Programme Specification 2022-2023

POSTGRADUATE CERTIFICATE IN TEACHING CREATIVE WRITING

Awarding body	University of Cambridge
Teaching institution	University of Cambridge, Institute of Continuing Education
Accreditation details	None
Name of final award	Postgraduate Certificate
Programme title	Teaching Creative Writing
UCAS code	N/A
HECoS code(s)	*[leave blank, will be completed centrally]*
Relevant QAA benchmark statement(s)	Creative Writing
Qualifications framework level	FHEQ Level 7 part-time
Date specification produced	September 2022

* Cognate Faculty endorsement provided by Faculty of Education

The mission of the Institute of Continuing Education (ICE) is to support the University of Cambridge's promise to prioritise and enable learning throughout life and to promote the widest possible access for learners to the University. ICE uses the expertise of its staff, the collegiate University, and its wider networks to deliver a broad portfolio of research-informed world-leading qualifications. ICE delivers supportive and inclusive education and welcomes learners seeking to engage with higher education for the first time, returning after an extended break, seeking opportunities to learn later in life and looking to advance their careers.

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:

Knowledge and understanding

• 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.

Skills and Other Attributes

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 structure

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 t eaching creative writing or who include creative exercises as part of their teaching of core subjects (eg. History

Programme Overview

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.

Programme details

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.

Units, along with indicative content, are outlined below.

Teaching methods

The programme is delivered through a combination of in-person teaching sessions and asynchronous approaches provided via the course virtual learning environment. Examples of the type of teaching methods used include, but are not limited to, live and pre-recorded

lectures, seminars, group discussions, online readings, quizzes, group activities and discussion forums. Peer-to-peer learning forms an important element of course teaching.

Assessment methods

The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments.

Students are awarded a course grade on the basis of a portfolio of three summative assignments totalling 10,000 words.

Entry and/or progression requirements

Applicants are normally expected to a hold a 2i degree or higher from a UK university or an equivalent from an overseas university in a relevant subject. Applicants without this level of academic qualification may be considered as non-standard applicants if they have an appropriate level of professional experience relevant to the programme.

Applicants are expected to demonstrate proficiency in the English language and must be able to satisfy the current English Language Competence requirements of the University's Postgraduate Admissions Committee in the year in which they apply for admission to the course and outlined on the course webpage.

Student support

ICE provides all students with access to learning and welfare support via the Institute's virtual learning environment. This includes generic and subject specific learning resources and wider support services, including those focused on wellbeing.

Management of teaching quality and standards

The University ensures high standards of teaching and learning in the following ways:

- Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
- Scrutiny of the reports of External Examiners for all teaching programmes
- Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in nationally-benchmarked surveys
- Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

Graduate employability and career destinations

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.