

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA English and Creative Writing (QW38)**

**Section 1 – Introduction to your course**

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in English and Creative Writing is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The course provides progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The course contains a combination of mandatory modules to introduce you to historical periods, to the principle literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In each case the structure encourages you, in stage two and three, to develop your own interests through informed choice among specialist options. In stage three all students are required to write a dissertation and/or long essays. The course aims to produce graduates with a range of personal attributes relevant to the world beyond HE, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

*Degree course* – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

*Module* – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	April 2024	Location of study	Egham Campus
Course award and title	BA English and Creative Writing	Level of study	Undergraduate
Course code	1107	UCAS code	QW38
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	English	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a>

**Section 3 – Degree course structure**

**3.1 Mandatory module information**  
 The following table summarises the mandatory modules which students must take in each year of study

Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	EN1011	English: Thinking as a Critic	15	4	MC
1	EN1107	English: Re-orienting the Novel	30	4	MC
1	EN1112	English: Introduction to Poetry	15	4	MC
1	CW1010	Creative Writing: Introduction to Creative Writing	30	4	MNC
1	CW1020	Creative Writing: Why Write?	30	4	MNC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: ‘condonable’ or ‘non-condonable’.

In the case of mandatory ‘non-condonable’ (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory ‘condonable’ (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

**3.2 Optional modules**

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In your **second year** you must choose **English** options equal to the value of 60 credits from a list of Stage two modules offered by the Department.

Over your second and third years, you must take at least 15 credits focusing on medieval literature or literature from before 1780 (excluding Shakespeare) **plus** specified modules in the other subject.

For **Creative Writing** you must take 60 credits from:

CW2010 Playwriting (30 credits)

CW2020 Fiction (30 credits)

CW2030 Poetry (30 credits)

In your **third year** you must choose **English** options equal to the value of 60 credits from a list of Stage three modules offered by the Department.

In **Creative Writing** you must take 30 credits from the following:

CW3010 Playwriting 2 (30 credits)

CW3020 Fiction 2 (30 credits)

CW3030 Poetry 2 (30 credits)

(Each has a corresponding prerequisite in the second year, so if, say, you are taking Fiction 2, you must have studied Fiction in Year 2.)

Plus 30 credits from the following:

CW3108 Creative Writing Special Focus: Writing about Music (15 credits)

CW3107 Creative Writing Special Focus: Vernacular Literature (15 credits)

CW3110 Creative Writing Special Focus: Writing Queerness (15 credits)

CW3105 Creative Writing Special Focus: Short Story (15 credits)

CW3106 Creative Writing Special Focus: Screenwriting (15 credits)

CW3109 Creative Writing Special Focus: Writing Men (15 credits)

Options from the Department of English include the Dissertation (30 credits). **Only one Dissertation is permitted.** If not already completed in Stage Two, the requirement for at least 15 credits focusing on medieval literature or literature from before 1780 (excluding Shakespeare) must be completed in Stage Three.

#### Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

#### Section 5 – Educational aims of the course

The aims of this course are:

- to enable you to develop independent critical thinking and judgement;
- to engage you imaginatively in the process of reading and analysing literary texts;
- to encourage you to appreciate the expressive resources of language;
- to encourage you to reflect critically upon the act of reading;
- to promote an understanding of formal, generic and aesthetic aspects of literary texts;
- to promote the reading of Old English, Middle English and Renaissance texts in the original;
- to encourage an awareness of literature's historical dimension;
- to foster an awareness of contextual aspects of the production and determination of meaning;
- to develop a range of subject-specific and transferable skills;
- to provide a basis for further study in English or related disciplines, and a foundation of knowledge for teachers of English at all levels;
- to provide an intellectually stimulating and satisfying experience of studying;
- to encourage in you a sense of enthusiasm for the subject, and an appreciation of its continuing social and cultural importance;
- to encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism with other students in seminars and study groups, through the informed choice of options, and through an extended piece of writing in the final year.

Section 6 - Course learning outcomes				
In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. ( <i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i> )				
Theme	Course learning outcome	Level 4	Level 5	Level 6
*	<b>Independent and substantial production of work in a particular form.</b>	Encounter different genres across poetry, playwriting, and fiction. Write portfolios in each genre, exploring different forms and styles.	Focus on two genres through seminar led modules. Produce substantial pieces of work in chosen genre, often with overarching coherence and a clearly emergent style.	Develop work independently in one genre. Produce a substantial piece of writing that is cohesive and coherent, with a specific style and creative aims, and that may be worthy of future publication. Extend genre knowledge into new fields, exploring particular themes and approaches in depth.
K	<b>Understanding of contemporary and historical contexts.</b>	Encounter literary texts, across a range of historical periods and genres, with a particular emphasis on contemporary writing. Engage with the philosophy of creative writing and how writers articulate the significance of their own practice.	Address and analyse historical and contemporary texts in relation to creative writing. Embed the philosophy of writing in creative practices and processes.	Demonstrate specialist knowledge that situates work confidently and clearly within the contemporary literary context, whilst demonstrating an understanding of and engagement with historical forms and ways of writing.  Develop their own philosophy of writing, suited to their methods and practice.
S	<b>Collaboration and responding to feedback.</b>	Engage with workshops and giving small group feedback. Recognise and Identify strengths and weaknesses in peers' writing.	Participate in whole class workshops with incisive and directed feedback. Respond to feedback by synthesising comments and implementing changes in writing.	Establish clear collaborative relationship with peers and the organise around these collaborations. Offer and implement in-depth feedback to peers, informed by subject knowledge and developed understanding of genre.
S	<b>Use of language.</b>	Consider and explore the relationship between language choice and style. Make use of specific vocabularies across critical and creative writing to facilitate clear communication.	Develop individual writing styles across two different genres. Use appropriate and informed language. Write cogently and clearly.	Display a distinctive personal style, handled with confidence and control. Use language in ways that are precise, sophisticated, and imaginatively rich.

				Display a strong command of written English and an ability to express ideas clearly and stylishly.
*	<b>Originality, Creativity and Experiment</b>	Explore original ideas within the constraints of three genres.	Experiment with the possibilities of form and genre, developing original ideas and concepts through writing.	Innovate within chosen genre, using both form and content to move beyond received ideas and familiar representations. Challenge conventions where it has been identified as necessary within the scope of the work. Demonstrate a richness of ideas and creative ambition for own work.
K	<b>Engaged Humanities K6</b> display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now.	Recall foundational knowledge of the subject area, and use core subject skills.	Recognise and classify focussed sub-fields within the subject area, and identify and respond to relevant critical materials and contexts.	Select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions.
S	<b>Applied Humanities S1</b> understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.	Recognise and identify subject skills as transferable to work-based situations and competencies.	Generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions.	Plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion.
S	<b>Global Humanities S2</b> understand and enact intercultural awareness and competencies.	Identify and respond to diverse cultural contexts and viewpoints.	Understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.	Reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context.
S	<b>Critical S3</b>	FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)	Objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning.	Synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions

				pertaining to the construction of knowledge.
S	<b>Collaborative S<sub>4</sub></b>	Reflect on current experience and identify the potential to ADAPT and modify in response to that experience.	Carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.	Co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production.
S	<b>Communicative S<sub>5</sub></b>	Recall basic subject vocabulary and present information with FOCUS and ACCURACY.	Structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC and COHERENCE.	Design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique.

### Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of English and Creative Writing. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

<b>Section 8 – Additional costs</b>
There are no single associated costs greater than £50 per item on this degree course.
<b>These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.</b>

<b>Section 9 – Indicators of quality and standards</b>	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

<b>Section 10– Intermediate exit awards (where available)</b>		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
<b>Award</b>	<b>Criteria</b>	<b>Awarding body</b>
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College

Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College
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