

Programme Specification for BA (Hons) Creative & Professional Writing.

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Creative & Professional Writing
6.	Pathways available	Joint, minor
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full-time and part-time, some modules will be offered in the evening
9.	UCAS Code	Creative & Professional Writing and Creative Digital Media BA (Joint Honours) WP38 BA/CPWCDM Creative & Professional Writing and English Language BA (Joint Honours) WQ83 BA/CPWEL Creative & Professional Writing and English Literature BA (Joint Honours) WQ82 BA/CPEL Creative & Professional Writing and History BA (Joint Honours) WV81 BA/CPWH Creative & Professional Writing and Illustration BA (Joint Honours) WW82 BA/CPWI Creative & Professional Writing and Screenwriting BA (Joint Honours) W990
10.	Subject Benchmark statement and/or professional body statement	English (2007); Creative Writing Benchmark Statement issued by the National Association of Writers in Education (NAWE) Higher Education Committee, October 2008 (www.nawe.co.uk/writing-in-education/writing-at-university/research.html) The NAWE Benchmark Statement makes extensive use of QAA Benchmark Statements for Art and Design, Drama and Performance, and English and AWP Hallmarks.
11.	Date of Programme Specification preparation/revision	August 2013 March 2014 – recoding of ELAN3005 to CPWT3002 and change of status to optional. April 2014 – JOIN coded modules added to Level 6 JH options August 2014 – recoded module CPWT3001 as CPWT3003 and CPWT3002 as CPWT3004. August 2014 and October 2014 – regulations amended. CPWT April 2015 – CPWT3000 status corrected. June 2015 – New modules added: CPWT1003, CPWT3005, and ENGL1104. June 2016 – Change of title to CPWT1003. Section 9 updated.

12. Educational aims of the programme

The course will provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets, and an understanding of how writers make a living. In combination with the permitted joint degree subjects, the course aims to equip students with a range of transferable skills all of which may be generally relevant to future employers, and some of which will be specifically relevant to employers within the wide variety of professions open to those with writing skills. In combination with a joint degree in English Literature or English Language, it will provide a qualification for aspiring teachers to progress to a teaching qualification such as the Secondary PGCE in English and with the potential to deliver the new A level in Writing.

The course aims:

1. to provide a balanced, stimulating and academically sound education in the field of creative and professional writing;
2. to introduce students to speculative and reflective approaches to writing and reading;
3. to develop students' writing skills, critical thinking and engagement with the intellectual issues informing the discipline of writing as well as developing research into writing within a supportive and responsive environment;
4. to introduce students to a wide range of writing techniques and formats to encourage them to expand their thinking about the possibilities and challenges of writing (for example, aesthetic, cultural, or political);
5. to develop professional writing practice and the formal study of writing skills and give academic accreditation for students' own creative writing;
6. to develop publishable writing skills in one or more forms and an ability to learn from established practitioners;
7. to provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets, and an understanding of how writers make a living;
8. to equip students with a range of transferable skills specifically relevant to employers within the wide variety of professions open to those with writing skills, and for aspiring teachers of writing to progress to a formal teaching qualification.

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

Knowledge and understanding

On successful completion of the course, students will be able to:

- understand writing processes in creative and professional contexts;
- develop research skills for accessing the resources for writing and developing a consideration of audiences;
- write for different audiences and media, displaying effective technical skills in writing;
- critique relevant social, historical, theoretical and artistic frameworks for a variety of published texts (fiction, creative non-fiction, feature writing, life writing for example);
- significantly extend their reading experience and become sophisticated readers of existing texts and of their own work, adopting practices of intensive writing and revision in their own writing;
- recognise critical terminology and theoretical positions such as will inform the personal practice of interpretation and creative practice;
- position their own, and others', practice and output within an appropriate critical discourse and contextual framework;
- reflect constructively on their own, and others', processes and products and give and receive constructive feedback;

- develop a substantial writing project of academic weight and validity;
- have an awareness of writing and publishing contexts, opportunities and audiences in the wider world, and be able to submit work for publication, career plan and apply learning to work experience opportunities.

Cognitive and intellectual skills

On successful completion of the course, students will be able to:

- recognise the interactive relationship between producer, mediator and audience;
- employ critical thinking within the subject paradigm, encompassing close reading of texts, positioning practice and output within an appropriate critical discourse and contextual framework;
- contextualise and interrogate primary and secondary evidence;
- be creative and develop an aesthetic sensibility;
- foster intellectual enquiry and appreciate diversity;
- demonstrate independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations.

Transferable/key skills

On successful completion of the course, students will have developed:

- high-level written and oral communication skills;
- the ability to provide and receive constructive feedback on writing and research tasks with tutors and peers and selectively to apply such feedback to revisions of their own work;
- the ability to express and defend their opinions, and participate in debates;
- time management, project management and planning skills (for example towards publication of a magazine or setting up a website);
- the ability to write to a specific brief (for example of genre or publisher's conventions) and the practice of writing, revision and editing;
- the ability to contextualise and interrogate primary and secondary evidence and critically evaluate theoretical concepts;
- skills in research and analysis, involving the location, collation and evaluation of materials;
- the ability to deploy and accurately employ the citation of relevant data in written and electronic form, and include it within a conceptual framework;
- independence in organising learning that enables the prioritising and planning of private study time;
- group, team working and social skills;
- information skills to select and employ communication and information technologies;
- career progression planning skills.

Examples of learning, teaching and assessment methods used:

The predominant teaching method is the in-class workshop format; this provides significant opportunities for tutor and peer feedback on writing tasks. Additionally there will be formal lectures, guest speakers and readings. Some learning will take place through small group work, particularly for group planning discussions and project work. Other learning methods include individual and group tutorial activities and on-line e-learning opportunities. Students will conduct independent individual research. The predominant form of assessment is the portfolio containing a selection of creative/professional pieces produced to a specific brief and accompanied by critical, reflective or contextualising work such as a writing journal. In addition there will be essays, presentations, on-line writing, submissions to publishers and reports and, finally, the

extended writing project. There are formative assessment opportunities in every module, with opportunities for practising a variety of writing tasks.

14. Assessment Strategy

The Creative & Professional Writing course offers diverse assessment experiences, enabling students to develop and demonstrate a wide range of skills but especially focusing on the practice and revision of writing in a range of formats.

The course offers modules that are designed to enable students to gain experience of genres from poetry, short-fiction and hypertexts to professional writing and non-fiction. Within these genres some elements will be consistent – for example, the ability to generate unique and specific imagery and characters – whilst other elements may be specific to the genre (for example, the ability to generate writing suitable for particular publishing markets). Assessments for each module are designed to ensure that students can meet its specific learning outcomes. The assessment diets of 30 credit mandatory modules at levels 4, 5 and 6 ensure the opportunity for the overall learning outcomes of the course to be achieved.

Word counts for many genres to be studied, from poetry to professional writing, will inevitably be dictated by form – but in every case, word counts will be adjusted to ensure that the student's effort in crafting the piece of work is equivalent to the amount of effort demanded by similar modules outside this subject area. Thus, in common with other writing programmes across Higher Education, a portfolio of twenty poems, of at least twenty lines, together with a 500 word introduction that articulates clearly the theme addressed within the portfolio, is equal to a 2,000 word essay.

Formative assessment opportunities (which do not receive a grade) are provided in every module. Summative assessment is entirely by coursework.

Assessments are carefully devised to provide students with the opportunities to acquire, practise and improve skills. Assessments develop from shorter and more guided assessment at Level 4 towards longer pieces at Level 6. For 15 credit optional modules there is a maximum requirement of 2,000 words or equivalent, at Level 4, 2,500 words or equivalent at Level 5, and 3,000 or equivalent words at Level 6.

In the third year each student will undertake an extended research project with a maximum word count of 8,000 words or equivalent. Students are allocated a supervisor/mentor for one-to-one tutorial support throughout the development of the project, through individual appointments, to a maximum of total of 4 hours.

Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions, where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

Assessment is carried out through a variety of formats designed to serve the module concerned, with an emphasis on revision of writing tasks but including, for example, seminar presentations, research or a writing portfolio.

Opportunities for formative feedback are provided within each module. Feedback on formal, graded, summative assessments is given electronically via the student's SOLE (Student Online Learning Environment) page, with additional comments annotated on the written assignment. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 20 working days. The detailed assessment policy is available to students in the subject handbook.

15. Programme structures and requirements

The course is available to study in full and part-time modes. Students may only take this course as a Joint Pathway in year one, when students take two courses equally weighted. There is also a Major/Minor where Creative & Professional Writing can be taken as the Minor component at Levels 5 and 6.

Award map

Course Title: Creative & Professional Writing	Year of entry: 2016/17
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Joint Hons		
CPWT1000	Introduction to Writing	30	M	None	None
CPWT1001	Life Writing	15	O	None	None
CPWT1002	Writing Poetry	15	O	None	None
CPWT1003	Inspiration for Writers	15	O	None	None
ENGL1007	Creativity in Women's Writing: Difference in View	15	O	None	None
ENGL1104	Early Modern English Literature	15	O	None	None
JOUR1005	Introduction to Feature Writing	15	O	None	None

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include CPWT1000 (30 credits).

Level 5						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			JH	Min		
CPWT2000	Writer as Researcher	30	M	O	None	None
CPWT2001	Environmental Writing	15	O	O	None	None
CPWT2002	Writing for Children	15	O	O	None	None
JOUR2009	Intermediate Feature Writing	15	O	O	None	None
DRAM2211	Playwriting	15	O	O	None	None

Joint, Major and Minor Honours Requirements at Level 5

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

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include CPWT2000 (30 credits).

Minor Pathway Requirements at Level 5

Minor pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			JH	Min		
CPWT3000	Extended Writing Project	30	O	N/A	None	None
CPWT3003	Career and Project Module	15	O	O	None	None
CPWT3004	Hypertexts – Creative Writing in a Digital Culture	15	O	O	None	None
CPWT3005	New Nature Writing	15	O	O	None	None
DRAM3211	Writing for Performance	15	O	O	None	None

Joint, Major and Minor Honours Requirements at Level 6

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

Joint Pathway Requirements at Level 6

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

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

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

Credit requirements for awards involving two subjects

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

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

16. QAA and professional academic standards and quality

The course meets the English (2007); Creative Writing Benchmark Statement issued by the National Association of Writers in Education (NAWE) Higher Education Committee, October 2008 www.nawe.co.uk/writing-in-education/writing-at-university/research.html and also takes account of the QAA Quality Code. It is located at Level 6 of the [Framework for Higher Education Qualifications \(FHEQ\)](#)

17. Support for students

The Creative & Professional Writing course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition into University life is assisted by an initial induction programme as part of the English subject area Induction. During this initial Induction Week, and in the first part of the course, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services, for example the Hive (library) and IT facilities, Media Services, the Careers and the Counselling Service. There are opportunities for wider engagement through the Institute of Humanities & Creative Arts (IHCA) Freshers' Party in Induction Week as well as a range of Student Union events.

Students of Creative & Professional Writing will additionally attend an intensive blocked writing experience over the weekend between the end of Induction and the first week of scheduled teaching.

The Institute carefully monitors the attendance of students, especially in the first year. First year students are supported through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 and 14:00. Additional on-line support (within 24 hours) is available through email and Facebook all year round.

All students are additionally allocated a personal Academic Tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. The academic staff directly teaching students on modules offer further support through one to one and small group tutorials; they provide students with clear indications of when they will be available to see students either on their office doors, via email or in module outlines.

All modules are supported through the virtual learning environment accessed through Blackboard. A detailed Course Handbook is provided and available through the specific Blackboard site where all additional course information and announcements, for example work placement opportunities, are posted.

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

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

18. Admissions

Admissions Policy

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

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

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

Admissions procedures

Full-time applicants apply through UCAS.

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

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

Admissions/selection criteria

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

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Creative & Professional Writing course sits within the English subject area of the Division of English, Journalism & Cultural Studies and is committed to a combination of formal and informal methods of quality assurance and enhancement and operates within the University and Institute's robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- external Examiners' reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including module evaluation reports and the National Student Survey statistics

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course, to respond to student feedback, and to further support the student experience.

The specific processes of evaluation mechanisms are:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The Committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors; all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities & Creative Arts (IHCA) Quality Committee, Course Leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space in which students can provide feedback to the External Examiner.

The English team benefits from a strong culture of engagement in teaching and learning within the Institute. The Course Leader sits on the Institute's Learning and Teaching Committee; discussions here and within course team meetings and at Institute 'away days' explore ways of enhancing the student experience.

The Course Team participates in a range of Course, Institute, University and external activities aimed at enhancing the quality and standards of student learning; these include:

- University Teaching and Learning Conferences and staff development workshops provided by ADPU (Academic Development and Practice Unit).
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester.
- Support for undertaking a postgraduate teaching qualification or a Higher Education Authority (HEA) Fellowship application.
- Dedicated training of hourly paid lecturers.
- A Peer Learning through Observation scheme.
- Attendance and participation at academic conferences and HEA events.
- An active research culture including seminars, symposia and conferences held at the University.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

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

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

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

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

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

21. Indicators of quality and standards

- The course is new, commencing in September 2013, but has developed out of existing provision in English studies. Both English Literature and English Language have received commendations from External Examiners consistently, the following being examples of recent comments:
“A challenging educational experience to which students respond positively and enthusiastically”; “strengths of the current cohort of students appear to be engagement and enthusiasm with the course. For example, students showed a good range of different approaches to the hypertext assessment, and students demonstrated a high level of professionalism and pedagogical insight. The work submitted by high-achieving students was a delight to read and the course team is to be commended for instilling such high academic standards.”
- The English Studies area was subject to a rigorous 5 year Periodic Review in May 2012 when the courses were endorsed as sound in quality and standards.
- The English Subject Area courses have consistently been rated at over 90% student satisfaction rates in the National Student Survey (for the last 3 years) and 75% of students are recorded as in work or further study 6 months after graduation.
- The University underwent a QAA Institutional Audit in March 2011. The Audit confirmed that confidence can be placed in the soundness of the institution’s current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach that supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution’s commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Preparing students for employment

In Induction, at Levels 4 & 5 through the mandatory modules, and at level 6 through individual tutorials, students engage in specific activities in order to recognise the generic skills which are developed through the curriculum. This is structured and systematic. In several optional modules it is the practice for learning logs and journals to be part of the assessment strategy.

Many English Studies students become University Student Ambassadors and our students are strongly encouraged to take up a range of opportunities provided both within and outside the University, for example, as StARs, research assistants, classroom reading assistants and to apply for the Worcester Award.

Three ‘Worcester Weeks’ in each academic year provide the opportunity for dedicated academic tutoring sessions when students are able to discuss their career aspirations, and each year, the Institute ‘Careers Fest’ brings visiting speakers from a range of employment sectors as well as specific guidance for progressing to teaching.

Graduate destinations

The course will provide a foundation for students who are interested in developing writing as a profession, for example in the creative industries and/or commercial markets and an understanding of how writers make a living. In combination with the permitted joint degree subjects, the course aims to equip students with a range of transferable skills all of which may be generally relevant to future employers, and some of which will be specifically relevant to employers within the wide variety of professions open to those with writing skills. In combination with a joint degree in English Literature or English Language, it will provide a

qualification for aspiring teachers to progress to a teaching qualification such as the Secondary PGCE in English, and the capacity to deliver the new A level in Writing.

Graduates may choose to continue academic studies by doing an MA in Writing, with potential to move on to a PhD. Graduates may opt for postgraduate study that applies their writing specialism to marketing, business, librarianship, publishing and journalism.

Student employability

Student careers education is supported through the active participation of the University's Careers Service, staff of which attend designated mandatory modules and Worcester Weeks. This support includes CV writing and interview techniques. Information and guidance on opportunities is available on the course Blackboard page and through individual appointments with Careers Advisers. Throughout the degree, and especially in the third year Careers module, a great deal of emphasis is given to the preparation of students for their progression.

Links with employers

Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The English subject team has developed partnerships with local literary festivals (Ledbury, Worcester) who offer internships to students on a competitive basis. The course also works in partnership with Writing West Midlands which supports a range of opportunities for writing students in the region each year as well as work placement opportunities. All students have the opportunity of undertaking a Careers/work project module at Level 6. Students from the English subject area have undertaken a range of placements, for example in schools, in University departments, in libraries and local independent companies, and in literary festivals to date.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, and the learning and assessment methods of each module can be found in the module outlines and the Course Handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).