

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	Master of Arts (MA) Creative Writing
Name of interim award(s):	
Duration of study / period of registration:	1 year full time; 2 years part time
Queen Mary programme code(s):	TBC
QAA Benchmark Group:	Creative Writing
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

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

N/A

Programme outline

The MA Creative Writing draws on the established research strengths of the Department of English and Creative Writing and offers a wide range of modules taught by research specialists in the field. In collaboration with colleagues across the School of English and Drama, the Creative Writing team will offer workshops in creative nonfiction, fiction, poetry, dramatic writing and hybrid and experimental forms, as well as training in scholarly and practice-based research. We are especially interested in helping students craft works that transcend disciplinary boundaries as they develop a strong capacity for self-reflexivity and engage with the ethics of their practice. You will be welcomed into a community of writers who are invested in thinking self-critically about the future of Creative Writing as a field and discipline. All staff in the Creative Writing division in the School of English and Drama are published writers who have achieved international standing and repute.

As well as working closely on a one-to-one level with leading writer-practitioners and academic researchers, reading for an MA in Creative Writing at Queen Mary will involve you in the wider literary and intellectual community of the School of English and Drama. Of particular note are: a regular series of visiting writer events; and the Postgraduate Research Seminar in English and QUORUM in Drama, both fortnightly events that are convened and chaired by doctoral students and which host scholars and artists from Queen Mary, as well as from UK and international universities and other institutions. In addition, members of the School organise and participate in a host of reading groups, seminars, and performance events both in the College and across

London. For further information about postgraduate life in the School of English and Drama, visit our Graduate Life at Queen Mary pages; find out about seminars and reading groups in the Research areas of our website.

Aims of the programme

- o to introduce students to research and creative practice methods and resources for the advanced production of creative and critical texts;
- o to introduce students to current theoretical debates and critical approaches to literature and culture, in order to develop skills and knowledge appropriate to Master's level;
- o to provide a compulsory core course that will introduce students to the production and transmission of texts classifiable as Creative and Critical writing (including hybrid forms);
- o to enable students to follow coherent thematic pathways linking modules from different literary forms (e.g. prose fiction and nonfiction; poetry and dramatic writing);
- o to enable students to select optional modules that will provide specialist training relevant to study within particular literary forms or genres;
- o to deliver the teaching through a team of staff with original research and practice-based interests in the field.

What will you be expected to achieve?

Students completing this programme of study will be able to: [see current list of Learning Outcomes]

Academic Content:

A 1	a capacity to deploy research- and practice-based knowledge and compositional skills in line with current scholarship and theory;
A 2	an understanding of the disciplinary conventions in Creative Writing studies, cultural and intellectual history, and the capacity to engage with these productively;
A 3	a grasp of the ethics involved in the use and acknowledgement of knowledge (whether published, archival, or through work with human subjects) in a community of creative practitioners and scholars of Creative Writing, English, and Drama;

Disciplinary Skills - able to:

B 1	a recognition of what is required to justify and explain research and practice-based creative work in the topics and literary forms studied on the course;
B 2	the habit of constructing clear and persuasive arguments (whether creative, critical, or in hybrid forms) sufficient to sustain appropriately comprehensive answers to the problems posed within their subject;
B 3	the ability to analyse complex written and/or visual evidence from a variety of sources, managing the large amounts of information involved, so as to balance the competing or incomplete arguments such raw material may contain;

B4	a sense of what is appropriate to each of the disciplines of the Humanities they may be obliged to use, and skills to synthesise evidence from each in a creative but sensible manner;
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Attributes:	
C1	Demonstrate a self-critical and self-reflexive dimension to their work, both written and oral, allowing for continual improvement of skills in creative and critical composition, in communication, in problem-solving, and in the independence of judgement needed to identify viable research and creative projects;
C2	Demonstrate practical skills of a very high level in the use of learning resources, in the bibliographical requirements for the professional presentation of their work, and consequently in the economical use of their research time;
C3	Exercise initiative and personal responsibility in decision making, while at the same time showing a readiness to act inclusively, and to work collaboratively, in a context of conflicting opinions.

How will you learn?

Teaching is normally delivered through 2-hour weekly seminar sessions on each taught module. Students will be invited to discuss key issues, including theoretical approaches and interpretative procedures, and to assume an active role in shaping the direction and scope of the discussion. Participation will also be encouraged through seminar presentations, group research, and by the creation of a supportive, attentive, and considerate environment conducive to the exchange of ideas. Seminars will be supplemented by consultations with module convenors, dissertation supervisors, and academic advisors, which will include opportunities for one-to-one discussions of course content, and plans for written work. Students will be expected to engage in private study in preparation for the seminars and in the production of essays and the dissertation. Each module is supported by a detailed reading list and by other learning materials housed in its on-line learning environment areas.

The programme is taught in accordance with both Schools' Teaching and Learning Strategies. The School of English and Drama 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:

- Seminars, involving a variety of forms of group work
- Creative writing workshops
- Screenings
- Small-group tutorials (normally with advisor)
- Presentations by and discussions with visiting artists and writers
- Field trips, performance and gallery visits;
- Individual guidance and feedback on written work (where requested)
- Group discussion of written and practical work
- Individual supervision of dissertations/Research Projects;
- 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;
- Availability of bookable spaces for students wishing to work outside timetabled sessions;
- The design of an appropriate range of learning activities and assessment tasks within each module;
- 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 advisors, 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;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Translation exercises;
- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Performance projects (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 would be taught in four assessed modules, and they would complete a 15,000-word creative dissertation or equivalent (depending on their chosen form or genre). Students would complete the following proposed modules:

FULL-TIME

Full-time students take the following modules:

ESH7107 Creative and Critical Writing I (30 credits) and ESH7108 Creative and Critical Writing II (30 credits)

This compulsory module explores creative and critical writing across multiple literary forms, including nonfiction, fiction, poetry, and dramatic and visual writing. The module focuses on the ways in which the co-mingling of criticism and creative forms can produce new expressive and epistemological modes and genres. It introduces students to theoretical, methodological, and practical frameworks for understanding and producing creative and critical texts, and texts operating at the intersection of multiple disciplinary fields. It will combine seminar-style discussion and writing workshops.

ESH7109 Writing From Research (30 credits)

This module for the English MA explores creative and critical writing across multiple literary forms, including nonfiction, fiction, poetry, and dramatic and visual writing. The module focuses on the ways in which the co-mingling of criticism and creative forms can produce new expressive and epistemological modes and genres. It introduces students to theoretical, methodological, and practical frameworks for understanding and producing creative and critical texts, and texts operating at the intersection of multiple disciplinary fields. It will combine seminar-style discussion and writing workshops.

ESH7110 Collaborative Practices (30 credits)

This module invites students to consider collaborative practices as integral to creative and critical writing. Countering notions of writing as solitary pursuit, or individualistic, competitive enterprise within a literary marketplace, the materials and activities on this module will demonstrate how collaboration can enable, support, and expand writers' research and practice. Collaboration will be understood in a variety of contexts, including conversation, improvisation, co-writing, cross-genre and interdisciplinary composition, DIY publishing, and event organisation.

SEMESTER 3

ESH7199 Creative Writing Dissertation (60 credits)

In the second semester, students will be asked to submit draft dissertation proposals; at least one seminar/workshop will be set aside for group discussion of these drafts, and a final proposal will be required by the beginning of Semester 3.

Students will then work with an assigned supervisor to plan and complete an independent creative project or dissertation. The dissertation could be approached in any of the following ways: 15,000 words of hybrid creative-critical work; at least 10,000

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words of creative work plus up to 5,000 words of critical work (which could be a self-reflexive essay on their creative and critical practice, or a research project related to the student's creative work); a single 15,000-word project that incorporates its critical component in a creative work.

Part-time students will complete the programme in the following order:

PART-TIME

YEAR 1

ESH7107 Creative & Critical Writing I (30 credits) and ESH7108 Creative & Critical Writing II - (30 credits)

YEAR 2

ESH7109 Writing From Research and ESH7110 Collaborative Practices (30 credits)

Semester 3

ESH7199 Creative Writing Dissertation (60 credits)

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Creative Writing Dissertation	ESH7199	60	7	Compulsory	1	Semester 3
Creative and Critical Writing I	ESH7107	30	7	Compulsory	1	Semester 1
Creative and Critical Writing II	ESH7108	30	7	Compulsory	1	Semester 2
Writing From Research	ESH7109	30	7	Compulsory	1	Semester 1 or 2
Collaborative Practices	ESH7110	30	7	Compulsory	1	Semester 1 or 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Creative and Critical Writing I	ESH7107	30	7	Compulsory	1	Semester 1
Creative and Critical Writing II	ESH7108	30	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Writing from Research	ESH7109	30	7	Compulsory	2	Semester 1 or 2
Collaborative Practices	ESH7110	30	7	Compulsory	2	Semester 1 or 2
Creative Writing Dissertation	ESH7199	60	7	Core	2	Semester 3

What are the entry requirements?

An upper second-class honours degree (or international equivalent) in a Humanities subject accompanied by two supportive academic references. Applicants may be required to submit a portfolio of creative and/or critical work, and may be asked to interview. Applications from mature and non-traditional candidates would be welcomed.

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

The School operates a Teaching and Learning 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.

The School undertakes 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 Postgraduate Taught Experience Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes.

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 advisors are able to refer students, where appropriate, to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, Counselling.

There are dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and Student Support Officer work 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.

Programme-specific rules and facts

N/A

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 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.

Links with employers, placement opportunities and transferable skills

The MA Creative Writing provides a grounding in research methodologies and practices for students who intended to progress to doctoral work, an enhanced understanding of the study of literature relevant to students who intended to follow a teaching career, and improved competence in transferable skills valued more generally in the market place, including the analysis of complex evidence, the oral and written presentation of arguments and information, and effective time-management. Employer feedback has particularly valued the research skills and high level of critical thinking acquired by graduates of similar MA programmes and the contribution these make to the problem-solving abilities required of those who work at senior levels in complex organizations.

The programme aims to provide a range of career prospects for its graduates, and includes specific career-focused activities, designed to maximise the employability of its graduates.

Students are notified of placement opportunities via our link with QProjects (part of QMUL's Careers Service).

Every year the Schools see a number of students progress to take higher degrees, both at QMUL and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Professor Brian Dillon, Director of Creative Writing

Person responsible for management of programme:

Dr Suzanne Hobson, Head of English

Date Programme Specification produced / amended by School / Institute Education Committee:

24.11.21

Date Programme Specification approved by Taught Programmes Board: