

Programme Title: BA (Hons) English with Creative Writing



## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA (Hons) English with Creative Writing
Name of interim award(s):	
Duration of study / period of registration:	3 Years
QMUL programme code / UCAS code(s):	QW11
QAA Benchmark Group:	English; Creative Writing
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

The programme aims to provide students with a sound knowledge base in literature along with the skills and tools needed to develop into a writer.

Within the English part of the course, students gain a deeper understanding of literary history and theory, exploring subjects from medieval literature and Shakespeare to modernism, post-colonial and contemporary writing.

The creative writing section of the course is designed to develop practical writing skills, and to give students an insight into the process of writing. Students have the opportunity to grow and flourish as a writer, whether in prose fiction, poetry, drama, film or creative non-fiction.

### Aims of the programme

The aims of this programme overlap with the aims of Q300 English Literature. The aims stated here relate to the additional provision in creative writing, and to the specific combination of existing English Literature provision with Creative Writing.

The programme aims to:

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Provide a distinctive combination of existing English provision with creative writing modules across all levels of study  
Support students in the development of their own own writing, and develop their confidence through a critical, technical and creative understanding of the subject/craft/art and of their own creative process  
Support students in developing strategies for creative expression  
Enable students to develop a wide range of reading practices, applied to their own work and the work of others  
Develop students' ability to contextualize their own work within the writing traditions that precede and surround them  
Encourage students to recognise the skills and insights they develop through the programme, and help them identify career opportunities to use them  
Provide an opportunity for students to reflect critically on their own practice in the form of the critical self-commentary.

**What will you be expected to achieve?**

Students completing this programme of study will be able to:

**Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	edit with a high level of rigour and scrutiny, at the various levels of clause, line, sentence, stanza, paragraph but also at the structural level of overall scene, chapter, collection, book
A 2	communicate orally and through the written word concrete ideas and abstract concepts, displaying an ability to articulate a critical understanding of complex texts and ideas, negotiating critical, contextual, historical, conceptual and ethical dimensions of their work and the work of others
A 3	read as a writer with an ability to analyse texts, performances and broadcasts, and respond to the affective power of language, using appropriate approaches, terminology and creative strategies

Disciplinary Skills - able to:

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B 1	produce clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research and creative ideas
B 2	employ an imaginative and divergent mode of thinking which is integral to identifying and solving problems, to the making of critical and reflective judgements, to the generation of alternatives and new ideas, and to engaging with broader issues of value
B 3	use reflective strategies to help capture and synthesize personal experiences and other research in an imaginative form

Attributes:	
C 1	use high level information retrieval and analytical skills, including the ability to interpret, evaluate, synthesise and organise material, to formulate independent and critical judgements, creative solutions and articulate reasoned arguments
C 2	work with and appraise new media
C 3	interact effectively with others, in team or group work, for example through collaboration or in workshop situations

### How will you learn?

The programme is taught in accordance with the School's Teaching and Learning Strategy. The School is committed to developing, maintaining and supporting good and innovative teaching practice, and to fostering independent learning and critical thinking in our students. Our strategy is informed by the overall framework set out in the Queen Mary Teaching and Learning Strategy, and within this we consider the following areas to be of central strategic importance:

Teaching takes a number of forms:

- lecture
- seminars
- workshops
- guest speakers
- individual supervision of projects and dissertations
- individual feedback on written work (where requested)

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module
- The provision of key materials in libraries or through electronic resources
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint and online reading lists
- Encouraging active participation by students in seminar discussions
- Research methods training
- Mandatory use of QM Plus, and opt-in use of Q Review.

### How will you be assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- o Unseen examinations
- o Critical essays (from 1,500 words to 6,000 words)
- o Research projects
- o Close-reading exercises and critical commentaries
- o Translation exercises

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- o Reviewing exercises
- o Bibliographical exercises
- o Posters
- o Log books and journals
- o Portfolios of essays and related written work
- o Seminar presentations

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take a total of 120 credits in each year

#### Year 1

Students take the following modules:

ESH4100 Creative Writing I (30 credits);

ESH102 Reading, Theory and Interpretation (30 credits);

ESH124 Poetry (15 credits);

ESH123 Narrative (15 credits);

ESH125 English in Practice (0 credits);

and one of ESH101 Shakespeare (30 credits) or ESH110 Literatures in Time (30 credits).

#### Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

#### Year 2

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

Students take two compulsory modules:

ESH5101 Creative Writing Prose: the short story (15 credits); and

ESH5102 Creative Writing Poetry (15 credits).

In addition students take:

30 credits from the Q300 English List 1 or List 2 modules; and

30 credits from the Q300 English List 3 or List 4 modules;

30 credits of optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences which could include modules from English Lists 1 to 4.

List 1 includes up to three modules in the Medieval and Early Modern Subject Area;

List 2 includes up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3 includes up to three modules in the Modern, Contemporary and Postcolonial Studies Subject Area.

Each list includes ESH-prefixed modules identified as QMUL Model modules.

List 4 includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Up to 30 credits may be taken at level 6 with the adviser's agreement.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits), Central QMUL Model modules (maximum 15 credits).

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of

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Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum), where these fulfil the QMUL Model module requirement.

Progression requirements to Final year

To successfully progress to the final year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final year

Students take 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester; to include minimum of 15 credits of QMUL Model modules. Final Year students may not take credits at level 4.

Students take:

either ESH6000 English Research Dissertation (30 credits); or  
ESH6199 Creative Writing Dissertation (30 credits).

In addition they take 30 credits of Creative Writing optional modules and 30 credits of ESH-prefixed optional modules.

Plus 30 credits of optional modules to be chosen from all modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences which could include ESH-prefixed optional modules (subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.)

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits), Central QMUL Model modules (maximum 15 credits).

Students may not take more than 30 credits outside ESH-prefixed modules.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

**What are the entry requirements?**

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All Schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The Committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

## What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Teaching and Student Support Manager in the School of English and Drama, who works with academic staff to assist students in need of support.

Both the Teaching and Student Support Manager and all advisers are able to refer students, where appropriate to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules.

The School collaborates with the Queen Mary Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the Royal Literary Fund Fellows.

## Programme-specific rules and facts

## Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

In addition, the Department has a dedicated Disability Officer.

## Links with employers, placement opportunities and transferable skills

English with Creative Writing is not linked to a particular employment path, but the School does aim to develop links with the publishing industry and to offer contacts with, and arrange advice from literary agents. It is a primary orientation of the programme that it will provide support for those who seek opportunities to publish their writing in fictional and non-fictional contexts. Staff recruited to the programme will be published authors and the establishment and management of links with potential employers and agents will be an integrated part of the academic content they deliver.

The subject specific and generic skills that are generated by the programme's learning outcomes prepare students for a wide range of employment opportunities. The emphasis on written and oral communication in the degree, along with the critical and analytical skills, including writing for new media, equip graduates for a range of professions including journalism, publishing, the creative industries, PR and advertising. By providing a robust academic grounding in the subject students can also progress into higher levels of study, including MA and research degrees, and professional qualifications in English and teaching.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Markman Ellis, Director of Taught Programmes

**Person responsible for management of programme:**

Rachael Gilmour, Head of English Department

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

21.01.19

**Date Programme Specification approved by Taught Programmes Board:**