

Programme Title:



## 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:

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

International Exchange partners where delivering a semester abroad.

### Programme outline

The English with Creative Writing programme provides students with a sound knowledge base in literature along with the skills and tools needed to develop into a writer.

In 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, postcolonial 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.

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The programme aims to:

- 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 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 critical self-commentary.

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

On completion of this programme you should be able to (see list of Learning Outcomes below):

**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

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Disciplinary Skills - able to:	
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
B 4	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought
B 5	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.

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
C 4	Demonstrate respect for the opinions of others and a willingness to act inclusively.

### How will you learn?

he 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:

- Lectures, including team-delivered lectures
- Seminars, involving a variety of forms of group work
- Creative writing workshops
- Small-group tutorials (normally with adviser)
- Field trips, performance and gallery visits;
- Individual guidance and feedback on written work (where requested)
- Group discussion of written work
- Individual supervision of dissertations;
- Writing retreats, workshops and student-led review sessions.

Learning is supported by:

- Coherently designed and effectively delivered modules;
- The provision of detailed guidance about reading for each module;
- The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module-packs;
- Widespread availability of lecture recordings;
- The design of an appropriate range of learning activities and assessment tasks within each module;

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- Encouraging active participation by all students in seminar discussions and other group work;
- Encouraging the use of learning journals, and portfolios;
- Regular review of individual student progress by advisers, and detailed guidance in relation to this;
- the SED Writing and Reference Guide (an online learning resource);
- the work of the Royal Literary Fund Fellows.

## 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:

- Critical and research essays;
- Creative portfolios (written and e-portfolios), log books and learning journals;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;
- Presentations (group and individual);
- Multi-media (e.g. podcasts, annotated videos, websites);
- Dissertation.

## 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 / Level 4

Students take the following modules (all compulsory):

- ESH4101 Introduction to Creative Writing (30 credits);
- ESH102 Reading, Theory and Interpretation (30 credits);
- ESH101 Shakespeare (30 credits)
- ESH126 London Global (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 / Level 5

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester and normally a maximum of three modules per semester.

You take 30 credits (normally 15 credits in each semester) of ESH-prefixed Creative Writing option modules, provision for which is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In addition, students take:

- 60 credits from Q300 English List 1, List 2, or List 3 modules (selected from two lists); and
- 30 credits from the Q300 English List 1, List 2, List 3 or List 4 Special Options modules.

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

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

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

List 4 Special Options 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.

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Up to 30 credits may be taken at level 6 with your advisor's agreement.

Up to 30 credits may be selected from BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits), subject to space available on modules and with the guidance of the student's advisor.

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

**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 / Level 6**

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

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

In addition, you take 30 credits of Creative Writing option modules (normally 15 credits in each semester) and at least one 30-credit ESH-prefixed module.

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

You 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>

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

The School operates an Education Committee, which considers and advises 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 consideration of student surveys.

English operates a programme review of its taught undergraduate and postgraduate provision. This review feeds into the School's Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the National Student Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes. Student representatives (selected across all the School's taught programmes) are also invited to attend the Annual Programme Review meeting, and the APR document is shared with the SSLC.

**How do we listen to and act on your feedback?**

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, formative module feedback, the SSLC, and through national surveys.

The School hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

### **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, specific inductions in the use of the online learning environment and the library. These events also include opportunities for social interaction, and scheduled small group and individual meetings with advisors.

Each student's academic progress and personal welfare is monitored by an advisor.

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

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

There are two dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and the Student Support Officer works with academic staff to assist students in need of support; 2) The E-Strategy Manager supports students in the use of the online learning environments used on all modules.

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

The School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

### **How inclusive is the programme for all students, including those with disabilities?**

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific

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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.

## Programme-specific rules and facts

N/A

## Links with employers, placement opportunities and transferable skills

It is a primary orientation of the English with Creative Writing programme that it will provide training for those who wish to publish their writing in fictional and non-fictional contexts. The School has developed links with the publishing industry and offers students best-practice training for methods of contacting literary agents and publishers. Staff teaching on the programme are published authors; the establishment and management of links with potential employers and agents will be an integrated part of the academic content they deliver, particularly in the final year of the degree.

A BA in English with Creative Writing encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives English graduates some particularly sought-after qualities in the workplace. Whether they choose to pursue a career as a professional creative writer, or to go into the world of business, media, or journalism, to enter the public or not-for-profit sectors, or to pursue further academic study or professional training, graduates of the English with Creative Writing programme can expect to have developed:

- communication skills, as students are challenged to express themselves in both speech and writing;
- presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
- reading skills, using a range of approaches to tackle different kinds of texts;
- analytical abilities, as students respond to and assess their underlying agendas and meanings;
- writing abilities, through preparing a range of assignments (including creative works, reports, learning journals, and research essays);
- research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals);
- time-management skills and the ability to work under pressure, as students organise and fulfil extensive reading commitments and written assessments;
- team-working skills, as students participate with peers in seminars and group research presentations.

Graduates with degrees in our English programmes are successful in the huge range of careers that seek out candidates with these attributes. Students are regularly notified of placement opportunities through QProjects and QInterns (part of QM Careers and Enterprise Service). Publishing, digital media, communications, print journalism, and the broadcast media are all popular choices for English students who want to use their communication skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising, including in the charity sector. In addition, many of our graduates embark upon professional careers in finance, management, law, and teaching; whilst every year the Department sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Professor Michael McKinnie, Director of Education

**Person responsible for management of programme:**

Dr Tamara Atkin, Head of English

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

11 December 2023

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