



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Creative Writing

Final Award: **Master of Arts (MA)**

With Exit Awards at:

Master of Arts (MA)

Postgraduate Certificate (PG Cert)

Postgraduate Diploma (PG Dip)

To be delivered from:

Level	Date
Masters or Master of Arts (MA)	2017-18
Masters or Postgraduate Certificate (PG Cert)	2017-18
Masters or Postgraduate Diploma (PG Dip)	2017-18

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Master of Arts (MA)
Programme Title:	Creative Writing
Exit Awards and Titles	Master of Arts (MA) Postgraduate Certificate (PG Cert) Postgraduate Diploma (PG Dip)
Subject(s)	English
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of English & Journalism
Programme Leader	Phil Redpath (PRedpath)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2017-18

3. Programme Description

3.1 Overview

3.2 Aims and Objectives

The MA in Creative Writing aims to provide students with the opportunity to practise two or more specific genres of English literature, to publish themselves electronically, and to write an extended piece of creative literature. At the same time, students will also have the opportunity to read and study contemporary literature, that is, English literature published after 2000, to be made thoroughly aware of what constitutes creative writing today.

The intellectual, economic and political life of our society depends upon a use of language which is both critical and creative. Students of English should develop powers of analysis and communication that help them to develop as individuals, as responsible contributors to organisations, and as articulate members of a democratic society. Engaging in the creative process, especially a process that is language-based, will thus facilitate students in the development of analytical and social skills. It is principally in and through language that most people deal with the world and each other, and English-based studies represent the widest and most sustained examination of how people use language to make sense of the world and to relate to each other. Given the priority afforded to language within so many disciplines today, personal development might be argued to be founded on our ability to use and manipulate language. Hence writing and the capacity to express oneself creatively should enhance one's opportunities to develop at a personal level. The twentieth-century revolution in communications has made the study of English not less but more important. Writing is still the basis of the modern mass media. Creative writers not only manipulate and engage with, they also contribute to the store of narratives and myths upon which representation and understanding of individuals, society and the world are founded. Electronic publishing has meant that access to this store of social myth and representation has expanded exponentially. The MA in Creative Writing is designed to accommodate all of these aspects of the philosophy of English studies at the University of Lincoln.

Students on the BA Hons in English programme have the opportunity of undertaking two creative writing modules at level 2: 'The Creative Process' and 'Writing Portfolio'. These modules are introductory in nature intended solely to get students engaged in writing creatively and producing a short portfolio of their own work. Students may opt to undertake a creative writing dissertation at level 3. The MA in Creative Writing aims to provide students with a deeper experience of writing creatively at the beginning of the twenty-first century by:

- allowing students to avail themselves of the new technologies of writing;
- giving students the opportunity to put themselves before the public by using these technologies;
- immersing themselves in contemporary English literature; this may inform them of the current 'state of play' in an area that in terms of form, subject, and its impact and demands upon the reader is constantly changing.

The MA in Creative Writing is distinctive in that it will run two creative modules alongside two skills-based modules. The general aims of the core modules – 'Production and Creativity' and 'Production and Publication' – will be to complement and supplement each other. Skills and techniques learnt on one module should inform practice in the other. The general aims of these core modules are to:

- keep the course flexible and open to adaptation to the individual needs of the students;

- help students develop a sense of form in whatever writing they wish to pursue;
- stimulate students' creativity and awareness of language;
- introduce students to some of the new technologies which may be relevant to their own writing;
- introduce students to the practical elements of the writing life: editing, publishing, promotion, reading aloud

One of the core modules, 'Production and Creativity', will ask students to work in a minimum of two genres so that they may experiment with form and content not only in a genre in which they prefer to practise, but also away from their 'comfort zone'. Their aim will be to work towards the compilation of a portfolio of their writing which will also include a reflexive analysis and self-evaluation of not just the finished piece(s) but of the entire process of work in progress. In the portfolio students will also be required to include all drafts and ideas for each piece of writing from inception, through redrafting and editing, to completed piece. This will allow students and tutors to engage in and discuss the techniques of editing and rewriting that are fundamental to working towards a completed piece of creative work. It also means that students will be assessed not only on the criteria of finished product, but also on the process by which this reached completion, thus requiring them to be appropriately self-reflexive.

The other core module, 'Production and Publication', will introduce and familiarise students with the new technological resources that are now available to creative writers in order to put their work in the public domain. Students will have the opportunity to learn about the new media technologies and how to use them as an adjunct of the creative process. They will also be shown the art of self-publicising their work on these new media. This constitutes a very different practice for writers who have merely used the new media as a means of word-processing and then printing off their work in a completed paper form. The new technologies mean that writers can enter a forum of not just publication, but also a realm of debate regarding their work. This constitutes a potential massive expansion of the audience for their writing. To support these modules there will be regular visits (9 in 2015-16) of people engaged in the writing industry which might include writers, editors, agents and publishers. 'English Now' comprises two modules - one focused on poetry and drama, the other on life-writing and fiction - that will be concerned with developing specific skills needed by a creative writer. Here, rather than be given complete creative freedom, students will be assigned specific tasks designed to encourage skills such as creating character, constructing dialogue, adapting from one genre to another, writing within generic conventions. Always, in all of the modules, stress will be placed on the importance of drafting, rewriting and editing.

These four modules should prepare students for the final part of their programme, the dissertation. The genre within which the student wishes to work will be left to the student's personal choice. The student will work with a supervisor during the entire creative process. The dissertation will be an extended piece or pieces within a specific genre of writing, either poetry, script or fiction, which will be submitted with an appropriate synopsis. A critical reflective commentary of 2000 words will also be submitted alongside the creative work. For fiction-based dissertations, a minimum of 13000 words should be submitted; for poetry, the submission of 35 pages of poetry will be required.

The coherence of this programme is achieved by the progressive development of the student's autonomy as a creative practitioner informed by contemporary contexts. The progression from portfolio, through new media technologies, to extended piece in the dissertation (which might utilise those technologies) should allow both tutors and students to track development in terms of technique and a growing responsiveness to language. It should also allow students to develop a greater awareness of the potentialities of their chosen forms and genres.

Internal contexts

The MA in Creative Writing is a logical development from the existing undergraduate provision, particularly in view of the university's determination to raise the status of research and scholarship within the institution. English was inaugurated as a Single Honours degree at Lincoln in 2000 and the undergraduate programme was revised in 2005 and 2008. English has grown steadily since its inception and is a successful and popular course. It is now the largest programme in the Department of Humanities and currently recruits around 90 FTE students each year: the course can be considered to be well established at Lincoln.

Within the undergraduate English programme students are able to undertake creative writing modules at level 2. This has in the past been a double semester module, but from 2008 it will operate as two single semester modules. This module has become increasingly popular and successful. Currently over fifty students are undertaking the Creative Writing module and many go on to write a creative dissertation at level 3. Indeed, so successful and popular has this level 2 module become, that almost thirty per cent of level 2 students have opted to write a creative dissertation in 2015-16. The MA in Creative Writing is a response to the popularity of the writing modules at undergraduate level and to the calls for some creative writing provision at postgraduate level from many of these students.

At level 2 students produce a portfolio of work accompanied by drafts and edits and a reflexive log. At level 3 students produce an 8000-word piece(s) of writing accompanied by a 2000-word critical essay. The MA programme will therefore constitute a 'next step' in a student's career as a creative writer involving as it does publication, new media technologies and an extensive and sustained piece of work.

Several graduates from this university who have undertaken the level 2 writing modules and written a creative dissertation at level 3 have gone on to other institutions to take up postgraduate degrees in creative writing, whilst several current level 3 students have expressed keen interest in the MA in Creative Writing at Lincoln. It is thus both a logical and reasonable development that English should play to its strengths and initiate its own Creative Writing postgraduate programme.

The programme is taught by Dr Philip Redpath, who currently runs and teaches on the undergraduate writing modules as well as supervising level 3 creative dissertations. He is a novelist and poet and, following a sabbatical, has recently completed his third novel. It is also taught by Michael Blackburn who has run the Faculty's Writing Centre for several years, has contributed to the undergraduate writing programme, has published nine volumes of poetry, has had art utilising the new media technologies publicly exhibited, and is a Fellow of the Royal Society of Arts. The third tutor on the programme is Dr Sarah Stovell who has published four novels and has recently completed her fifth. As envisaged, external contributors to the programme will be invited in each semester.

The proposed development is in accordance with the Faculty's strategic plan, which seeks to expand postgraduate provision. A suite of Masters programmes has been developed within the Faculty, including Journalism, Media and Cultural Studies, Historical Studies, and English Studies. The English team is confident that an MA in Creative Writing will recruit well in this company.

External contexts

The MA in Creative Writing responds to the growth in numbers at undergraduate level on the English programme. Between 2000 and 2005, students studying single honours English at Lincoln rose from under 30 to 64, an increase of some twenty per cent higher than the national average. Figures derived from HESA confirm that the rise in undergraduate numbers nationally is matched by an increasing demand for postgraduate qualifications. The MA in Creative Writing also responds to the successful launch and running of the MA in English Studies at Lincoln.

There is a strong local demand for postgraduate programmes – indeed, many students who have undertaken a postgraduate English degree at Lincoln are local. Given the numbers opting to do creative writing at undergraduate level, there is every reason to assume that a postgraduate programme would recruit from a strong local base as well. In fact, such is the demand that applications are already arriving for places on the MA in Creative Writing. It is to be expected that several of those graduates who have gone on to pursue creative writing courses at other institutions would have remained at Lincoln had such a postgraduate programme been on offer.

There are several creative writing groups in Lincoln and the surrounding area, and it is to be expected that some members of such groups might wish to enrol on a postgraduate degree to widen their skills, techniques and practice as well as to have contact with a network of creative writers. Lincoln has a considerable hinterland which should make it convenient and attractive as a centre for postgraduate study.

The programme is suitable for those wishing to take a Masters as a qualification in itself as well as offering a platform for those wishing to move on to a doctorate. The programme will also be attractive to individuals aiming to initiate or advance their careers in other areas. The subject knowledge and skills developed in creative writing and English are directly relevant to the communication, media and culture industries which are increasingly important in the economy. The transferable skills enhanced by the programme in areas such as writing, communication, self-organisation, and independent research also equip students for a variety of career opportunities in both the public and the private sectors. Most obviously, it equips those students hoping to embark on a career as a writer by allowing them to practise their craft in a responsive environment.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 An appreciation and critical understanding of the complexity and fundamental importance of language as a medium between our individual private lives and the external world
- 2 The ability to use language in a creative and coherent manner distinct from everyday discourse as an effective means of such mediation
- 3 A responsiveness to the capacities of creative writing for making sense of our lives
- 4 An awareness of the capacity of creative writing to challenge accepted representations of the world in both form and content and knowledge of how to undertake/provoke this challenge
- 5 An understanding of the potentialities opened up to the creative writer by new media technologies
- 6 A knowledge of the creative process from inception to completion
- 7 An understanding of the ‘technical’ dimensions of writing such as the role of agents, editors, publishers, etc
- 8 An appreciation and critical understanding of a wide range of contemporary literary texts in different genres and from different cultural traditions, and especially of their distinctive formal characteristics and thematic concerns
- 9 A critical understanding of current theoretical approaches to the study of literature and its role in the elucidation of creative texts
- 10 An awareness of the ways in which critical theory and creative writing reflect upon one another in terms of practice
- 11 Awareness of debate on the nature of literature and linguistic creativity.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 12 Employ a deepened knowledge of the creative process from inception to conclusion
- 13 Demonstrate skills of effective communication
- 14 Demonstrate scholarly practice and research skills appropriate to the study of literature
- 15 Demonstrate critical skills of a high order in the close reading and analysis of texts
- 16 Demonstrate insight into the effective use and creative possibilities of language

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 17 Engage in the creative process and produce writing of a high calibre
- 18 Use language effectively as a medium between individual vision and the world
- 19 Use language and its generic literary forms as a means of making sense of individual experience
- 20 Use language in its generic literary forms as a way of challenging established versions of the individual and the world
- 21 Utilise editorial skills towards a publishable standard
- 22 Demonstrate the value of drafting and redrafting with the aim of producing a finished piece of work of publishable standard

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 23 Use and manipulate language effectively
- 24 Write imaginatively and entertainingly
- 25 Plan and manage projects
- 26 Utilise IT, time-management organisational skills
- 27 Communicate complex ideas clearly and effectively in writing and orally
- 28 Develop arguments with cogency, clarity and coherence

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategy adopted within the MA in Creative Writing at Lincoln is designed to be appropriate to a postgraduate programme in this subject. It will comprise seminars, workshops and individual tutorials. There will also be guest speakers.

The seminar/workshop design of the course will provide students with the time and space in which to write creatively, read their work before an audience of peers, and gain feedback and comment. 'Learning' to write creatively comes about through two activities: (1) by practising the skill of writing creatively; (2) by reading widely in what other creative writers have written. The former should be enabled by the core modules 'Production and Creativity' and 'Production and Publication' whilst the latter can be facilitated by the 'English Now' strand.

Individual tutorial sessions will provide students with the opportunity to speak and discuss work on a one-to-one basis with practising and published writers. Students will also have the opportunity to discuss further and related issues with visiting speakers.

'Production and Creativity' and 'Production and Publication' will each comprise 5 x 3-hour seminar/workshops, ie. 60 hours per module in the two semesters in which the modules are delivered. Since both modules will run concurrently, full-time students will have a total of 10 sessions per semester. 'English Now' comprises 10 x 2-hour seminars per semester and will thus complement the creative writing modules. The points total for the writing modules is 30 per module and that for 'English Now' is 60, making a combined 120 points.

The creative modules will be run by Dr Philip Redpath, Dr Sarah Stovell and Michael Blackburn and will be organised around their individual expertise. Dr Redpath will take principal responsibility of the script elements of the programme, Dr Stovell will oversee fiction, and Michael Blackburn will organise and run the poetry and media technology sessions. As both creative modules run in both semesters, tutors will be working with students across semesters A and B in order to provide coherence and continuity. Supervision of dissertations will be dependent upon individual student choice.

'The English Now' strand will emphasise the development of specific skills and give students the opportunity to put these skills into practice. The 2006 validation document for the MA in English Studies contained this statement: "It is hoped that it will be possible to resource visiting speakers, particularly of contemporary writers for 'English Now'." Clearly, the objective of inviting guest speakers on to the creative writing modules will complement this earlier design for all English postgraduate students at Lincoln.

Regular MA course meetings will be held to monitor the programme's operation and enhance communication between staff and students. Following the MA in English Studies programme, it is envisaged that the Creative Writing programme will run during the day.

5.2. Assessment Strategy

The assessment strategy adopted within the MA in Creative Writing reflects the particular characteristics of the programme.

A variety of assessment modes will be employed in order to meet with learning outcomes and to

engage with the distinctive features of the degree. Different skills will be called for when students are working on two or more genred portfolios to those asked for when working with new media technologies, and these are both different from the skills required when working on sustained single genre pieces of writing. The 'English Now' strand will demand a more practical approach to creative writing that will hone students' abilities to edit, rewrite and work within specific genres. However, throughout the programme there is increasing emphasis on self-direction and self-responsibility.

Assessments in the 'Production and Creativity' and 'Production and Publication' modules differs substantially from each other in that students will be asked to produce very different forms of work which will entail entirely different writing practices. In 'Production and Creativity' students will be asked to produce a portfolio of writing within two or more genres that will include original ideas, drafts, and edits through to completion. This will be accompanied by a reflection on their creative practice. In 'Production and Publication' students will be asked to produce a 30-page piece(s) of work to be published in print and electronic formats. Students will be taught how to use the new media technology and how to utilise it with their work. Two very different media and forms are therefore required in these modules. All creative writing students should produce a dissertation. These assessments are designed to make the demands of the MA significantly different to the assessment tasks asked of students on the undergraduate modules in creative writing.

6. Programme Structure

The total number of credit points required for the achievement of Master of Arts (MA) is 60.

The total number of credit points required for the achievement of Postgraduate Certificate (PG Cert) is 120.

The total number of credit points required for the achievement of Postgraduate Diploma (PG Dip) is 180.

Masters

Title	Credit Rating	Core / Optional
English Now: Poetry and Drama (Creative Writing) 2017-18	30	Core
English Now: Fiction and Life Writing (Creative Writing) 2017-18	30	Core
Production and Creativity 2017-18	30	Core
Production and Publication 2017-18	30	Core
Dissertation - Creative Writing 2017-18	60	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Masters

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Dissertation - Creative Writing 2017-18	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
English Now: Fiction and Life Writing (Creative Writing) 2017-18	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
English Now: Poetry and Drama (Creative Writing) 2017-18	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Production and Creativity 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Production and Publication 2017-18		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Dissertation - Creative Writing 2017-18	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Now: Fiction and Life Writing (Creative Writing) 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
English Now: Poetry and Drama (Creative Writing) 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Production and Creativity 2017-18					<input checked="" type="checkbox"/>							
Production and Publication 2017-18	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	PO25	PO26	PO27	PO28
Dissertation - Creative Writing 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Now: Fiction and Life Writing (Creative Writing) 2017-18	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Now: Poetry and Drama (Creative Writing) 2017-18	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Production and Creativity 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Production and Publication 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Masters

	01	02	03	04	05	06	07	08	09	10	11	12
Dissertation - Creative Writing 2017-18												
English Now: Fiction and Life Writing (Creative Writing) 2017-18												
English Now: Poetry and Drama (Creative Writing) 2017-18							50					
Production and Creativity 2017-18												
Production and Publication 2017-18												
	13	14	15	16	17	18	19	20	21	22	23	24
Dissertation - Creative Writing 2017-18												
English Now: Fiction and Life Writing (Creative Writing) 2017-18									50			
English Now: Poetry and Drama (Creative Writing) 2017-18	50											
Production and Creativity 2017-18				100								
Production and Publication 2017-18												
	25	26	27	28	29	30	31	32	33	34	35	36
Dissertation - Creative Writing 2017-18												
English Now: Fiction and Life Writing (Creative Writing) 2017-18			50									
English Now: Poetry and Drama (Creative Writing) 2017-18												
Production and Creativity 2017-18												
Production and Publication 2017-18				100								

	37	38	39	40	41	42	43	44	45	46	47	48
Dissertation - Creative Writing 2017-18					100							
English Now: Fiction and Life Writing (Creative Writing) 2017-18												
English Now: Poetry and Drama (Creative Writing) 2017-18												
Production and Creativity 2017-18												
Production and Publication 2017-18												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Dissertation - Creative Writing 2017-18												
English Now: Fiction and Life Writing (Creative Writing) 2017-18												
English Now: Poetry and Drama (Creative Writing) 2017-18												
Production and Creativity 2017-18												
Production and Publication 2017-18												

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									
				Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									

Subject Specific Intellectual Skills

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO12									
PO13									
PO14									
PO15									
PO16									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO12						
PO13						
PO14						
PO15						
PO16						

Subject Specific Practical Skills

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO17						
PO18						
PO19						
PO20						

PO21									
PO22									

Transferable Skills and Attributes

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO23						
PO24						
PO25						
PO26						
PO27						
PO28						

Appendix IV: Benchmark Benchmark Statement(s)

Eng01 - *This is the minimum requirement that should be reached by honours graduates.*

Eng02 - *Graduates who have studied English as a significant component of their degree will be able to demonstrate their knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above.*

Eng03 - *Their knowledge will include awareness of the different ideas and values represented in and through literature and language and of how different critical and creative approaches to them are themselves productive of knowledge.*

Eng04 - *Graduates in English will be able to demonstrate powers of textual analysis and critical argument and will display competence in written English, and in oral expression...*

Eng05 - *They will be able to consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts.*

Eng06 - *They will be able to conduct research through self-formulated questions and tasks, supported by the gathering of relevant information and organised lines of enquiry, resulting in a sustained piece or pieces of work.*

Eng07 - *This is the level of attainment reached by the typical student whose results fall into the main cluster.*

Eng08 - *Typical honours graduates who have studied English as a significant component of their degree will be able to demonstrate a wide knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above and an ability to...*

Eng09 - *Their knowledge will incorporate the ability to interpret different ideas and values represented in and through language and literature. They will be able to recognise and articulate the ways in which these different approaches generate knowledge.*

Eng10 - *They will be able to demonstrate confident analytic skills together with powers of textual analysis and fluent critical argument. They will have developed an effective command of written English together with a wide-ranging and accurate vocabulary.*

Eng11 - *They will show an informed awareness of historical and cultural differences and of the affective power of language to shape meaning.*

Eng12 - *They will be able to engage in critical debate with views other than their own, show independence of thought, and exercise a degree of critical judgement of their own and others' work.*

Eng13 - *They will be able to read and/or produce texts with care and precision, paying attention to the importance of verbal detail, structure and form, and of the role of the reader in the process of communication and interpretation.*

Eng14 - *They will be able to conduct research through self-formulated tasks and questions, supported by the gathering of relevant information and materials and organised lines of enquiry resulting in a piece or pieces of work of sustained imaginative and/or...*

Eng15 - *They will achieve scholarly standards of presentation and of writing accurately, clearly and effectively.*