



1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
Dip. HE in Creative Writing		Q301-2319

2. Academic Session:

2024-25

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

8

4. Credits:

240

5. Entrance Requirements:

There are no entrance requirements to the compulsory initial course JKP6 Creative Writing: Fiction.

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Part Time

8. Programme Aims:

The programme aims to introduce students to advanced study of creative writing at university level, with particular emphasis on group and individual work in an intensive seminar environment. The programme aims principally to:

Introduce students to a structured approach to writing creatively;

Interrelate students' own writing with the historical and cultural contexts of their chosen form;

¹ 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Structure students' learning effectively by exposing them to a variety of literary critical techniques as a context for their own writing development;
Engage students in debate, sharpening their awareness of why literature can be interpreted in so many different ways and what this might mean for their own writing practice;
Build upon and expand students' confidence and familiarity with creative writing techniques;
Encourage students to develop and enhance their creative writing skills;
Give students the opportunity to apply their skills to their own writing practice.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

By the end of this programme students will be able to:

Knowledge and Understanding:

Demonstrate detailed knowledge of set texts
Use textual knowledge in assessments to support argumentation
Demonstrate knowledge of the major areas associated with their chosen writing form
Interpret and understand elements of literary techniques in set texts.
Transpose that knowledge to their own writing practice.

Skills and Other Attributes:

By the end of this programme students will be able to:

Subject-specific/practical skills

write coherently structured arguments
Discuss textual and critical matters
Demonstrate self-critical practice in their chosen written form
Show an ability to isolate individual writing techniques in an informed analytical manner
Write essays that interface between analysis of literary techniques, and the students' own practice of them
Produce workable syntheses of multiple techniques in their own writing

Intellectual skills

Articulate critical reasoning in the abstract
Engage in a systematic way with literary texts
Demonstrate structured argumentation in verbal and written form
Evaluate the effectiveness or otherwise of individual writing techniques

Transferable/key skills

Identify the ways in which writing techniques blend into a whole that can be applied to many other situations involving the use of written language
Demonstrate oral communication skills and written communication skills

10. Typical Learning and Teaching Approaches:

At both certificate and diploma level, all courses are taught by 100% seminar methods in small groups; this is the best way to integrate various types of adult learners and to address all of the ILOs.

As much attention as possible is paid in class time to the individual needs of the students in relation to the course and programme as a whole, as well as the ongoing final project. There is a great deal of group work in these sessions, as well as more traditional tutor lecture time. The intensive nature of the subject makes this combination appropriate; we have also capped the number of students in any one group to a maximum of fifteen in order to facilitate this approach.

At Diploma level, the programme contains a "backbone" of literary critical analysis around which the creative writing components are organised. The reason for this is the wide variation in student writing practices and expectations, even after they have completed a Certificate in Higher Education in Creative Writing. It gives the

tutors a standard baseline from which to operate. Teaching practice aims to build from this analytical element outwards into students' own creative outputs, tailoring the groups as far as possible to individual student interests.

11. Typical Assessment Methods:

Assessment of constituent courses is by means of a series of essay type assignments tailored to the nature of the course and the requirements of creative writing as a subject area. The number of these will depend on the number of credits carried by the course. Each course also requires the completion of a piece of original work that has been ongoing throughout the academic year. This is a method demonstrated to achieve comprehensive success in the stated Intended Learning Outcomes and is a standard method for creative writing courses. One essay in each course specifically assesses the analytical literary critical elements of the course Intended Learning Outcomes. The other essay and the portfolio assess the creative Intended Learning Outcomes.

Additionally, the initial required course Creative Writing: Fiction includes a 500-word formative assessment for the purpose of introducing students effectively to the precise nature of the subject being studied in that course. This assessment does not contribute to the overall grade for the course, but is compulsory.

Ongoing formative assessment is dealt with in class workgroups by means of peer group and tutor verbal feedback; this process is built into the teaching methodology for the whole course. Thus, peer-review and constant verbal and written feedback are fully integrated into class sessions.

12. Programme Structure and Features:

Structure

Students are required to take 240 credits, as detailed below:

- 80 credits at SCQF level 7 or above in Creative Writing
- 80 credits at SCQF level 8 or above in Creative Writing
- 80 credits at SCQF level 7 or above from courses offered in the Centre for Open Studies, which includes Creative Writing

Students are encouraged to take the 40 credits Creative Writing: Fiction (ADED1021E) as part of the Creative Writing provision.

Features

Students will be eligible for the award of Diploma of Higher Education subject to completing 240 credits as detailed above with a grade point average of at least 9. Students shall be awarded Merit where the grade point average is at least 12, and with Distinction where the grade point average is at least 15.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards

<http://www.gla.ac.uk/services/senateoffice/calendar/>

Students may exit the Programme with a Certificate of Higher Education in Creative Writing amounting to 120 credits. 80 of these credits must be taken from component courses at SCQF Level 7 in Creative Writing. The other 40 credits can come from any subject and at least Level 7.

13. Programme Accredited By:

14. Location(s):

Glasgow

15. College:

College of Social Sciences

16. Lead School:

Short Courses [REG91230001]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/english07.asp)) and Other External or Internal Reference Points:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/english07.asp>

See especially Section 2.3 for a commentary on the place of Creative Writing as a subset of English Studies.

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as Student Learning Development (www.gla.ac.uk/myglasgow/sld/), Counselling & Psychological Services (www.gla.ac.uk/myglasgow/counselling/), the Disability Service (www.gla.ac.uk/myglasgow/disability/) and the Careers Service (www.gla.ac.uk/myglasgow/careers/).

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (<http://www.gla.ac.uk/services/tls/sls/>) and the Careers Service (<http://www.gla.ac.uk/services/careers/>).

24. Online Distance Learning:

No

25. Date of approval:	
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