Postgraduate Certificate in Teaching Creative Writing

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education*
3	Accreditation details	None
4	Name of final award	Postgraduate Certificate in Teaching Creative Writing
5	Programme title	[As above]
6	UCAS code	n/a
7	JACS code(s)	[All associated with the programme – max of 3]
8	Relevant QAA benchmark statement(s)	Creative Writing 2016
9	Qualifications framework level	FHEQ Level 7
10	Date specification produced	August 2022

* Cognate Faculty endorsement provided by: [Propose Faculty of Education]

This Postgraduate Certificate (PGCert) Programme in Teaching Creative Writing is part of the Institute of Continuing Education's (ICE) award-bearing programme at FHEQ level 7, offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

Educational aims

The programme aims to enable participants to:

• develop their skills as a teacher of creative writing and strategies for their intended teaching contexts;
• develop and or extend their knowledge of the theories and practices of the teaching of creative writing;
• develop their repertoire of teaching, course design and assessment methods appropriate to creative writing in their context;
• develop a reflexive and critical awareness of their own teaching practice and to transmit what they have learned from their own experience of being a writer into a classroom setting.

Learning outcomes

By the end of the Postgraduate Certificate in Teaching Creative Writing students should be able to demonstrate the following learning outcomes:

<u>Knowledge and understanding</u>

• Knowledge of recent research into the teaching and learning of creative writing;
• Understanding of appropriate methods for teaching, learning and assessment of creative writing at different levels;
• Development of appropriate personal qualities and professional attitudes, including the skills specific to the teaching of creative writing, including empathy, discretion and how to provide supportive critical feedback.

<u>Skills and Other Attributes</u>

Intellectual skills

• Ability to critically evaluate current research into teaching and learning methods;
• Ability to design a course for different needs and levels;
• Ability to critically evaluate one's own teaching style and effectiveness of syllabus design and, where appropriate, that of other practitioners.
• An awareness and appreciation of, the wider context of creativity in education settings

Practical skills

• Possession of a wide variety of practical teaching skills, including small- and large-group teaching skills, workshopping; some understanding of the nature of online support for teaching and student's guided self-reflection;
• Knowledge of assessment design appropriate to different levels;
• Ability to inspire by sharing personal and professional experience of the writing craft as a means to build students' confidence;
• Ability to create a safe and productive environment in which to learn about and share creative writing.

Other transferable skills

• Effective and independent team-working;
• Ability offer effective feedback to peers and students;
• Presentation skills;
• Awareness of the place of creativity in pedagogy
• Effective communication skills, in person and online.

Programme Overview
The programme is a nine-month, part-time M-level programme resulting in 60 FHEQ level-7 credits and a University of Cambridge award. This programme is designed with reference to the UK Professional Standards Framework (UKPSF). The course is structured around three modules, providing a core contact time of 60 hours (including structured activities on the programme's Moodle site, workshops and individual tutorials). A significant amount of independent study (c. 240 hours) in preparation for modules and between modules is assumed, including via supported self-study Modules on Moodle, and participants should expect to devote at least one day per week, on average, to their studies during the course of the programme. The programme is characterised by continuing formative feedback between peers in response to presentations and practical exercises and from the participant's tutor. The programme is assessed through a portfolio of work (10,000 words).

In terms of the teaching of creative writing, there are currently no established benchmarks for academic programm (the 2016 QAA Benchmark Statement for Creative Writing focuses does not cover this area). Such courses do exist but usually as modules within a creative writing programme. This programme aims to establish a curriculum suited to the development of an advanced pedagogical 'philosophy' for the teaching of creative writing across a wide range of teaching contexts, including in primary and secondary schools, higher education and for adult learners. It is designed to help existing teachers teach creative writing and to enable creative writers to teach, as well as to develop confidence to reflect on and evaluate participants' teaching and the formative/summative assessment of creative work.

This programme aims to provide creative writing instructors, both existing and potential, with a range of approaches towards the delivery of well-structured, effective, credible and enjoyable creative writing classes. The programme is open to educators at all levels, from primary through to HE and lifelong learning and will offer pathways appropriate to students' specialisms and expected learning contexts. Students' goals and previous teaching experience may differ widely and the course is designed to enhance students' teaching and to extend their skills and strategies relevant to a range of learning environments. Students study how to plan and devise courses, classes and exercises for the purpose of personal enrichment and to enhance other types of learning as well as teaching towards qualifications. The programme also aims to equip students with appropriate evaluative skills in order to enable them to check the effectiveness of their teaching, and to offer opportunities for professional development for those already employed in teaching creative writing.

The PG Cert in Teaching Creative Writing is, therefore, aimed at:

- published writers who wish to teach or offer writing workshops;
- existing creative writing tutors who want to improve or develop a more cohesive and defined pedagogy;
- graduates of postgraduate level Creative Writing programmes who wish to become teachers of creative writing;.
- Healthcare or industry professionals who wish to offer creative writing classes;
- professional development for qualified teachers interested in exploring the theory of teaching creative writing or who include creative exercises as part of their teaching of core subjects (eg. History or English).

Programme structure

<u>Programme Overview</u>

The PG Certificate in Teaching Creative Writing is a nine-month part-time Master's level programme resulting in 60 credits FHEQ (Framework for Higher Education Qualifications) at level 7. It is composed of three Modules, taught in a series of two-day sessions.

The programme is structured around three modules, and results in a 10,000 word portfolio of work. Each of the modules invites participants to engage in prior reading and research, class-based activities and independent, post-session work in response to key themes. Each module is designed with a focus on a different area of teaching creative writing, but each will work towards the same objective: that students will finish the module with enhanced knowledge of relevant existing pedagogical theory, acquired new practical skills for teaching/assessment/planning, and developed reflective awareness and innovation in their own teaching practice.

<u>Programme details</u>

Module One: Philosophy and Context of Teaching Creative Writing – followed by tutorial in advance of submission of formative work.

The first Module aims to situate students' own experience of, and ambitions to teach, creative writing within the history of the discipline. Students will examine different models for the teaching of creative writing, including how the subject is taught in varying international and educational contexts. This Module invites students to begin the process of reflecting on how to become, and continuing to develop as, an effective teacher of writing and, more broadly, an enabler of creative expression. Students will explore different classroom styles and teaching strategies and reflect on how their own writing experience might influence their teaching practice, including how to manage preserving a space for creativity in an assessment-heavy academic curriculum. They will also address issues of ethics, in the context of assessment and research-as-practice.

Assignment: Write an exploratory essay on some aspect of teaching creative writing.

Module Two: Course Design – followed by tutorial in advance of submission of formative work.

Module Two focuses on course design. 'Course' here is used to describe learning that may take place over a relatively short period (one class or day school for example, or a longer module or series of workshops, which may be online or face to face). Students will become familiar with the pedagogical terminology of aims, objective and learning outcomes and will reflect on how best to devise, plan and deliver a syllabus relevant to their own expertise and the interests/needs of their students. Students will also be invited to reflect on how to manage 'designing for creativity' and the pedagogical challenge of combining exploration and experimentation within the structures of a planned session. Prior to the Module, students will be asked to devise a short model writing exercise which they will 'teach' to their peers. Students will receive formative feedback on their performance and presentation of their exercise, and be encouraged to reflect on and evaluate the effectiveness of their designed activity, addressing the principles of ethical research in practice where appropriate.

Assignment: Write a course / learning activity appropriate to your level of teaching, providing a critical commentary.

Module Three: Assessment and Feedback – followed by a tutorial in advance of submission of formative work.

This Module focuses on how to assess and provide feedback on creative writing. Students will explore the contention that creative writing cannot be 'taught' and will examine examples of

criteria for the examination and assessment of creative writing. Students will be invited to reflect upon the assessment tasks suited to the courses they created during Module 2. The Module will also provide guidance and practical exercises related to best practice in the provision of feedback for creative writing. Students will be asked to provide peer feedback to each other's creative writing and to use this experience to evaluate the quality and style of their feedback. The Module will explore the difference between pedagogical feedback and editorial comment, with specific consideration for the ways in which feedback might distinguish between technical aspects of writing and broader creative concerns.

Assignment: A critical evaluation of the feedback process, using the feedback written towards another student's creative work as a starting point, or a critical evaluation of the assessment task written for the Module.

Teaching methods

The programme is delivered remotely using a combination of synchronous and asynchronous approaches. Synchronous sessions will be delivered using a platform such as Zoom. Asynchronous material will be provided through the course virtual learning environment and will allow students to engage with teaching material at a suitably convenient time.

Each Module will be taught through a combination of lecture, seminar discussion and practical writing and planning exercises. There will be set pre- and post-Module reading and small tasks delivered online via the VLE. Students will complete an assignment after each module and will receive full feedback and indication of pass/fail; they will then rework each assignment for final submission at the end of the programme. Many of the skills and much of the intellectual content of the programme is widely applicable and relevant to teachers at different levels. However, as the programme is likely to attract students who fall into three distinct groups (qualified teachers, published writers, new graduates of Creative Writing MAs), classes will be split to cover material relevant to specific learning contexts (e.g. creative writing in schools, workshopping with adult learners etc).

Assessment methods

Students are awarded a course grade on the basis of:

1. A portfolio of three summative assignments totalling 10,000 words.

Graduate employability and career destinations

This programme is designed for students with existing teaching qualifications, postgraduate qualifications in Creative Writing and/or significant publications. Graduates of this programme will leave with the necessary skills to create their own courses for delivery in adult or KS4/FE/HE learning contexts, to set up their own workshops or to 'pitch' to existing providers of creative writing courses. The transferable skills mentioned above are also relevant to a wide range of other careers. Participation in this programme does not guarantee employment at the University of Cambridge.

Management of teaching quality and standards

The teaching quality and standards of the programme will be monitored throughout by the appropriate member of academic staff, who will report annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, external examiner and other

Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via Moodle.

Quality indicators
• Systematic programme of course evaluations, requiring responses from participants and programme tutors;
• external assessor evidence (verbal and written reports);
• the programme design is such that accreditation could be sought by the Higher Education Academy at Descriptor 2 (the level at which most such UK programmes are accredited).

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually; however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: www.admin.cam.ac.uk/univ/camdata/archive.html