

Programme Specification for BA (Hons) Creative Writing

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Creative Writing
6.	Pathways available	Single, Joint, Major, Minor Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance and duration	Full-time and part-time, some modules will be offered in the evening
9.	UCAS Code	Creative Writing (Single Honours) W800
10.	Subject Benchmark statement and/or professional body statement	QAA subject benchmarks: Creative Writing (2019) ; National Association of Writers in Education (NAWE) Research Benchmark Statement (2018)
11.	Date of Programme Specification preparation/ revision	June 2019. March 2020 – Single Honours award added. August 2020 – AQU amendments to Section 19. Nov 2020 – Dissertation-equivalent module noted on award map (AQU). January 2021 – Error on Level 5 award map corrected relating to module status for CRWT2005 and CRWT2006 major pathway.

12. Educational aims of the programme

Creative Writing can be taken as a Single Honours course or a Joint Honours course, with joint pathways as stated above. The combination of courses available allows students to tailor their degree to suit their particular interests. Single Honours Creative Writing provides students with a comprehensive foundation that will help them to develop their writing in a professional context, for example in the creative industries or commercial publishing markets. Students will explore a wide range of contemporary styles and approaches to writing as well as more traditional modes such as print-based poetry and the novel. Single Honours Creative Writing also enables students to develop key transferable skills such as communication, both verbally and on the page, command over rhetoric and style, and creative approaches to problem solving, all of which are relevant to future employers within a wide variety of creative professions. Throughout the course, support will be provided to students to enable them to develop their own professional networks with writers and creative practitioners across the UK.

Course aims:

1. to provide a balanced, stimulating and comprehensive education in the field of creative writing;
2. to enable students to review and critically reflect on approaches to their own reading and writing practice;
3. to develop students' writing skills, critical thinking and engagement with the intellectual issues informing the discipline of writing as well as developing research into writing within a supportive and responsive environment;

4. to introduce students to a wide range of writing techniques and formats to encourage them to expand their thinking about the possibilities and challenges of writing (for example, aesthetic, cultural, or political);
5. to actively promote an inclusive learning environment by fostering positive relationships, celebrating diversity and challenging discrimination.
6. to improve their communication skills, both oral and written, in a range of different professional contexts;
7. to develop professional writing practice and the formal study of writing skills, and publishable writing skills in one or more forms;
8. to provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets, and an understanding of how writers make a living;
9. to equip students with a range of transferable skills allowing students to explore specific professional opportunities or experience portfolio careers in the creative industries;
10. to facilitate students in the encounter of creative writing from a wide range of established practitioners;
11. to expand the cultural experiences of all students, and to equip them as participants in contemporary creative cultures.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.		Module Code/s
	On successful completion of the named award, students will be able to:	
1.	Produce engaging and informed creative writing demonstrating effective command over a range of rhetorical and stylistic tropes.	CRWT2000; CRWT3000; All O modules
2.	Demonstrate an awareness of relevant social, historical, cultural, theoretical and artistic frameworks and employ appropriate critical analysis to a variety of published texts.	CRWT2000; CRWT3000
3.	Reflect on their own writing process in order to develop their personal engagement with the intellectual issues informing the discipline of writing.	CRWT2000; CRWT3000; All O modules
4.	Utilise a range of different creative writing styles, forms, and media for an inclusive range of audiences.	CRWT2000; All O modules

Cognitive and Intellectual skills
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5.	Understand the importance of research in the creative process and employ appropriate research skills and critical engagement in the development of new work.	CRWT2000; CRWT3000
6.	Employ critical thinking within the subject paradigm, encompassing close reading of texts, positioning practice and output within an appropriate critical discourse and contextual or theoretical framework.	CRWT2000; CRWT3000
7.	Interrogate primary and secondary research material, data, and information, and accurately utilise referencing and citation skills when presenting their work in written and electronic forms.	CRWT2000; CRWT3000; All O modules

8.	Acquire an intellectual and practical basis that may inform further study or training in English and/or related disciplines.	CRWT2005; CRWT3000
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Skills and capabilities related to employability

9.	Articulate an awareness of writing and publishing contexts, opportunities and audiences in the wider world, and be able to submit work for publication, professional progression, and apply learning to work experience opportunities.	CRWT2005; All O modules
10.	Write to a specific professional brief (for example following a house style, voice, or publisher's conventions).	CRWT3000;
11.	Maintain a well-constructed professional creative portfolio including examples of their own creative practice and a point of contact (e.g. online blog or writer's page) for their own professional networks.	CRWT2005; CRWT3000

Transferable/key skills

12.	Work collaboratively, exercising team work and social skills, in the development of a creative project.	CRWT2005; CRWT3000
13.	Independently organise their personal studies emphasising effective time management in planning private study time, researching assignments, meeting deadlines, and maintaining commitments.	CRWT2000; CRWT3000; All O modules
14.	Provide and receive constructive feedback and use feedback from peers and tutors to revise and improve their own work and the work of others.	CRWT2000; CRWT3000
15.	Demonstrate improved confidence in oral and written presentation, utilising high level communication skills.	CRWT2005; CRWT3000

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

The primary pedagogical approach for the course involves in-class writing exercises to contextualise content delivered, and workshops providing opportunities for tutor and peer

feedback. Additionally, there will be formal lectures, guest speakers and presentations. Learning will combine small group work, particularly for group planning discussions and project work, as well as work in larger groups such as writing activities involving the whole module cohort. Other learning methods include individual tutorial activities and on-line e-learning opportunities. Students will also conduct independent individual research in response to material presented across the curriculum.

The predominant form of assessment is the writing portfolio containing a selection of creative writing produced to a specific brief and accompanied by critical, reflective or contextualising work such as a reflective commentary. In addition, there will be essays, presentations, hypermedia projects, professional portfolio development, and the extended writing project.

Formative assessment opportunities are embedded in every module, with opportunities for practising a variety of writing tasks, and an emphasis on feeding forward good practice for summative assessments.

Teaching

Students are taught through a combination of different teaching methods including interactive workshops, lectures, seminars, and practical sessions.

Interactive workshops place a strong emphasis on blended learning and small and large group-work sessions. Tutors may set specific writing prompts which will be conducted in class, followed by opportunities to present and receive feedback from peers and tutors. Some sessions will involve formal lectures, where content is delivered which provides a base of knowledge to be contextualised through writing practice. Seminars will follow on from lectures, where students will be afforded an opportunity to discuss content and compare approaches to philosophical, socio-political, and theoretical paradigms as appropriate to contemporary and traditional writing practice. Some modules may also include practical sessions presenting a range of different activities. This may involve moving out of the traditional seminar space, utilising computer suites, performance studios, or class trips to locations of interest in the local and wider area. The course team strives to anticipate and remove barriers to learning for all students by providing inclusive practices in learning, teaching and assessment.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. Meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in subsequent years.

Students may elect to undertake an optional work placement module with mandatory placement activity during the second year as part of their formal studies on the course.

Contact time

In a typical week, students will have around 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- 4 hours of lectures

- 8 hours of seminars (including workshops and other interactive formats)

Alternatively, Creative Writing sessions may blend lecture, seminar, and interactive workshops into 3-hour sessions.

Independent self-study

In addition to the contact time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve reading, research and critical reading, group work, directed study tasks, and editing and redrafting creative work.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by research and consultancy, and staff on the course team are Fellows of the Higher Education Academy. Staff Profiles can be located via the following links:

<https://www.worcester.ac.uk/about/profiles/dr-jack-mcgowan>

<https://www.worcester.ac.uk/about/profiles/ruth-stacey>

<https://www.worcester.ac.uk/about/profiles/dr-david-arnold>

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Informed by the 2019 QAA Benchmark Statement for Creative Writing, the predominant form of assessment is the submission of a sample of original creative writing accompanied by critical, reflective or contextualising work such as a critical commentary. In addition, students may be formally assessed through essays, presentations, on-line writing, submissions to publishers and reports and an extended writing project. There are formative assessment opportunities scaffolded into every module, with opportunities for students to implement a variety of writing skills. For some assignments there is a choice of assessment methods for students as per good practice for inclusive curriculum design identified in the [University of Worcester Inclusion Toolkit](#).

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but an overview of the summative assessment items for each year of the course is:

Year 1:

- 5 creative writing extracts
- 3 reflective commentaries
- 3 project outlines
- 1 blog post or feature article
- 1 individual or group presentation

Year 2:

3 creative writing extracts
4 reflective commentaries
3 individual or group presentations
1 project outline
1 CV and writing profile
3 research portfolios

Year 3:

1 major independent study project of approximately 8,000 words
4 creative writing extracts
4 reflective commentaries
2 digital projects
1 critical essay
1 individual or group presentation

14. Assessment strategy

The Creative Writing programme is structured on a diet of 120 credits per level:

- 2 x30 credit mandatory modules + 2 x15 mandatory modules + 2 x15 optional modules at level 4.
- 2 x30 credit mandatory + 1 x15 mandatory + 3 x15 optional modules at level 5.
- 1 x30 credit research project + 6 x15 optional modules at level 6.

Assessments across the programme provision enable students to acquire, practise and improve skills that are central to the craft of creative writing, as well as skills that suit more specialised creative practice. Shorter guided assessment at Level 4 are replaced with longer and increasingly independent work through Levels 5 and 6.

Creative Writing Subject Benchmarks are met in the mandatory modules at Level 4 and 5, with students being exposed to different creative forms, genres, styles and media. The programme provides a wide range of optional modules that draw from a long tradition of authorship and creative practice as well as engaging with contemporary issues and debates. Students are required to write in a number of key styles and forms (prose, poetry, writing for performance) but are also offered the opportunity to pursue their individual interests across their studies.

Both formative and summative assessments are scaffolded into all modules offered, with formative tasks focusing on skill acquisition, the learning process, and providing opportunities to contextualise peer and tutor feedback. Summative assessment is typically assessed at two points in 15 credit modules and two or three in 30 credit modules. Advice about assessment items is explicitly signposted in module outlines and further direction is offered within the context of teaching sessions where teaching and group tasks are specifically designed to provide opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

Feedback is provided electronically through Turnitin, with tutors making use of a range of software features available such as quick comments, grading rubrics, and voice recordings. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students 20 working days after the assessment deadline. A detailed assessment policy is available to students in the course handbook.

The submission of creative work, and the associated critical commentary, are fundamental to the assessment strategy for Creative Writing as a subject, in line with the 2019 Subject Benchmark: 'Defining Principle 1 - Creative Writing focuses on the production of new writing by students and critical reflection on that practice'. These items are incrementally extended in length and complexity from Level 4 to Level 6. Creative Writing techniques and skills are developed across mandatory and optional modules through subject specific formative tasks and summative assessments such as responding to creative prompts, establishing research portfolios, collaborating in small group projects, devising creative projects for a range of different media, developing feature writing such as critical reviews, or showcasing creative work through oral presentation. Alongside the critical commentary or reflective essay, the programme offers a range of assessment formats that develop further critical and creative thinking and consolidate key transferable and employability skills. Independent project development is explored at level 6, where students undertake an Independent Research Project as their single mandatory module (30 credits). Students also have the option to take the Work Project module at level 5, which offers direct experience of working in a creative profession or industry.

Assessment across Level 4 will introduce students to the study of Creative Writing as a subject discipline, exploring reading and writing practices from a diverse range of critical forebears. Students will be assessed on the development of their own writing practice, as well as their ability to receive and implement feedback. These assessments will enable students to acquire subject specific knowledge, as well as skills and competences that reflect their familiarisation with different writing styles and strategies. Students will also develop transferrable skills through the practice of engaging in workshops, writing for unfamiliar audiences, presenting their work orally, and exploring their own identity as writers. The optional modules available at Level 4 will enable students to expand their critical and reflective skills and practices as well as experience modules from the wider university provision such as the Optional Language Module.

Assessment across Level 5 will enable to students to further contextualise their writing practice as it relates to relevant social, historical, cultural, theoretical and artistic frameworks. Students will be introduced to a range of frameworks and paradigms, and asked to identify how these are negotiated in their own writing practice. Students will also be able to explore the professional elements of writing and work collaboratively in the planning and production of new creative projects. In optional modules, students will be introduced to more specialised areas of creative practice such as eco-literature, writing for children, and contemporary spoken word. Assessment for these modules takes on a range of different approaches including oral presentation, critical essays, and publication briefs.

Assessment across Level 6 allow students an opportunity to apply knowledge gained from their studies on the Single Honours Creative Writing degree, particularly in the context of a longer project; the extended writing project (Dissertation/Project). Assessments across optional modules continue to broaden the scope of creative writing by introducing further specialised topics, with assessments that offer opportunities to practice writing skills associated with these specific areas of creative practice.

All assessments are graded by subject-specific criteria which are available to students in all module outlines. These are supplemented by further guidance from staff, aiding students in understanding how these criteria relate to the Learning Outcomes and assessment rubric.

15. Programme structures and requirements

Please see the Creative Writing Programme Award Map (Appendix 1).

16. QAA and professional academic standards and quality

The course has been specifically designed to reflect the Subject Benchmark statements for Creative Writing (2019). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content, and the learning, teaching and assessment strategies of modules. An online copy is available at:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-creative-writing.pdf?sfvrsn=2fe2cb81_4

The course reflects the subject benchmark statement for Creative Writing as it applies to the QAA Code of Practice on assessment, careers and disability. It enables students to develop a wide range of writing skills and competencies and fosters cognitive approaches to the 'aesthetic, ethical, and social contexts of human experience' (QAA Creative Writing, 2019). The course also provides opportunities for students to develop independent critical thinking and facilitates the development of transferrable skills and creative approaches.

The curriculum exposes students to a broad range of forms, genres, and media, with particular focus on key areas in line with the Benchmark Statement: 'Characterised by a focus on the study and production of imaginative writing in the core genres of poetry, prose fiction, script writing and creative non-fiction, Creative Writing is also receptive to other modes of writing and emerging forms and media' (QAA Creative Writing, 2019).

This award is located at Level 6 of the FHEQ.

17. Support for students

The Creative Writing Course Team is committed to ensuring that all students are given individual support throughout their time at the University of Worcester.

Students are introduced to their course and their studies during Induction Week, featuring a range of course and department specific activities. Induction Week provides an opportunity for students to meet the academic staff who will be teaching them, and their Personal Academic Tutors (PATs). Students are also provided formal introductions to the Library and IT facilities, Media Services, the Careers and Counselling Services. Level 5 and Level 6 students are offered a brief re-induction at the start of their second and third years of study. Induction activities cover expected learning behaviours, including those in respect of independent learning, plagiarism, language skills, attendance/absence protocols, and mutual respect and inclusion.

The School of Humanities monitors student engagement closely. This is done initially on the basis of module attendance which is administered by module leaders but is referred where appropriate to Course Leader and Head of School. The school also refer to non-submission data to identify and support students who may be struggling with engagement.

All students are allocated a Personal Academic Tutor (PAT) who will advise them on all aspects of their academic progress, personal welfare, study support, and career-planning, throughout their studies at the University. PAT sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group-based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their PAT twice per semester at level 4 and three time per year at levels 5 and 6.

The role of the PAT is to encourage personal progress and offer structured support to develop:

- Awareness of strengths and weaknesses

- A clear vision of what a student may want to achieve through HE study
- Greater understanding of how study in a discipline area at UW can help towards career and personal goals
- Responsibility for choices in modules, work and social life
- A reflective approach to feedback
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of HE experience to others including employers

First Year students will meet their PAT at the Creative Writing Induction Session in Welcome Week, when there will be an opportunity to arrange an initial tutorial. The PAT will be a member of the student's subject team and will therefore be able to answer specific questions about the course, and general questions about university policies and procedures. The PAT is also there to advise on ways students can improve skills and listen to any personal difficulties, offering direction to appropriate sources of help from other UW facilities.

The Creative Writing course also provides support for career aspirations (PACT – Personal Academic Careers Tutoring) by maintain staging posts through the student's three years of study and enabling students to develop a careers profile that will directly support their employment goals after graduation. The PAT is also normally the person who will write a reference for any job applications made during and after the student's period of study.

Module tutors support students through one-to-one and small group tutorials and provide students with clear indications of when they will be available for consultation. When students cannot attend regularly advertised tutorial times or drop-in sessions, they can arrange appointments by email.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment (VLE) accessed through Blackboard. The Course Handbook is also available online. The course has a specific Blackboard site where all the course information and announcements are posted.

The Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. Admissions

Admissions policy

The admissions policy for Creative Writing seeks to be inclusive, and the course is committed to widening participation, equality, and diversity to include all groups in society.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

Applications are also accepted from students with equivalent Level 3 qualifications, Accredited Access and Foundation Courses, or Mature Entry Route.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Disclosure and Barring Service (DBS) requirements

DBS may be required for the Work Project Module (CRWT2207) depending on the nature of the placement undertaken. This potential requirement will be clearly communicated to students prior to the selection of the module. The volunteering opportunities on ENGL1107 at Level 4 will not require DBS.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (W800).

Part-time applicants apply directly to University of Worcester (UW).

Applicants may be invited to meet with a member of the team to discuss their application that may require further clarification.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Creative Writing	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education Dip HE Creative Writing	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5, and at Level 6 at least 30 of the 60 credits required from CRWT 3004/5/6/7/8/9 or DRAM3211.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

Graduates in Creative Writing progress to a wide range of employment, training and further study opportunities. The main employment sectors for Creative Writing graduates include: arts; entertainment and recreation; media; editorial and publishing; education; marketing and communication; human health and social work; events organisation and arts administration and support services.

The BA Creative Writing course provides a strong basis for postgraduate study in Creative Writing, English studies, Drama and Performance, and a range of other related

disciplines. It also enables students to progress onto PGCE courses in order to prepare for careers in teaching and education at all levels. Graduates may also opt for postgraduate study that does not relate to Creative Writing. Many courses will take graduates from other subjects, for example, courses in subjects such as marketing, finance, business, law, librarianship, information work and journalism.

Student employability

Throughout their studies Creative Writing students engage in specific activities in order to recognise and develop written communication, creativity, analysis, tolerance of different points of view, critical thinking, teamwork, time management and organisation, professional identity, and project development. These skills and proficiencies are scaffolded into teaching and learning across mandatory and optional modules. In several module assessment profiles students are required to maintain reflective journals which are used to enable students to identify and contextualise transferrable skills gained.

Creative Writing students are strongly encouraged to take up opportunities provided both within and outside the University, for example, as Course Reps, research assistants, classroom reading assistants and to apply for the Worcester Award. The Student Union offers students a range of volunteering opportunities and there have been further opportunities open to Creative Writing students to work at local literary festivals and within local creative arts partnerships. There are also opportunities for students to apply for the Students as Academic Partners Scheme, where they work with a member of the academic team on a professional project.

Links with employers

Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. Creative Writing students have the option of undertaking a work project module at level 5 and students have undertaken placements in schools, in University departments, in libraries and local independent companies. At level 4 there is an opportunity to undertake an optional module with a mandatory placement requirement.

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award Map

Course Title: Creative Writing

Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
CRWT1000	Introduction to Writing	30	M	M	N/A	N/A
CRWT1001	Writer's Toolkit	30	M	N/A	N/A	N/A
CRWT1002	Writing Poetry	15	M	M	N/A	N/A
CRWT1004	Writing Fiction	15	M	M	N/A	N/A
CRWT1003	Writing the Animal	15	O	N/A	N/A	N/A
ENGL1107	Worcester: Past and Present	15	O	N/A	N/A	N/A
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 30 credits of optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include the mandatory modules: CRWT1000, CRWT1002, CRWT1004.

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
CRWT2000	Writer as Researcher	30	M	M	M	N/A	N/A	N/A
CRWT2005	The Writing Professional	30	M	O	O	N/A	N/A	Excluded: CPWT3003
CRWT2006	Collabowriting	15	M	M	O	N/A	N/A	N/A
CRWT2001	Environmental Writing	15	O	O	O	O	N/A	N/A
CRWT2002	Writing for Children	15	O	O	O	O	N/A	N/A
CRWT2003	Slam, Spoken Word, and Performance Poetry	15	O	O	O	O	N/A	N/A
CRWT2004	Genre Fiction	15	O	O	O	O	N/A	N/A
CRWT2207	Work Project Module	15	O	O	O	N/A	N/A	N/A
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 45 credits of optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include CRWT2000 and CRWT2006.

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include CRWT2000. Students intending to complete their Dissertation (or equivalent Project) in this subject must take CRWT2000.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from modules available in the table above.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
CRWT3000	Extended Writing Project (Dissertation equivalent module)	30	M	M	O	N/A	CRWT2000	Excluded combinations: Joint Honours students taking their Dissertations or Research Projects in the other subject.
CRWT3004	Hypermedia – Creative Writing in a Digital Culture	15	O	O	O	O	N/A	N/A
CRWT3005	New Nature Writing	15	O	O	O	O	N/A	N/A
CRWT3006	Contemporary Poetry	15	O	O	O	O	N/A	N/A
CRWT3007	Creative Non-Fiction	15	O	O	O	O	N/A	N/A
CRWT3008	Indie Publishing	15	O	O	O	O	N/A	N/A
CRWT3009	Writing Witchcraft	15	O	O	O	O	N/A	N/A
ENGL3307	International Exchanges	15	O	O	O	N/A	N/A	N/A
DRAM3211	Writing for Performance	15	O	O	O	N/A	N/A	N/A

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include CRWT3000.

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include CRWT3000.

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over Levels 5 and 6 in the subject, and no more than 135 credits over Levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Dissertation (or equivalent Project) in this subject must take CRWT2000.

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001 or JOIN 3002 where the Dissertation both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from modules available in the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons