

**Programme Specification for Undergraduate Programme
Leading to:
BA English with Creative Writing
BA English with Creative Writing with Placement**



*Applicable for all undergraduate students **starting at FHEQ level 4** on or after 1st September 2021*

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	April 2021	Programme specification for 2021-22 created Re-titled Creative Writing blocks at Level 4 – no change to content.	BJR

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences/ Arts and Humanities/ English and Creative Writing
4. Contributing college/department/division/ associated institution	LBIC for Alternative Foundation Level (see section 25)
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA (Hons) English with Creative Writing FHEQ Level 6 BA (Hons) English with Creative Writing with Placement FHEQ Level 6
7. Programme title	BA English with Creative Writing
8. Programme type (Single honours/joint)	Single honours
9. Normal length of programme (in months) for each mode of study	36 months (3 years) Full-Time 48 months (4 years) Full-Time Thick Sandwich 72 months (6 years) Part-Time
10. Maximum period of registration for each mode of study	Normal length of programme plus 3 years for each mode of study
11. Variation(s) to September start	None
12. Modes of study	F/T; P/T; thick sandwich
13. Modes of delivery	Standard taught
14. Intermediate awards and titles with FHEQ Level of Award	BA (Ordinary) English with Creative Writing (FHEQ Level 6); BA (Ordinary) English with Creative Writing with Professional Placement (FHEQ Level 6); DipHE in English with Creative Writing (FHEQ Level 5); DipHE in English with Creative Writing with Professional Placement (FHEQ Level 5); Cert HE in English with Creative Writing (FHEQ Level 4);
15. UCAS Code	Q3W8; QW81
16. HECoS Code	100320
17. Route Code	Q300UENCRTWR
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement - English Most Recent NAWE Subject Benchmark Statement (Creative Writing) Brunel 2030

	Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/cbass

23. EDUCATIONAL AIMS OF THE PROGRAMME

The English with Creative Writing programme is designed to develop the individual learner's knowledge and understanding, skills and (inter) personal qualities in the analysis and interpretation of literary texts through the evaluation and practice of critical procedures appropriate to literary studies. It aims to prepare students for:

1. Life-long management of their own learning and research capacity;
2. Applying cultural knowledge and critical research skills to the world around them;
3. Applying the techniques and principles involved in Creative Writing practice.
4. Engaging creatively and critically with issues of analysing and utilising writing within the context of Creative Writing.
5. Further education in English literature or a related field
6. Employment in a wide range of contexts.

To this end, the programme is designed to:

7. Provide a framework which demonstrates the scope of English literature, within which students can develop individual interests;
8. Develop students' responses to literary works and their competence in methods of independent reading;
9. Develop skills of expression and techniques of scholarship and presentation;
10. Develop critical research skills and the ability to apply cultural concepts;
11. Develop a range of key skills and strategies for learning, self-management and decision making to prepare students for work in industry or for further research/writing
12. Develop high levels of creativity, initiative and originality in the design, production, interpretation and analysis of Creative Writing.
13. To enable students, through a Work Placement, to develop skills and knowledge relevant to work and professional development (4 yr thick sandwich mode)

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ level	Category (K = knowledge and understanding, C = cognitive (thinking) skills,	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)

	S = other skills and attributes)				
4					
	K	Literary forms, genres and devices, critical approaches and their historical formation and development	EN1808 CW1800, CW1801, CW1802, CW1803	CW1700 EN1705	EN1604 EN1605
	C	Reading resilience incorporating the ability to encompass a repertoire of analytical techniques and to apply theoretical ideas to texts.	EN1810	EN1708 EN1709	EN1604 EN1605
	C	Applying texts as critical tools for exploring the world	EN1810	EN1708 EN1709	EN1604 EN1605
	S	Participate and present successfully in seminars	EN1808 CW1800, CW1801, CW1802,	CW1700 EN1705	EN1604 EN1605
	S	Respond to and learn from formative feedback	EN1810 CW1800, CW1801, CW1802, CW1803	EN1708 EN1709 CW1700 EN1705	EN1604 EN1605 EN1808
	S	Communicate ideas effectively in writing	EN1808 CW1800, CW1801, CW1802, CW1803	CW1700 EN1705	EN1604 EN1605 EN1808
	S	Understand personal development	EN1810 CW1800 CW1801 CW1802	EN1708 EN1709 CW1700 En1705	EN1604 EN1605 EN1808
	S	Understand importance of, and be able to employ scholarly conventions	EN1810	EN1708 EN1709 CW1700 EN1705	EN1604 EN1605
5					
	K	Theoretical models relevant to the reading and interpretation of literature			All English modules
	K	Literary forms, genres and devices, and their historical formation and development			All English modules
	C	Relating theoretical ideas and/or historical context to the close reading of texts			All English modules
	C	Researching suitable secondary sources to apply to primary texts.			All English modules
	S	Deploy skills learnt at FHEQ level 4 effectively with more complex and demanding material at an enhanced level.			All English modules
	K, S	Develop students' knowledge of and preparedness for the labour market, and identify strategies for improving their employability skills.			EN2609 [Professional Life module]
6					
	K	In depth critical and contextual knowledge of a chosen literary or creative topic			EN3003 or EN3000
	K	In depth critical knowledge of the latest research on selected literary topics			All English modules

	C	Critically synthesise relevant themes of the texts studied with the various aesthetic, cultural, intellectual, social and historical contexts of the twenty-first century; incorporating secondary and/or theoretical reading into an overall argument			All English modules
	S	Deploy skills learnt at FHEQ level 4 and 5 effectively with more complex and demanding material at an enhanced level			All English modules
Professional Development					
	K	Demonstrate an understanding of the work environment, its structural and operational context, and the issues that shape it			AH2555
	C	Analyse issues of professional development encountered in an employment context from an academic perspective			AH2555
	S	Adapt to the demands of an employment environment			AH2555
	S	Reflect on professional and personal development issues arising from the employment experience			AH2555

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

For the English modules, learning takes place in lectures, workshops, seminar groups, on trips, in individual tutorials by appointment, and in supervised group research sessions and tasks in the library. FHEQ level 4 includes diagnostic exercises which will receive formative feedback as part of the Study Blocks EN1708 Reading Resilience and EN1709 Digital Literacy (student learning in these respects is summatively assessed as part of the Assessment Block EN1810. Lecturers and tutors are all available for office hours to be consulted individually and will also respond to emails. Detailed feedback is supplied on presentations, portfolios, essays and all other summatively assessed assignments.

For the CW modules, lectures, seminar discussions and workshops with practitioners and theorists provide students with a range of approaches to the analysis and production of Creative Writing that they are expected to evaluate. A range of materials will be examined, evaluating various design and conceptual methodologies. One-to-one tutorials with members of the team are structured into the programme at various points, and these are supplemented by an online forum designed to enable students and staff to work remotely to share advice, issues, and problems in a group context. Seminars will provide the opportunity for collective class discussion before and during the preparation and execution of projects; and practical exercises will also be undertaken in seminars. Central to the learning and teaching strategy is a philosophy to encourage students to collaborate creatively and to share ideas with their peers, and to contribute to each other's initiatives and projects. Many of the practical exercises will involve group work. This will develop skills relevant to those who wish to enter employment in the industry. The learning pathways and the style of teaching are designed to help students develop the range of skills, including personal responsibility and initiative, and the ability to make decisions under complex conditions, which is an essential requirement for a career within the writing industry.

The overall logic of the programme is demonstrate to students a research-led and practice-led approach to English literature and creative writing from the beginning of FHEQ level 4, relating the former to real-world contexts (as in the Modules EN1604 World Literature 1: Going Global and EN1605 World Literature 2: Travels and Migrations). By completion of FHEQ level 4, students should have knowledge of all the essential skills they need to benefit fully from the more advanced study at FHEQ level 5 and FHEQ level 6. FHEQ level 5 studies are complemented by the core Professional Life module, which requires that students engage with necessary employability tasks providing a foundation for FHEQ level 6 Creative Industries study and preparing them for potential graduation into the creative industries. Study at FHEQ level 6 affords students full freedom to choose topics from amongst the large selection of research-led option modules (with staff teaching in their areas of research expertise) and to study at depth a subject of their choice in the dissertation module, with the benefit of individual supervision.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

Summative assessment includes a final year dissertation, exams, essays, portfolios of shorter written coursework, individual and group presentations, continuous assessment of participation in seminars, and (as described above) drawing up an action plan based on formative feedback and also getting FHEQ level 4 students to reflect and present on their personal development over their first year in terms of learning outcomes they have met and the transferable skills they have acquired. For Creative Writing, the range of assessments ensures that different areas and expressions of knowledge in are developed and tested in terms of theory, design and industrial requirements. Practical work is assessed in a range of projects throughout the programme. In addition, and in keeping with the theory-practice interface focus of the programme, many practical exercises assess students' theorisation and critical reflection on their work. Written essays that accompany projects require evaluation of their work using a range of theoretical and critical tools. Conventional essay formats assess students' understanding and evaluation of debates and methodological approaches current within the subject area. The Major Project/Dissertation module enables a more sustained engagement.

In parallel to the overriding logic of the learning and teaching strategies, the idea is that the summative assessments become much more student-directed by FHEQ level 6. So questions and instructions will be more prescriptive and supportive at FHEQ level 4 and gradually become more open as the programme progresses.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation level

The Foundation level structure available to students is specified in document "Validated Programme Element Specification for LBIC Foundation University Studies"

FHEQ level 4	
<p>Compulsory assessment block codes, titles and credit</p> <p>CW1800 Introduction to Writing Fiction (15 credits)</p> <p>CW1801 Introduction to Writing Drama (15 Credits)</p> <p>CW1802 Introduction to Writing Poetry (15 credits)</p> <p>CW1804 Reflective Learning Journal (15 credits)</p>	<p>Optional assessment block codes, titles and credits</p> <p>One of the following:</p> <p>EN1810: Tutorial Assignments (30 credits) (part-time students year 1) (Must be taken alongside EN1708 and EN1709)</p> <p>OR</p> <p>CW1805 The Writer's Toolkit (30 credits – must be taken alongside CW1701 The Writer's Toolkit)</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>CW1700: Creative Writing Practice (60 credits)</p>	<p>Optional Study block codes, titles and credit volume</p> <p>One of the following:</p> <p>EN1708 Reading Resilience (15 credits) (part-time students Yr 1) AND EN1709 Digital Literacy (15 credits) (part-time students Yr 1)</p> <p>OR</p> <p>CW1701 The Writer's Toolkit (30 credits credits - must be taken alongside CW1805)</p>
<p>Compulsory modular block codes, titles and credits</p> <p>EN1604 World Literature 1: Going Global (15 credits)</p> <p>EN1605 World Literature 2: Travels and Migrations (15 credits)</p>	<p>Optional modular block codes, titles and credits</p>
<p>FHEQ level 4 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

FHEQ level 5

<p>Compulsory modular block codes, titles and credits</p> <p>EN2609 Professional Life (0 credits) Core: Block (pass/fail)</p>	<p>Optional modular block codes, titles and credits</p> <p>All modular blocks are 20 credits unless otherwise specified</p> <p>60 credits from: EN2001 The Nineteenth-Century Novel EN2002 Shakespeare: Text and Performance EN2011 Post-Colonial Writing EN2014 Modernism EN2021 Romanticism and Revolution EN2610 Contemporary British and Irish Fiction EN2605 Genre Fiction EN2611 21st Century Fictions of Global Inequality</p> <p>60 credits from: EN2017 Writing the Short Story EN2019 Screenwriting CW2600 Life Writing (20 credits) EN2603 Writing Contemporary Poetry EN2606 Horror, Sci-Fi and Fantasy</p>
<p>FHEQ level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

FHEQ level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume AH2554 Pre-Placement Study Block (0 credit)	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits AH2555 Professional Placement (120 credits) Core: Block	Optional modular block codes, titles and credits
FHEQ level 5 Placement Progression and Award Requirements	
As per Senate Regulation 2 AH2555 will contribute 25% of the FHEQ level 5 profile and 8.3% of the overall degree calculation	

FHEQ level 6	
Compulsory modular block codes, titles and credits CW3601 Creative Writing Special Project (40 credits) Core: Block OR EN3003 English Special Project (40 credits) Core: Block	Optional modular block codes, titles and credits All modular blocks are 20 credits unless otherwise specified 20, 40 or 60 credits from: AH3600 Psychogeography EN3028 Writing Modern Fiction EN3029 Writing Comedy CW3600 Writing Film and Television EN3612: Performance Poetry EN3613 Creative Writing and the Creative Industries (If taking EN3003 40 or 60 credits MUST be taken from the list above; if taking CW3601 then 20 or 40 credits from the above may be taken). Remaining credits (up to a total of 120) to be chosen from: AH3600 Psychogeography EN3022 Victorian Literature and Culture EN3604 Writing Ireland EN3605 Modern and Contemporary Lesbian Literature EN3617 Violence EN3619 Chaucer to Shakespeare
FHEQ level 6 Progression and Award Requirements	
As per Senate Regulation 2 AH2555 will contribute 8.3% of the overall degree calculation	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.