University College
FALMOUTH

Award Information Form (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to the Guidance notes on completing Award Information Forms *before* completing the details below

SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	**English with Creative Writing**
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Tremough
Duration of Award	3 years, full-time
Professional, Statutory and Regulatory Body accreditation	n/a
Accreditation Renewal Date (Month and Year)	n/a
Route Code (SITS)	BAEWCRFF
UCAS Course Code	Q3P3
Relevant External Benchmarking	QAA Subject Benchmark Statement: English 2007 http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

<u>Standard:</u>
Standard entry requirements for UK students and students from the European Union –
University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree	
Level 3 qualifications Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
	Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)
*14-19 Advanced Diploma Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:	**Creative & Media** BA(Hons) Photography, Dance, Theatre and all Media degrees
	Manufacturing & Product Design BA(Hons) 3D Design

For entry to Year 2 or 3 of an undergraduate degree		
Level 5 qualifications If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Foundation Degree	
	Higher National Diploma	
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)	

For more information on the National Qualifications Framework, please go to **http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp**

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit www.falmouth.ac.uk/international for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement.

Student Support

Academic Learning Support staff provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the Academic Liaison Librarians, ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate to develop and deliver best practice.

Academic Liaison Librarians provide support and guidance to students in accessing and evaluating information, information retrieval and research methods and referencing software, such as Refworks. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

The Careers Advisory Team provides strong support for students during their period of study and offers a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

The Educational Development Lecturers work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

ASK: Academic Skills provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of academic staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-sessional English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with academic staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the Dyslexia Unit to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

The IT Trainer provides IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through to structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on the Learning Space.

Finally, Learning Technology Support play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There are also pastoral student support services provided by the Accommodation & Welfare service, including a student counselling service.

Students with disabilities

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

Distinctive Features

The BA(Hons) English with Creative Writing award at UCF will equip you with the knowledge and skills to critically evaluate texts from various historical periods and cultural contexts alongside developing your own writing practice. At UCF we recognise that being a great writer starts with being an enthusiastic and critical reader of all kinds of texts, whether it's Shakespeare or Twitter fiction. We ensure that you develop the ability to situate your own writing in relation to a range of historical, cultural and stylistic frameworks drawn from the disciplines of English Studies and Creative Writing. You will be introduced to a substantial number of authors and texts from a range historical periods, popular cultural contexts, and theoretical perspectives, that you would expect to encounter on a traditional English degree. You will also be encouraged to integrate this knowledge with your own creative practices. This interdisciplinary approach to the subject will enable you to synthesise craftsmanship and critical understanding with your own imaginative ideas, building your confidence and technical ability. The English with Creative Writing award offers you a unique opportunity to study a long-standing and respected subject with a creative and contemporary twist, enabling you to develop the independent and imaginative thinking skills that employers value. We emphasise the evolving nature of English studies, encouraging you to critically evaluate the dialogues between literary and non-literary texts – such as art, music, film and digital media – in a rapidly changing world. Our dynamic and innovative curriculum reflects the changing nature of textual practices, ensuring that you gain a comprehensive understanding of how the written word functions beyond traditional forms of page and book in the digital age.

This contemporary digital humanities approach to English Studies and Creative Writing is embedded in our curriculum, teaching practice, and research at UCF. The digital humanities is an interdisciplinary field of study concerned with the intersection of digital media and computing with humanities disciplines. English Studies and Creative Writing have a particular affinity with digital humanities, where the long-standing relationship between technology and composition and openness to cultural studies, has made digital material culture a focus of study alongside the reading and writing of texts. It is our aim to enable you to integrate your writing skills, with theoretical and critical knowledge, and an understanding of the ways in which digital and other technologies impact the production and interpretation of texts. Studying English with Creative Writing in the context of the digital humanities is also a social enterprise; social networking and other digital tools enable collaboration, and networks of people sharing ideas, practice and research. Using some of the best facilities and digital media resources in the UK, you will be encouraged to participate in academic and creative online communities, use digital tools for research, and promote your skills, knowledge and experience through developing and managing your digital footprint.

Positioned at the heart of a leading multi-arts institution, with a strong focus on the digital economy, UCF provides a vibrant and unique environment for the study of English with Creative Writing. The BA(Hons) English with Creative Writing award is part of a portfolio of three **English and Writing** undergraduate awards and one postgraduate award, all of which have their home in the Department of Writing; this sits in turn within the School of Media and Performance.* The undergraduate awards in the **English and Writing** Programme offer you the opportunity to gain expertise in two distinct, but complementary academic disciplines – English Studies and Creative Writing – each with its own methods of approach to a common field of enquiry, the written and spoken word. The proportion of each discipline that you study depends on which **English and Writing** award you opt to take; for BA(Hons) English with Creative Writing, the ratio is two-thirds English Studies to one-third Creative Writing. BA(Hons) Creative Writing is two-thirds Creative Writing, one-third English Studies, whereas BA(Hons) English is predominantly English Studies with an optional element of Creative Writing. Making a decision about whether to study Creative Writing or English or a combination of both can be difficult at the start of a three-year course of study. At UCF we alleviate those concerns by building flexibility and choice directly into the curriculum, allowing you to take option modules from both

English and Creative Writing awards at stages 1 and 2. Our distinctive structure provides a common foundation in 'The Craft of Writing', 'Literary Studies', and 'Cultural Theory', an intellectual springboard from which you can develop your own unique pathway.

During your time at UCF you will be introduced to the major thinkers, debates and paradigms within literary studies, creative writing and the digital humanities. Mandatory modules provide a chronological approach to English literature and culture from the 16th century to the present. This historical journey through texts and their contexts will enable you to make connections between writers of different periods, understand the emergence of new forms like the novel, and the impact of technologies such as the printing press in the 15th century, or Web 2.0 in the 21st. You might consider why Milton's Satan fascinated Romantic poets like Blake and Shelley, or find out about early pioneers of science fiction like Margaret Cavendish who wrote *The Blazing World* in 1666, complete with alien life and a new planet. Additional modules provide a foundation in creative and critical writing practices, and introduce theoretical, cultural and political debates surrounding texts and their contexts, from questions of subjectivity and identity to approaches to popular culture.
Alongside this, Creative Writing option modules enable you to develop confidence and technical skills in writing for specific genres, forms and audiences – such as theatre, lyrics, or children – in preparation for professional practice or postgraduate study. You can also elect to take one English option modules in stage 2 in consultation with your pathway tutor.** Option modules offer plenty of space to experiment with generic and formal conventions too: you might draft a play script on 'Travel Writing', or experiment with science fiction in 'Writing Lyrics'. At Level Three you also have the opportunity to situate your developing writing skills in an industry-facing context. Option modules such as 'Poetry for Publication and Performance' take you beyond the writer's garret, enabling you to gain a further understanding of some of the professional competencies required in the 'business' of writing. These more vocational modules also provide valuable evidence to future employers in the creative industries of your ability to collaborate with colleagues, organise events, and promote your own work. The broad scope of the modules emphasises the interrelationship between imaginative writing, conventional literary forms, and non-literary texts such as digital media, music or film, enabling you to develop and critically evaluate your own work in the context of a wide range of textual practices.

Practice-based and traditional academic research nourishes and invigorates teaching at UCF, which has a growing research reputation. You will be taught by practicing writers and academics with research interests in: scriptwriting and theatre, 20th and 21st century poetry, digital literature, the history of the novel, black British writing, the 18th century, Victorian literature, Blake studies, and Cultural Materialism. The uniqueness and vibrancy of creative arts at UCF, the growing reputation for innovative research, and the interdisciplinary opportunities arising from collaborations among the Departments of Writing, Media and Performance make it the ideal environment in which to study for a degree in English with Creative Writing.

* English and Writing Programme Undergraduate Awards: BA(Hons) Creative Writing; BA(Hons) English with Creative Writing; BA(Hons) English
** For a list of English and Creative Writing options see page 15 BA English students must take at least one Creative Writing option module at stage 2.

Career/further study opportunities

Career Destinations
- National Curriculum: English Teachers
- Lecturers in FE and HE*
- Journalists*
- Public Relations*
- Senior/group/deputy editors*
- Graphic designer/web editor
- Freelance writers/screen writers

- Research assistants
- Analysis administration
- Personal assistants
- Secretarial/clerical
- Personnel*/Public relations
- Law
- Civil Service
- Arts Administration
- Marketing*
- Librarianship
- Publishing
- Advertising (including copywriting)
- Researcher
- Editor

* Recognised by *The English subject Centre Graduate Careers (Report Series 2: 2003)* as typical graduate destinations for 'English' graduates.

Further study:
- Studying for MA* (e.g. Journalism, Professional Writing)
- Studying for PhD
- Studying for PGCE*
- Teachers in English/Media StudiesDrama (compulsory education)*

Alumni Case Histories

Stephanie Kempson: English and Writing Graduate (2010)

I graduated in 2010 and did a funded internship with the internationally acclaimed Cornish theatre company, Kneehigh, whilst also doing work experience on the new Cornish Theatre Archive. I'm now doing a Masters in Film and Literature at the University of York where I'm studying adaptation and hoping to use my new knowledge of Cornish theatre in my dissertation.

Falmouth encouraged us to become really self-motivated and taught us how to publicise our work. We had a number of seminars focusing on aspects of professional practice such as how to send our work to publishers, writing a synopsis and finding the right contacts. I also learnt how to use the industry-standard screenwriting program, Final Draft, which I still use regularly.

We had a lot of inspiring speakers come in, including novelist Jean McNeil who had received funding to spend time on a research base in Antarctica. I came out of that lecture extremely enthusiastic about the odd directions in which writing can take you. Mercedes Kemp did a lecture on WildWorks and landscape theatre, and John Yorke (Controller of BBC Drama Production and New Talent) did a lecture on screenwriting and what the BBC expects when working with them. Award-winning writer Simon Van Booy also ran a workshop in writing short stories, and gave us practical advice on finding a literary agent.

The tutors encouraged us to blog, and gave us practical advice on how to write for a specific audience. They also encouraged us to think about writing in ways that will take advantage of new technology, and to predict future trends. With Magazine published students' work and we often mixed with the Film students and the Television Production MA; I acted in a couple of films, one of which showed at Portobello Film Festival this year. I volunteered at the Cornish Film Festival and have worked at the last three Bath Children's Literature Festivals.

Nick Jarvis: English and Writing Graduate (2010)

Studying English with Creative Writing at Falmouth was a great experience. I really loved the fact that the course was so versatile, giving you the freedom to really explore your own particular interests within its structure. I opted to write poetry every chance I could and, as a result, had produced a huge collection of work by the end of the three years, something which I'm glad of now as my performance schedule gets increasingly hectic. I never dreamed I would find myself getting paid to be a poet only 6 months after graduating, especially considering Cornwall's distance from any major cities, but having now performed alongside established writers at some great local venues and events such as the Port Eliot Festival, as well as further afield, it appears it can, and does, happen! I'm also delighted that one of my poems has been published in the Hackney based poetry and illustration magazine, *Inc. Magazine*, issue 5 (2012).

I currently supplement my poetry income with various freelance jobs, and have enjoyed using different skills in work ranging from marketing and PA to tutoring and delivering creative writing workshops.

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

Main Aim:
The BA(Hons) English with Creative Writing award will equip you with the knowledge and skills to critically evaluate texts from various historical periods and cultural contexts alongside developing your own writing practice.

Subsidiary Aims:*
This award will equip you with:

1. A coherent and detailed knowledge, and critical understanding of established and developed principles /practices of English and/or creative writing
2. The ability to produce sustained arguments and analysis of literary, non-literary and creative texts and practices
3. A critical and analytical understanding of the inter-relationships between literary, non-literary forms and creative practices
4. An awareness of past, current and future writing, publishing and other professional contexts in relation to audience and dissemination
5. The ability to frame, follow and complete independent lines of enquiry and research
6. An understanding of the importance of creating and managing a digital footprint in order to profile and self promote to future employers, clients and audiences

* Subsidiary learning aims and outcomes are common across all three undergraduate awards in the English and Writing programme.

Learning Outcomes

Upon successful completion of this award, you will be able to demonstrate:*

1. Engagement with a range of authors, texts, genres and cultural and historical forms and contexts from different periods
2. Proficiency in writing with a sensitivity and contextual awareness of different audiences, registers, styles, formats and media
3. Analyse and critically examine diverse forms of discourse, visual and textual representation and practices
4. The function of critical approaches and traditions in the production of knowledge in the formation of cultural history and in literary/non-literary scholarship and/or writing practice
5. A broad understanding of, and the ability to evaluate and use a range of electronic and digital and archival material
6. Communicate ideas and arguments appropriately in a sustained and persuasive manner in apposite written and oral forms, demonstrating high standards of English and in appropriate academic and scholarly and/or creative forms and practices
7. Independence , workload and time management and the ability to meet deadlines
8. Research skills, including the ability to gather, sift and organise academic and/or creative material, and critically evaluate its significance
9. Responsive, practical, creative and academic skills in relation to professional spheres, industries and digital humanities
10. Ability and confidence in self promotion as a successful practitioner/scholar in your chosen area(s) of specialism

* Subsidiary learning aims and outcomes are common across all three undergraduate awards in the English and Writing programme.

Teaching Strategy

Our aim at UCF is to deliver a programme of excellent and relevant research-led teaching that fosters imaginative critical thinking and creates motivated and independent learners. The modes of teaching, learning and assessment provide a flexible student-centred approach that will enable you to achieve success in your three years of study with us. The distinctive structure of the awards provides a common foundation from which you can develop your own unique pathway, choosing modules from either English Studies or Creative Writing at different stages of your learning. English and Creative Writing modules incorporate a wide range of teaching and learning strategies, including lectures, seminars, field trips, workshops, and tutorials, all of which reflect the interdisciplinary scope of the awards and the multi-arts context of their delivery. You will also have the opportunity to work extensively with new technologies and digital resources as part of your learning experience.

<u>Teaching and Learning – Modes of Delivery</u>
Lectures: Lectures with follow-up seminars are core teaching and learning activities in mandatory modules. Lectures provide an outline of key critical debates, historical contexts and theoretical approaches to the study of various texts and writing practices. They aim to offer a rich, in-depth yet accessible introduction to new texts and their contexts, providing sufficient material for discussion in the follow-up seminar. Although lectures cover a significant amount of information in a short space of time, you are not expected to be the passive recipient of information. Lectures can be interactive and seek to engage you directly through a variety of techniques including bite-size question and answers, the use of a range of visual cultural sources, and technology enhanced learning, such as presentation software or twitterwalls.

Seminars: Seminars are the most effective way of encouraging active debate and provide a flexible forum in which ideas and concepts introduced in the lectures can be explored. Option modules do not entail lectures, but are delivered through longer seminar sessions in order to provide opportunities for flexible learning. You are encouraged to learn independently by undertaking reading and preparing ideas and questions for discussion with your peers and seminar tutor, and sometimes you will be asked to taking a leading role through the delivery of individual and group presentations. To enable you to develop an understanding of collaborative scholarly practice and the process of peer review, you will regularly work together in groups, sharing knowledge and ideas, and participating in peer evaluation. Not all sessions take place in the seminar room. Some modules offer field trips, which are delivered during the seminar session – this could be a virtual trip to Second Life or getting hands-on primary sources in the University College archives.

Practice-based Workshops and Demonstrations: Seminars also take the form of practice-based workshops for Creative Writing modules. The workshop model aims to establish a culture of collaboration in which enquiry based learning and individual creative work can take place. Workshops introduce you to both the process of writing and constructive peer critique in a supported learning environment. Again, some workshops take place outside the seminar room. We take a situated approach to learning, which might mean that the best place for learning about psycho-geographic writing is out on the street rather than on the campus. Some modules involve working on live briefs off-campus, producing creative work for particular clients or audiences in professional settings such as the heritage sector. Our students have worked with organisations such as the National Maritime Museum, schools and colleges, archives, and local radio stations.

Demonstrations and other practical workshops introduce you to additional learning technologies and resources for study. Workshops enable you learn and develop new skills, such as blogging, web design or the use of screen-writing software. Some demonstrations and workshops – such as archive and library skills for dissertation research – are delivered in partnership with staff from Learning Futures.

Group and Individual Tutorials:
Individual tutorials are an important on-going point of contact between you and your tutors, the purpose of which is to provide a supportive one-to-one environment for providing constructive

feedback on your work. Independent study at stage 3 is facilitated through group and individual tutorials, which is the model of delivery for the dissertation and final portfolio modules. At this stage, you will be expected to manage the process of setting up a research topic, and negotiate the management and completion of the project with your tutor.

Visiting Lecture Series:
Teaching and learning is further enhanced by contributions from visiting academics and practitioners who will engage with you in a series of talks, workshops and master classes. Visiting writers and academics have included Professor Julian Wolfreys, journalist Paul Kingsnorth, writer and filmmaker Iain Sinclair, poets Zoe Skoulding, Penelope Shuttle, and Alice Oswald, playwright Stephen Wakelam.

Technology Enhanced Learning:
The Learning Space is a virtual learning environment that supports the delivery of teaching and learning at UCF. The English and Writing section of the Learning Space contains award and module information for all three awards, student timetables, tutorial booking and electronic submission facilities. Through the Learning Space you will also have access to resources to support your learning; this might include lecture notes, seminar worksheets, links to useful articles, audiovisual materials, module forums. We also use other externally available technologies where appropriate to enhance your learning including blogging software, twitter, Prezi, online databases and digitized archives. 'Screenwriting' and 'Writing for Radio' modules use Media Centre resources, which include a recording studio, a well-equipped newsroom with an IRN news feed and 22 workstations with professional scriptwriting and editing software, three radio control rooms and a talk studio. You are also encouraged to use learning technologies to support independent learning. This ranges from research tools such as bibliographic referencing software, online databases and archives, and cloud computing, to social networking tools like Academia.edu or blogs, which enable you to develop and manage your online profile. Support for using these tools is either embedded in module teaching or provided in additional sessions by staff from Learning Futures.

Evaluation and Self-evaluation:
As you engage progress from stage 1 to stage 3, there is an increased emphasis on independent learning and self-directed study. Critical self-reflection is encouraged throughout your study via a process of self-evaluation, which you will undertake for each piece of work that you submit. Self-evaluation develops your ability to analyse and critique your own work, enabling you to progress and successfully complete your course of study. In order to help us provide you with a consistently excellent learning experience, we also ask for your feedback on the content and delivery of individual modules via the completion of module evaluation forms towards the end of each semester.

Personal Development Plan (PDP):
The Personal Development Plan (PDP) complements the formal delivery of teaching and learning, enabling you to become a motivated and independent learner. The PDP process is embedded in your learning through the personal/pathway tutorial system. Personal/pathway tutors support you in taking the appropriate option choices and pathway in order that you are able to achieve the aims and outcomes of the award in which you wish to graduate. The PDP also supports you in promoting your knowledge, skills and experience to employers, and planning for your personal, educational and career development. PDP resources specifically designed for English and Writing students are available on the Learning Space to help you with various tasks such as time planning, skills audit, writing tasks, action-planning, managing your digital footprint, employability.

The PDP process is designed to enable you to:
• reflect critically on your own learning, performance and achievements
• select the appropriate option choices and pathway through your studies
• become a more independent self-motivated and effective learner
• develop an awareness of how to apply your learning in contexts beyond the University
• enhance your ability to promote your skills, knowledge and experience to others. This

includes creating and managing your digital profile and footprint
- improve your employability
- develop a positive attitude to life-long learning

The kinds of activities that you will undertake as part of your PDP include:
- gathering information about your learning experiences and achievement
- reflecting on your learning experiences and achievement
- identifying new learning needs and creating development plans
- reviewing your own progress towards achieving personal and academic goals
- recognise, value and evidence your own learning in academic and non- academic contexts
- evaluate your own strengths and weaknesses and identify ways improving and enhacing performance
- plan and take responsibility for your personal, educational and career development

At the beginning of your course of study you will be introduced to the opportunities for PDP through group, individual tutorials, and compulsory skills development sessions. These sessions take place prior to any assessment and cover topics such as: essay writing, referencing, library and research skills, managing your digital footprint. Throughout your studies, you are required to keep your year's work, including your self/peer evaluation, tutor assessment and attainment records. You are also encouraged to keep a reflective journal detailing any academic or creative process or rationale that may have informed your achievements. The journal may be paper-based or in digital form; support is available through skills development sessions for students who wish to use blogs, twitter archives or other social media as part of the self-reflective process. This portfolio forms the basis for discussion between you and your personal/pathway tutor at formative and summative assessment points (usually every 15 weeks of study). Prior to your tutorial, you will complete a transferrable skills and PDP proforma which is available on the English and Writing Learning Space. This process encourages you to reflect on your transferrable, research and planning, interpersonal and organisational skills. The PDP and associated tutorial also includes discussion with your tutor about your future module choices and award pathway.

Curriculum
Overview:
The curriculum introduces you to the major thinkers, debates and paradigms within literary studies, creative writing and the digital humanities through a combination teaching and learning modes outlined above. The curriculum is designed to enable you to develop specific skills in the close analysis of a range of texts, knowledge of the historical and cultural contexts of their production and reception, alongside your own writing practice. You will undertake a range of formative and summative assessments such as, essays, in-module test papers, oral presentations, portfolios of creative work, literature reviews, case studies, blogs and a final dissertation and portfolio. The combination of both literary and creative writing modules, the rigour of independent study, the ability to study vocational industry facing modules, and the quality of transferable skills at stage 3, ensures that you are able to develop the subject specific and generic core skills that will enable your success beyond the degree in the workplace or further postgraduate study.

Structure:
At stage 1, you will undertake four mandatory and two 20 credit option modules which provide the foundation for developing your skills and knowledge at stages 2 and 3. Stage 1 credits enable access to stage 2, but attainment at this first stage does not determine the class of Honours that you receive on completion of the award. The class of Honours you achieve will be determined by a weighted average of module marks in the penultimate and final stages (stages 2 and 3) of the award. For further detail, please see the Academic Regulations.' At stage 2 you will further develop individual study pathways through the selection of two option modules from the English or Creative Writing awards. At least one option must be from the Creative Writing award. Option modules at this stage are designed to develop a depth of subject knowledge and independent critical thought in preparation for more extensive self-directed learning and specialised study at stage 3. In the first semester of stage 3 you will study one mandatory module from the English award and two option modules from

the Creative Writing award only. In the final semester you will undertake one 20 credit mandatory English module and a mandatory 40 credit portfolio and dissertation module which enables you to demonstrate the ability to conduct independent research, and develop and sustain a coherent argument in a longer piece of work. In order to enable flexibility for students who wish take a combination of English and Creative Writing option modules, the learning aims and outcomes are common to all three awards. Designed to explore intellectual synergies between both disciplines, the curricula, teaching and assessment strategies are aligned with the QAA Subject Benchmark for English (2007), the NAWE Creative Writing Subject Benchmark (2008) and the National Qualification Framework.

Mandatory and Option Modules:
Mandatory modules provide a chronological approach to English literature and culture from the 16th century to the present. These modules are common to all three awards. This historical approach will enable you to make connections between writers and texts of different periods, understand the emergence of new forms like the novel or film, and the impact of technologies such as the printing press in the 15th century, or Web 2.0 in the 21st. A digital humanities approach is embedded across the curriculum. For example, in 'Freedom and Experiment' you will learn to use digitized collections as part of the study of material cultures of the long-eighteenth century, and creative writing options like 'Pitching for Publication' examine strategies for the digital promotion for your work.

At stage 1 additional option modules complement the historical study of texts by providing a foundation in creative and critical writing practices. In 'Introduction to Literary Studies II' for example you will consider questions such as: When is a sonnet not a sonnet? And does the pastoral only mean sheep and daffodils, or can we say more with it today? Whereas 'Creative Writing Strategies' will examine the role of writers and writing in society, allowing you to make connections between different kinds of artistic production. While stage 1 modules are designed to cultivate confidence and develop independent critical skills, the broader range of option modules at stage 2 enables you to experiment and begin to develop an individual study pathway.

At stage 2 you will select from a broad choice of options including: 'Poetry and Form', 'Writing Short Stories', 'Writing Lyrics', 'Writing for Radio', 'Screen Writing', 'Business and Editorial Writing', 'Writing for Theatre' and 'Different Engines: Science Fiction', all which reflect the unique creative arts and digital humanities context of English with Creative Writing at UCF. You may also select one module from the English range of option modules at this stage. You will also continue with the historical study of texts from the long-eighteenth and nineteenth centuries, and begin to focus on theoretical, cultural and political debates from questions of subjectivity and identity to approaches to popular culture. Modules at this stage are designed to develop a depth of subject knowledge and independent critical thought, alongside confidence and technical skills in creative writing, in preparation for more extensive self-directed learning at stage 3.

At stage 3 you will continue the chronological study of literature and culture, from the First World war to the present day. You will undertake two further option modules, from the Creative Writing award only, selecting from a range of subjects such as: 'Writing a Novel', 'Writing for a Digital Age', 'Travel Writing', 'Mass Market Fictions', 'Creative Non-Fiction', 'Poetry for Publication and Performance', 'Writing for Children', 'Pitching for Publication'. Option modules at this stage are designed to enable you to specialise in particular areas of interest drawn from the discipline of Creative Writing. They offer plenty of choice whether you have a particular audience or genre in mind, prefer to experiment with formal conventions, or want to increase your employability by taking a more industry-facing module such as 'Poetry for Publication and Performance', or 'Business and Editorial Writing'. These modules take you beyond the writer's garret, enabling you to gain a further understanding of some of the professional competencies required in the 'business' of writing. In the final semester you will also undertake a 40 credit dissertation and portfolio module in which you will develop the skills and confidence to conduct independent research, resulting in creative and critical pieces which demonstrates proficiency in writing alongside sustained argument and analysis.

Management of Option Choices:
The awards offer various optional modules during stages 1, 2 and 3. The option choices are outlined below. You will be required to make your selections in the final weeks of stages 1 and 2 respectively. You will receive presentations and further information about the optional modules in advance of the deadline to assist you in making a choice of option modules. You will also discuss your choice of options and pathway with your personal/pathway tutor in advance of the option choice deadlines. These tutorials are important elements in the planning of your personal pathway through your studies. Options may run in either semester subject to popularity and availability. Options will only run if they attract a sufficient number of students (currently the guidelines suggest that 8 students is a minimum number for an optional module to run).

You can take options from the following lists:

Stage 1:

Creative Writing Option Modules (one from this list)*	and	English Option Modules
Creative Writing Strategies		Introduction to Literary Studies II

* Note that there are currently only two modules on offer at Stage 1.

Stage 2:

Creative Writing Option Modules (at least one from this list)	or	English Option Modules (no more than one from this list)
Poetry and Form		Narrative and Sexuality
Writing Short Stories		Comedy and Performance
Writing Lyrics		Literature and Screen
Writing for Radio		From Page to Stage
Screen Writing		Gothic and Grotesque
Writing for Theatre		Representing Utopia
Different Engines: Science Fiction		Texts and Technologies
Business and Editorial Writing		Children Reading, Reading Children

Stage 3:

Creative Writing Option Modules (two from this list)
Writing the Novel
Writing for a Digital Age
Travel Writing
Mass Market Fictions
Creative Non-Fiction
Poetry for Publication and Performance
Writing for Children
Pitching for Publication

Note on Transfer Between Awards

Flexibility of option choices means that you are able to incorporate both the study of English and Creative Writing into your award. Occasionally however some students wish to transfer entirely, in order that they can graduate with a different named award. Transfer is possible at the end of stages 1 and 2 or in the first two weeks of each academic year, if you have undertaken ALL of the mandatory modules of the award to which you wish to transfer. For BA(Hons) English with Creative Writing students this means that while transfer to BA(Hons) English is possible up to the end of stage 2, transfer to BA(Hons) Creative Writing is not usually possible after stage 1. Transfer between BA(Hons) English, BA(Hons) English with Creative Writing and BA(Hons) Creative Writing is further subject to academic regulations as set out in the Common Academic Modular Framework. UCF

reserves the right not to accept your request for academic and capacity reasons.

<u>Classification of Final Award</u>
You will become eligible for conferment of your award when you have completed your award and in so doing have acquired the requisite number of credits at the final stage and met any award specific requirements, as agreed by the Academic Board through the validation process.

The Bachelor's degree with Honours will be awarded in classes 1, 2.I, 2.II and 3. If you fail to satisfy the requirements for your intended award but satisfy those for a lower award you will be eligible for the lower award. The Certificate of Higher Education or Diploma of Higher Education may be awarded without a named award.

The class of Honours you achieve will be determined by a weighted average of module marks in the penultimate and final stages of the award

Assessments taken outside the University College do not count towards final degree classification; this applies to students who undertake an ERASMUS exchange for example.
The table below shows the weighted averages and the boundaries for classes of honours:

Weighted average	Class
70% or higher	1st class honours
60% to 69%	2.I
50% to 59%	2.II
40% to 49%	3rd class honours

Assessment Strategy

Purposes of Assessment:
In line with UCF academic regulations the purposes of assessment are (see Appendix A, section 3.1.5 of the Quality Handbook 4.0 2011-12):
1. objectively to measure your achievement against the intended learning outcomes of the module and award (summative)
2. to assist your learning by providing appropriate feedback on performance (formative)
3. to provide a reliable and consistent basis for assessment boards to determine the progression of, and conferment of awards

Overview:
Modes of assessment vary on the three English and Writing awards, and all modes outlined in the current subject benchmark statement are used except for formal unseen papers (4.8b of the QAA English Benchmarking 2007). You will demonstrate your knowledge and understanding in different ways, including oral presentations, independent and group work, and critical, creative and reflective writing. The module specifications describe the different elements and weightings of individual assignments that contribute towards summative assessment. You will be prepared for the specific practices of assessment through explanatory sessions incorporated into the relevant modules. The criteria for assessment will be provided for each assignment that you undertake. Study skills workshops, tutorials and Academic Learning Support services are also available to support your learning and enable you to achieve success at the various stages of assessment.

Formative Assessment:
Formative assessment is an on-going process, which takes place in a variety of learning contexts from lectures and seminars to individual and group tutorials. This kind of assessment is used in a developmental way to assist your learning but it does not count towards the final mark of the module.

Formative assessment enables you to measure your performance against the learning aims and outcomes of the award, recognising areas of strength or for improvement. Some formative assessments are specific assignments such as practice essays, presentations, research and writing tasks which take place during modules at each stage of study. These assignments are an important part of your learning and will help you to develop the skills and knowledge necessary to undertake summative (marked) assessments. On-going modes of formative assessment might also include short in-class tests, oral feedback from your tutor during seminars, peer reviews, and reflective self-evaluation. The self-evaluation forms submitted with each piece of summative work and the discussions that take place between you and your personal tutor at the end of each semester are part of the process of formative assessment. Formative assessment is also one of the mechanisms through which you are supported in developing a pathway through your study. Formative assessment enables tutors to advise you on option choices and negotiated project work, identify any challenges to learning, and offer guidance and/or additional work where appropriate. Due to the flexible and responsive nature of formative assessments which may include impromptu seminar tasks, the details and timings of the assessments are not described in the individual module specifications, but provided to you by your tutor at the beginning or during the module of study, as appropriate.

Summative Assessment:
Summative assessment occurs during and towards the end of a module and is used to measure your achievement against the learning aims and outcomes of the module. This kind of assessment does count towards the final mark of the module and you will successfully complete a module by demonstrating achievement of the learning outcomes. Modules of 20 credits usually contain no more than two elements of summative assessment. Where there are two elements of assessment these are designed to offer a variety of ways for you to show achievement against the learning aims and outcomes of the module, for example one element might be an oral presentation, whereas another might be a written essay. In some cases a mid-term summative assessment may be the basis for a final further summative assessment. For example, module ENG320 'Aftermaths' has two elements of assessment, the first is a Literature Review and the second is an Essay based on the literature review. Where two elements of assessment are connected in this way, you will receive written feedback and a provisional mark for the first element in time for you to prepare to undertake the final assessment. All other assessed work for each module will be returned at the end of each semester during individual tutorials, along with written feedback and a provisional mark for each element of assessment. These are described in the individual module specifications (in line with Academic Regulations) and are outlined in brief in the table on page 20-21 of this document. The successful completion of a module is required for progression to the next stage, or at the end of stage 3, determines the conferment and classification of the award. Decisions about summative assessment are subject to confirmation at assessment boards, comprising the internal and external examiners of the award. Additional progression boards meet during the academic year to assist with this process and monitor the progress of students.

Assessment Methods:
The courses employ a broad range of assessment methods to support teaching and learning and to enable you to acquire and demonstrate your achievement against the intended learning outcomes of the module and award. Assessment methods are constructively aligned with learning outcomes in order to ensure that you are able to demonstrate the knowledge, understanding and skills required. The range and scope of assessment methods vary by stage. At stage 1, the curriculum, learning and teaching strategies and assessment emphasise the developmental skills you need to become an autonomous, reflective learner. Stage 1 also foregrounds the development of accurate communication skills particularly in relation to written academic work, referencing, and skills in time and project management. At stage 2, the emphasis is on developing skills in self-direction, motivation and critical evaluation. You will be required to demonstrate a critical understanding of English/with/Creative Writing and the various theoretical and practical approaches that inform each discipline. At stage 3, you are expected to manage more of your own learning. The emphasis here is on consolidation and synthesis of knowledge and understanding. The demonstration of skills in critical evaluation, reflection and contextualisation of your own academic or creative practices are

particularly important at this stage, as is the ability to communicate accurately and effectively using a range of methods.

The range of assessment methods used across the three awards are as follows:

- In-class tests
- Essay (including short and long essay requirements and reviews)
- Dissertations
- Oral assessment (including formal presentations, the management of meetings, assessment of seminar performance, etc)
- Tasks aimed at the development of specific skills (including IT and bibliographical exercises)
- Portfolio work (including creative written work, reflective journals, essay plans, placement reports, CV, letters of application, annotated bibliographies etc.)
- Critical/theoretical evaluation/rationale
- Computer-based assessment (including blogs, web-site design, online/electronic creative work)

University College
FALMOUTH

Curriculum Structure, Assessment Methods and Learning Outcomes*

Module code	Level	Module Name	Credit	Semester 1 / 2	Core / Option	Assessment methods	Contributing towards the Learning Outcomes (Taught (**T**), Practised (**P**) and/or Assessed (**A**))									
							1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
EGH110	4	Introduction to Literary Studies I	20	1	C	ES, PR	TPA	TP	TP	TPA	TPA	TPA	TP	TPA	TP	TP
EGH120	4	Introduction to Cultural Theory	20	1	C	ES, PR	TP	TP	TPA	TPA	TP	TPA	TPA	TPA	TP	TP
EGH130	4	The Craft of Writing	20	1	C	PO, ES	TPA	TPA	TP	TPA	TP	TPA	TP	TP	TPA	TP
EGH140	4	The Knowing Self: Literature & Culture (1540-1688)	20	2	C	ES	TPA	TP	TPA	TP	TPA	TP	TP	TPA	TP	TPA
ENG180	4	Introduction to Literary Studies II	20	2	O	ES	TPA	TP	TPA	TPA	TP	TPA	TP	TPA	TP	TP
CW120	4	Creative Writing Strategies	20	2	O	ES, PO	TP	TPA	TPA	TPA	TP	TPA	TPA	TP	TP	TP
EGH2xx (TBC)	5	Freedom & Experiment: Literature & Culture (1688-1832)	20	1	C	IT, ES	TPA	TP	TPA	TPA	TP	TPA	TP	TP	TPA	TP
ENG2xx (TBC)	5	Cultural Theory & the Politics of the Popular	20	1	C	ES, PR	TP	TP	TPA	TPA	TP	TPA	TPA	TPA	TP	TP
CW2xx (TBC)	5	Poetry and Form	20	1	O	PO, ES	TPA	TP	TPA	TPA	TP	TP	TPA	TPA	TP	TP
CW2xx (TBC)	5	Writing Short Stories	20	1	O	ES, PO	TPA	TPA	TP	TPA	TP	TPA	TPA	TP	TP	TP
CW2xx (TBC)	5	Writing Lyrics	20	1	O	ES, PO	TP	TPA	TPA	TPA	TP	TP	TPA	TP	TPA	TP
CW2xx (TBC)	5	Writing for Radio	20	1	O	OT, ES	TP	TPA	TP	TPA	TP	TPA	TPA	TP	TPA	TP
EGH2xx (TBC)	5	Making Nations: Literature & Culture (1832-1914)	20	2	C	ES, ES	TPA	TP	TPA	TPA	TP	TPA	TP	TPA	TP	TP
ENG2xx (TBC)	5	The Politics of Subjectivity & Identity	20	2	C	OT, ES	TPA	TP	TP	TPA	TP	TPA	TPA	TPA	TP	TP
CW2xx (TBC)	5	Screen Writing	20	2	O	ES, OT	TP	TPA	TP	TPA	TP	TPA	TPA	TP	TPA	TP
CW2xx (TBC)	5	Business and Editorial Writing	20	1	O	PO, PR	TP	TPA	TP	TP	TP	TPA	TPA	TP	TPA	TPA
CW2xx (TBC)	5	Writing for Theatre	20	2	O	PO, PR	TP	TPA	TPA	TPA	TP	TPA	TP	TP	TPA	TP

Code	Level	Module Title	Credits	Sem	C/O	Assessment										
CW2xx (TBC)	5	Different Engines: Science Fiction	20	2	O	PO, ES	TPA	TPA	TPA	TP	TP	TPA	TPA	TP	TP	TP
ECW3xx (TBC)	6	Dissertation and Creative Writing Portfolio	40	2	C	ES, PO	TP	TPA	TPA	TPA	TP	TPA	TPA	TP	TP	TP
CW3xx (TBC)	6	Writing a Novel	20	2	O	ES, PO	TP	TPA	TPA	TPA	TP	TPA	TP	TP	TPA	TP
CW3xx (TBC)	6	Writing for a Digital Age	20	1	O	CB, PO	TP	TPA	TPA	TP	TPA	TPA	TP	TP	TPA	TP
CW3xx (TBC)	6	Travel Writing	20	1	O	ES,PO	TPA	TPA	TP	TPA	TP	TPA	TP	TP	TPA	TP
CW3xx (TBC)	6	Mass Market Fictions	20	1	O	PR, PO	TP	TP	TPA	TPA	TP	TP	TPA	TP	TPA	TPA
CW3xx (TBC)	6	Creative Non-Fiction	20	1	O	PC, RE, ES	TP	TP	TPA	TPA	TP	TPA	TPA	TPA	TP	TP
CW3xx (TBC)	6	Poetry for Publication and Performance	20	1	O	PF, OT	TP	TPA	TP	TPA	TP	TP	TPA	TP	TPA	TPA
CW3xx (TBC)	6	Writing for Children	20	1	O	ES, PO	TP	TPA	TPA	TPA	TP	TP	TPA	TP	TPA	TP
CW3xx (TBC)	6	Pitching for Publication	20	1	O	PR, PO	TP	TPA	TP	TPA	TPA	TP	TPA	TP	TP	TPA
EGH3xx (TBC)	6	Aftermaths: Literature & Culture (1914-1968)	20	1	C	LR, ES	TPA	TP	TPA	TPA	TP	TP	TPA	TPA	TP	TP
EGH3xx (TBC)	6	To The Millennium & Beyond: Literature & Culture (1968-Present)	20	2	C	ES	TPA	TP	TPA	TPA	TP	TPA	TP	TPA	TP	TP

* For details of curriculum structure and assessment methods for English options (stage 1 and 2) or the additional Creative Writing options (stage 1) please see the BA(Hons) English Award and the BA(Hons) Creative Writing Award Information Forms (AIF)

*The following codes for assessment methods apply:-			
AR	Artefact	LR	literature review
CB	computer-based	OR	oral
CE	critical evaluation	OT	other
CS	case study	PC	practical
DI	dissertation or project	PF	performance
ES	essay	PL	placement
EX	Exam	PO	portfolio
GR	group report	PR	presentation
IT	in-Module test	RE	Individual report
JL	Journal/logbook	SP	Studio practice

SECTION 4 – Learning and Employability

Skills Development Strategies

Knowledge and Understanding
To help with the development of this you will employ methods of research in relation to your own discipline, evaluating materials, processes and approaches and evidencing appropriate strategies.

Intellectual Skills
To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about validity and evidencing your decisions. Work across all modules of the course will develop your skills in selective information management in both practical and theoretical contexts.

Practical Skills
To help with the development of this you will draw on theoretical, practical and material knowledge and synthesise these to make new work. These skills are introduced in all modules at stage 1 (Level 4), nurtured in a combination of modules throughout stage 2 (Level 5), and supervised effectively by the programme team in the move towards independent approaches to learning management in modules at stage 3 (Level 6). The major creative and critical project of 1 x 5,000 word dissertation and 1 x 5,000 word creative piece, allows you to demonstrate the culmination of your critical and creative thinking under guidance from the course team in semester 2 of the final year.

Transferable Skills
From the early stages of the course, you will produce presentations (oral or written), engage in group work, discuss your own and others' practice and interact with industry professionals through a variety of contexts. The key transferrable and cognitive skills which English and Writing graduates possess are:

- advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently;
- the capacity to analyse and critically examine diverse forms of discourse;
- the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments;
- the ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject;
- competence in the planning and execution of essays and project-work;
- the capacity for independent thought and judgement;
- skills in critical reasoning;
- the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences;
- the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions;
- the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives;
- the ability to handle information and argument in a critical and self-reflective manner;
- research skills, including scholarly information retrieval skills, involving the ability to gather, sift and organise material independently and critically, and evaluate its significance;
- information-technology skills such as word-processing, and the ability to access electronic data;
- time-management and organisational skills, as shown by the ability to plan and present

conclusions effectively.

Team Working

The English and Writing Programme team understand the importance of effective and creative collaborative working skills in your professional life. To help you with the development of these skills, we embed group working practices and assessments in all three stages of undergraduate study.

Improving Learning and Performance

Personalised learner development is a key feature of the University College's distinctive curriculum. Our strategies for engaging students in their own learning and development and for making them more aware of how they learn, and how their learning can be improved include the following:

Student-centred learning

The awards aim to deliver the curriculum drawing on strategies, assessment forms, and resources which encourage and promote student independence, self-reliance and motivation. As you progress, you are expected to become increasingly more skilful in managing your own learning. In the final stage of the course you are expected to show a mature and active approach to managing your learning. Some of the teaching activities, particularly during stage 1 (Level 4) are directed explicitly at developing your awareness of and skills in learning management. Seminars and workshops address the development of skills in teamwork, collaborative learning, group dynamics, time management and independent study skills. These skills are emphasised, encouraged and developed throughout the award. Your independent judgement is encouraged in the early part of the course by the introduction of self- and peer-evaluation schemes.

There is an overall increase in the proportion of student-managed work as the course progresses, providing you with a planned progression from tutor-led to self-led activity. The end of stage 2 (Level 5) is understood as the time at which you should be prepared to take substantial responsibility for your own learning.

Core independent study modules at the final stage of the course require you to draw on independent study skills and abilities developed through the course in order to plan, manage and produce individual projects within the parameters set by the requirements of the course.

Independent Study

Independent Study is an important part of the course and enables you to develop organisational and time-management skills, and encourages autonomy. In addition to attendance at timetabled sessions, you are expected to engage in self-determined group-work and sustained independent study.

Negotiation

Negotiation is a key skill and learning strategy, which enables you to develop confidence and motivation, demonstrate self-reliance and foster good organisational skills. Negotiation is the process by which you are invited to propose certain projects/topics for assessment. It is a collaborative activity in which you are involved in the planning and direction of your work.

Evaluation as learning

Evaluation is an important part of learning and you are actively involved in processes of evaluation at all three stages of the course. A continuous process of self-evaluation is encouraged, enabling you to reflect critically on your learning and to develop strategies to identify learning needs to facilitate progress through the course. Processes of self and peer evaluation and assessment enable you to develop and test their judgement and develop confidence and interpersonal skills.

Self, peer and tutor evaluation are supported through transparent marking criteria, which are linked to aims, learning and teaching methods and learning outcomes within each module and at each stage of the course. Clearly communicated aims, learning outcomes and assessment methods for each module enable you to identify what you need to know, understand and demonstrate in order to complete the

module. Criteria and identified levels of attainment enable you to identify how well you have achieved the learning outcomes for a given module of study, and to evaluate learning development needs.

Reflecting on Feedback
Detailed feedback in relation to the relevant criteria is provided for all summative assessments. You are encouraged to reflect on and discuss feedback in tutorial sessions with your individual tutors.

Encouraging Engagement with Assessment through Self and Peer evaluation
A thorough understanding of and familiarity with the assessment criteria is encouraged through the formal process of self-evaluation submitted with each summative submission, and through formative elements of peer evaluation.

Career Management Skills

During the award you will develop career management skills, which are integrated within the award. You will undertake self-assessment to identify your strengths, interests and development needs, under the guidance of an academic advisor. The process of assessment is informed by staff and peer review of your work. General career management skills are taught and assessed at stage 1 with other, specific, career skills embedded within a range of units throughout the course. You will be introduced to the Careers Service in the second semester of stage 3 by way of the curriculum – for example, institutional Careers staff will engage with students within a taught module.

English with Creative Writing graduates follow a range of career paths, so the subject is a good choice for the many prospective students who don't have a definite career in mind. English is a traditional and well-respected subject that prepares you for a range of careers and gives you the flexibility to cope with uncertain labour market. Creative Writing enables you to demonstrate the imaginative flair and creative critical thinking needed to be an effective problem solver in a competitive and rapidly changing global marketplace. The English Subject Centre has recently identified 28 MPs with English degrees. As well as being a good preparation for a range of careers, Creative Writing and English are seen as particularly suited to popular creative/media industries. According to alumni information, graduate destinations for English and Writing students at UCF include, teaching in compulsory education, FE and HE, journalism, law, freelance writing and web editing, civil service, arts administration, marketing among others. English with Creative Writing graduates at UCF have also progressed to taught postgraduate study and research degrees in English, Creative Writing and other related disciplines.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

Professional Standards

The English and Writing Programme team understand that professional standards and attitudes are important to enable engagement in the world beyond the University College. Professional standards expected of you include:

1. Observation of regulations around punctuality and attendance as set out in the student handbook
2. Adhering to the set assessment deadlines, and demonstrating a mature and organised approach to time management
3. Correct attribution of any borrowed materials or ideas – failure to observe this could lead to charges of plagiarism or copyright infringement (see General Regulations for Students) which can have very serious consequences
4. Respect for your fellow students, staff, and members of the public with whom you come into contact during your time at UCF. Any offensive statements referring to the race, colour,

gender, religion, sexual orientation or age of anyone you come into contact with during your time at UCF will not be tolerated, and will be dealt with through formal disciplinary processes.

5. Communicating professionally and politely with members of the course team, your peers and industry contacts. You should adopt the tone appropriate for the varying contexts in which you will be required to communicate throughout your time as a student.

6. Actively participate in the PDP (personal development planning) process familiar to the programme (outlined in the student handbook)

7. Maintaining the good reputation of the programme amongst our global industry contacts and friends by observing the above points whenever you are interfacing with the public both inside and outside the College.

8. Perpetuating and maintaining excellent relationships with the wider local community outside of the College. UCF is an important part of the local community and economy, and students should strive to maintain the college's reputation by respecting and contributing to the local community.