed critical acumen and critical diagnostic skills
21. the ability to see and value one's own work as part of a wider picture
22. competence in the production, editing and selection of written work
23. the capacity for independent thought, reasoned judgement, and self-criticism
24. enhanced skills in collaborative intellectual and creative work
25. practical research skills
26. attention to detail in language and formatting
27. typing or word-processing skills

Teaching/Learning: Seminars and workshops develop powers of clear oral communication, as well as confidence, critical and diagnostic skills and the ability to see one's writing as part of a wider context. Seminars encourage experience of group work in structuring and developing critical debate. Written assignments and feedback from teachers and fellow students promote good judgement in the area of self-criticism; the ability to communicate subtly in a variety of context; the ability to structure a piece of creative work appropriately and to write persuasively for a variety of audiences. Assignments provide opportunities for individual practical research, and the feedback on them promotes an awareness of standard linguistic and formatting practice. Editing and selecting work for submission enhances skills in these areas.

Assessment: Creative writing assignments and written commentaries. The twofold assessment is designed to allow students to take more risks in their creative work than they might otherwise, and thus to widen the scope of potential learning.

For more information on which modules provide which skills, see the module mapping.

13. Programme structures and requirements, levels, modules, credits and awards

This is a 2-year, part-time rolling programme, comprising 1 broad-spectrum introductory module and 1 generic module in each year. All modules combine a creative element with a 'supplementary discourse' element in the form of a reflective essay. First- and second-year students are taught together in a group of up to 16. The programme is the sister programme of the Certificate in Practical and Imaginative Writing and is designed as an equivalent, purely creative alternative to that Certificate, differing from it in only one module.

Code	Title Certificate in Creative	Level 1	Credits 60	Term/s 6
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Writing					
Year 1					
Required Modules					
CE	Voice and Vision	1	30	1	
<i>or</i>					
CE165	Writing and Audience	1	30	1	
CE166	Poetry	1	30	2	
<i>or</i>					
CE167	Prose Fiction	1	30	2	
Year 2					
CE165	Writing and Audience	1	30	1	
<i>or</i>					
CE	Voice and Vision	1	30	1	
CE167	Prose Fiction	1	30	2	
<i>or</i>					
CE166	Poetry	1	30	2	

14. Support for Students and Their Learning

- *Students on this programme will have the same access to student support and guidance as all part-time UKC students. Their first line of support within the School will be through their module Convenors to the Senior Tutor. They will be represented within the School of English by part-time student representatives, as are students on the School's existing Certificate and Diploma programmes.*

15. Entry Profile

Entry Route

For fuller information, please refer to the University prospectus.

- Students are considered on an individual basis, including interview, references and submission of written work
- Admission with exemptions for advanced standing and Credit Accumulation may be possible. Access Courses: validated access course in appropriate subjects. Degree: a degree from a British or Irish University or CNAAC degree. [Additional requirement: *declaration of disclosure of any criminal convictions including those outstanding.*]

What does this programme have to offer?

- Route into higher awards in Creative Writing, Practical & Imaginative Writing or English Literature
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Personal Profile

- You will have a strong commitment to creative writing and a real desire to explore your own writing potential in a number of different areas.
- You will have a general interest in literature and in contemporary writing of different kinds and enjoy learning from them.
- You may not have published anything or have formal qualifications in English or other literatures but you will already write fairly fluently and without major problems of grammar or expression.

16. Methods for evaluating and enhancing the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student evaluations, Module Convenors' reports, Annual Course Monitoring Reports, External Examiner's Reports. Periodic Programme Review. Annual Staff Appraisal. Mentoring of new and part-time teachers. QAA Subject review.

Committees with responsibility for monitoring and evaluating quality and standards

- **School Learning and Teaching Committee**
- **School Part-Time Studies Committee**
- **Creative Writing Group**

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student evaluations (of individual modules)
- Staff-student Liaison Committee
- Student representation on other School and Faculty Committees

Staff development priorities include:

- Minimum expected qualification for Course Convenors: MA in Creative Writing or equivalent professional achievement, with teaching experience
- Staff appraisal or part-time tutor mentoring scheme
- Mentoring of new and part-time staff
- Staff development courses
- School's Director of Learning and Teaching to support learning innovation
- Invitation to events within the School of English (eg research seminars)
- Conferences (with funding support available from School)

17. Indicators of quality and standards

- External examiners' reports, records of programme reviews, student evaluation forms –

and other systems of QA operated by the School of English and Faculty of Humanities

The following reference points were used in creating these specifications:

- Benchmarking Statement for English
- University Plan
- Learning and Teaching Strategy

Programme Specification Template

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18 May 2001