

# MA Creative Writing and Education

## Programme Specification

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:** MA Creative Writing and Education

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year full-time or 2 years part-time

**UCAS Code(s):** Not applicable **HECoS Code(s):**

(100459) Education Studies 60% & (100046) Creative Writing 40%

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** January 2025

**Home Department:** Educational Studies

**Department(s) which will also be involved in teaching part of the programme:**

English and Creative Writing

## Programme overview

There is a growing interest in linking cultural sector practices to those of Education, to the benefit of both. This programme creates a valuable partnership across the Educational Studies department and the Creative Writing Team in the English and Comparative Literature department at Goldsmiths in collaboration with London-based cultural institutions. The collaboration with local cultural institutions will enable students on the programme to experience and contribute to the development of contemporary practices in creative writing and integrate theory, pedagogy and practice. Two of the compulsory modules, The Publishing Industry and Researching Education are also offered as distance learning pathways, enabling students who cannot attend in person to benefit from these modules. The programme caters for life-long learners, teachers and educators who are keen to develop as both writers and educational practitioners. The MA Creative Writing and Education develops insights into creative writing practices that provide a critical perspective on relations and discourses of teaching and learning in contemporary education.

The programme enables students to establish and strengthen their identity as writers and educators in informal and formal learning contexts (e.g. Writing Workshop and project based dissertation). They develop strong writing skills to a potentially publishable level and engage

in sustained practical and theoretical research into writing practices. Practices of creative writing and practices of teaching and learning are brought into a productive relationship.

As part of the programme students rethink notions of writing pedagogy in a range of contexts, including local community sites. Students following the MA Creative Writing and Education programme may be given the opportunity to contribute to: creative writing workshops in schools, performance poetry workshops and events conducted by Apples and Snakes; poetry performances and sessions run by the Poetry Society; drama projects created by The Complete Works; writing projects developed by the English and Media Centre; writing workshops in a range of forms led by the Ministry of Stories; writing workshops and seminars led by First Story, and workshops run by the British Library.

## **Programme entry requirements**

The MA Creative Writing and Education programme will be attractive to teachers and educators who are writers and/or are interested in developing as writers and exploring approaches towards creative writing. Candidates should have an undergraduate degree of at least second class standard in a relevant subject, and submit a portfolio of their creative or life writing. Their portfolio should include one, or a combination of items from the following list up to a maximum of 6,000 words: 1 or 2 short stories; 10-15 poems; 2 or 3 extracts from a novel; 2 or 3 extracts from non-fiction writing. If their first language is not English, candidates need a minimum score of 7.0 in IELTS (including 7.0 in the written element) or equivalent.

There are students currently studying on the PGCE English module who have a background in English and Creative Writing and would be interested in completing their Masters through the MA Creative Writing and Education route. Primary PGCE students with an interest in Creative writing have also been approached about the programme and are potentially interested in pursuing this line of study. These students would be given advanced standing on the programme for their PGCE Masters level credits and be exempt from the option module in the Educational Studies department in the summer term and the compulsory module Researching Education in the autumn term if they successfully completed a research module at Masters level as part of their PGCE. Candidates may be working in cultural institutions in the local community and/or be interested in creative writing.

EU applicants Applications from EU students are welcomed, and all the major European qualifications are accepted. Overseas (non-EU) applicants Students from all countries are welcome to apply and will have to submit a portfolio of their creative or life writing.

Applicants will have the opportunity to engage in sustained educational research linked with local cultural institutions or schools. The offering of two core educational studies modules as distance learning pathways means that students across the world can participate in this course. Each application is considered on its individual merits.

## Aims of the programme

The programme aim will offer students the opportunity to develop their own creative writing practices and explore a range of educational approaches towards creative writing. The MA Creative Writing and Education is aimed at current teachers working in schools who have a particular interest in writing and writing practices, and practising/emerging writers who have some experience or involvement in education but would like to improve their writing skills alongside developing their knowledge of writing pedagogy. The programme will enable students to develop creative writing skills to a potentially publishable level, participate in local cultural events as writers, and develop advanced theoretical and critical skills in creative writing pedagogy. The MA Creative Writing and Education programme builds on the seminal work of the National Association of Writers in Education (NAWE) and draws on the first specific Benchmark Statement for Creative Writing teaching and research in universities and colleges (2018).

The aims of the programme are for students to develop:

- Writing skills, whether in prose fiction, poetry, life-writing, script writing, non-fiction writing or multimodal composition;
- Awareness of the range of literary and cultural forms available to them, and progress in exploring what forms are most rewarding in their own work;
- Creative and critical understanding of their identity as writers and educators in informal and formal learning contexts;
- Critical and theoretical understanding of creative writing practices and pedagogies;
- Detailed knowledge and increased confidence in combining their skills as both writers and educators;
- This programme provides students with opportunities: to work with practicing and published Creative Writing lecturers and Education lecturers in collaboration with professionals working in local cultural institutions: British Library, Poetry Society, English and Media Centre, Apples and Snakes, Ministry of Stories, First Story, The Complete Works;
- To engage in creative and life writing workshops and research creative writing pedagogies in classrooms and cultural and educational settings;
- To reflect upon the changing nature of the relationship between creative writing and pedagogy, and to engage with writers and cultural institutions to explore corresponding critical and practical debates;
- To explore a growing interest in linking cultural sector practices to those of Education;
- To develop insights into creative writing practices that provide a critical perspective on relations of teaching and learning in contemporary education.

## What you will be expected to achieve

By the end of the course students will be able to:

- Develop an advanced practical and theoretical knowledge of contemporary writing practices in relation to their own specialist practices as a writer and an educator.
- Apply creative writing practices and pedagogy in a range of educational contexts;
- Effectively conduct extended personal research.

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present an advanced and systematic knowledge and understanding of recent and relevant literature relating to writing practices, education, and educational research, and be able to demonstrate a critical awareness of current problems and/or new insights at the forefront of this field;	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project
A2	Have an awareness and knowledge of a range of literary and cultural forms and develop a critical and comprehensive understanding of what forms are most rewarding in their own work and of the techniques applicable to research into writing practices;	Workshop in Creative and Life Writing; The Publishing Industry; Final Project
A3	Have detailed knowledge and an advanced understanding of the relationship between creative writing practices and pedagogies and develop critiques of the relevant methodologies, practices and pedagogies.	The Publishing Industry; Researching Education; Final Project

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Conceptualise and present complex critical and reflective commentary about their own creative writing practice and its development within local cultural institutions;	Workshop in Creative and Life Writing; Final Project

B2	Develop new insights into creative writing practices that provide a critical perspective on relations of teaching and learning in contemporary educational contexts;	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project
B3	Be able to critically analyse and interpret theories that underpin a range of approaches towards creative writing and pedagogy.	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Develop a critical awareness of their capability as a creative writer and teacher;	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project
C2	Demonstrate originality in the application of specialist skills and techniques in a chosen form of writing, whether in prose fiction, poetry, life-writing or non-fiction writing;	Workshop in Creative and Life Writing; Final Project
C3	Develop an advanced practical and theoretical knowledge of contemporary writing practices in relation to their own specialist practices as a writer and an educator.	The Publishing Industry; Researching Education; Final Project

### **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	High level skills in organising and managing creative writing portfolio tasks and theoretical assignments;	Workshop in Creative and Life Writing; The Publishing Industry;
<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
		Researching Education; Final Project
D2	Advanced skills in critically analysing and evaluating creative writing practices and pedagogy;	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project
D3	The ability to systematically and creatively apply creative writing practices and pedagogy in a range of educational contexts;	The Publishing Industry; Researching Education; Final Project

D4	In-depth reflective and evaluative skills upon professional practice;	Workshop in Creative and Life Writing; The Publishing Industry; Researching Education; Final Project
D5	The ability to work creatively and imaginatively within the constraints of designated projects;	Workshop in Creative and Life Writing; Final Project
D6	The facility to effectively conduct extended personal research and, where appropriate, to propose new hypotheses.	Researching Education; Final Project

## How you will learn

The MA Creative Writing and Education has created partnerships across institutions in London through working in collaboration with local schools and charities, Open Book, the British Library, Poetry Society, English and Media Centre, Apples and Snakes, Ministry of Stories and First Story. These institutions have all been approached and responded with positive interest, and some, more recently with firm agreement, about collaboration with Goldsmiths to provide opportunities and sites for performance of work in progress. The involvement of these institutions will add both a local and national/international appeal to the programme: Apples and Snakes is a successful local institution based at Deptford that works with performance poets and schools nationwide; the Poetry Society and English and Media Centre are keen to support a programme that works across education and creative writing; First Story and Ministry of Stories will offer opportunities to develop local community-based writing projects. The British Library involvement will enhance the educational research opportunities of students on the MA Creative Writing and Education programme. However, all teaching on the programme, apart from occasional guest seminars, will be the responsibility of the programme team, and all questions of module design and assessment are in the control of Goldsmiths.

The collaboration with the cultural institutions is viewed as a way that students on the MA Creative Writing and Education will be able to build on the writing skills developed in the Creative and Life Writing workshop and examine approaches towards writing in a range of cultural contexts. Those students learning by the distance pathway learning option will be offered a chance to collaborate online with these institutions and others. These cultural institutions work with teachers, educators and young people on a variety of writing projects and as part of the Final Project students on the MA Creative Writing and Education will be given the opportunity to collaborate more closely with one of these cultural institutions.

This programme creates a valuable partnership across the Educational Studies and English and Creative Writing departments. The percentage split for the teaching of the MA Creative Writing and Education will be 60% in the Educational Studies department and 40% in the English and Creative Writing department.

## How you will be assessed

Assessment for the compulsory module Workshop in Creative and Life Writing in the English and Comparative department is by submission of one piece of writing. This comprises of a piece or pieces of creative writing, life-writing or non-fiction writing plus a critical account of how the student has structured and developed their work. The creative writing portfolio includes a critical commentary.

Assessment for the compulsory module The Publishing Industry in the Educational Studies department is by submission of an assignment. Students are expected to write a book review and a creative piece in a genre. This piece is accompanied by a commentary which explores why the piece was written and how/why they taught themselves to write in this way, and the implications of this for their teaching of creative writing. The assessment therefore forms an important and integral part of the learning process as it helps students to develop their creativity and clarify their ideas about education.

Assessment for the compulsory module Researching Education in the Educational Studies department is by the submission of an assignment. Students are expected to gain knowledge and understanding of research and theoretical concepts in the field of creative writing. The assignment will support the development of stronger links with local cultural institutions and study of contemporary writing practices in the community and schools.

Assessment of the Final Project across the Educational Studies and English and Creative Writing departments is by the submission of a piece of writing. This could include a piece or pieces of creative writing, life-writing or non-fiction writing linked with a small-scale research study into creative writing practices.

Assessment of the option module in the Educational Studies department is by submission of an assignment in which students are expected to apply the theoretical concepts under discussion to issues in teaching and learning, usually from their own experience.

In order to avoid the duplication of assessment within the programme, students are informed that they must not use substantially the same material in more than one piece of work submitted for assessment, whether in an examination or assessed essay or dissertation. Relevant information on examination guidelines is made available in the department handbooks for postgraduate students. With regard to the appropriate choice of topics for assessed work, students are advised to consult module convenors, seminar tutors or personal tutors for further information.

## ASSESSING KNOWLEDGE AND UNDERSTANDING

Summative assessment is by submission of a portfolio of creative writing with critical commentary, and written assignments. The Final Project will enable students to develop their ability to carry out and write up a research project to completion, and demonstrate a

range of relevant knowledge, skills and understanding. They will draw not only on the taught sessions about research methods, but also on the knowledge and understanding gained during the rest of the MA programme.

## ASSESSING THINKING (COGNITIVE/INTELLECTUAL) AND PRACTICAL (INCLUDING SUBJECT-SPECIFIC) SKILLS

These skills are evaluated across the programme through the requirement to produce a portfolio of creative writing as part of the Workshop in Creative and Life Writing and the Final Project. The programme will enable students to develop creative writing skills to a potentially publishable level, participate in local cultural events as writers, and develop advanced theoretical and critical skills in creative writing pedagogy.

## ASSESSING TRANSFERABLE SKILLS

Collaboration and co-operative work with local cultural institutions forms an integral part of the programme and will be evaluated through participation in the sessions and workshops and development of students as both creative writers and educators. The Final Project will be an assessment of students' ability to work creatively and imaginatively within a designated project and evaluate creative writing practice.

## Marking criteria

## How the programme is structured

The programme is available in full-time (one year) and part-time (two years) modes. Students must have passed all the taught elements of the programme before they enrol on the dissertation module.

### Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Workshop in Creative and Life Writing	EN71084A	30	7	Compulsory	1
The Publishing Industry	ED71144C	30	7	Compulsory	2
Researching Education	ED71145C	30	7	Compulsory	2
EITHER: Final Project (based in the department of Education Studies)	ED71146B	60	7	Compulsory	2,3



OR: Dissertation (based in the department of English and Creative Writing)	EN71146B	60	7	Compulsory	2,3
Optional modules to the value of 30 CATS from an annually approved list	Various	30	7	Optional	1,3

## Part-time mode

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Workshop in Creative and Life Writing	EN71084A	30	7	Compulsory	1
The Publishing Industry	ED71159B	30	7	Compulsory	2
Optional modules to the value of 30 CATS from an annually approved list	Various	30	7	Optional	1,3

### Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Researching Education	ED71145C	30	7	Compulsory	2
EITHER: Final Project (based in Department of Educational Studies)	ED71146B	60	7	Compulsory	2,3
OR: Project-Based Portfolio/Dissertation (based in the department of English and Creative Writing)	EN71146B	60	7	Compulsory	2,3

## Marking criteria

Mark	Specific Marking Criteria
<b>80%-100%</b>	<p><b>Overall</b> Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptionally level. The work is of outstanding merit throughout.</p> <p><b>Research</b> shows outstanding evidence of sustained academic enquiry drawing on a comprehensive range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks, reviewed critically with insight, independence and originality of thought.</p> <p><b>Practice</b> demonstrates outstanding research and there is abundant evidence of contextualisation and critical analysis; excellent technical competence utilising writing processes (such as planning, freewriting, workshopping etc) and materials (such as written work, podcasts, films, websites etc) with confidence and expertise; appropriate literary and aesthetic codes explored thoroughly and employed incisively; work displays outstanding literary and technical coherence appropriate to the idea/theme.</p> <p><b>Text based</b> Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well focused and cogent, considered to be of publishable quality.</p>
<b>70%-79%</b>	<p><b>Overall</b> the work shows evidence of rigorous analytical research in its conceptualisation of the project; an excellent level of response to the set tasks; the conceptual coherency of the work/project is strong and ideas are researched and deployed within a clearly defined contextual framework.</p> <p><b>Research</b> shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks;</p> <p><b>Practice</b> has been researched thoroughly and a process of contextualisation and critical analysis is much in evidence; abundant evidence of competence utilising writing processes (such as planning, freewriting, workshopping etc) and materials (such as written work, podcasts, films, websites etc) with confidence and expertise; appropriate creative, literary and aesthetic codes explored thoroughly and employed incisively; work displays outstanding literary and technical coherence appropriate to the idea/theme.</p> <p><b>Text-based</b> work is extremely well structured and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.</p>

<p><b>60%- 69%</b></p>	<p><b>Overall</b> evidence of good analytical research in the conceptualisation of the project; a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework.</p> <p><b>Research</b> shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.</p> <p><b>Practice</b> is coherent and displays material and technical cohesion appropriate to the idea; good technical competence utilising a range of competence utilising writing processes (such as planning, freewriting, workshoping etc) and materials (such as written work, podcasts, films, websites etc) with confidence; appropriate literary and aesthetic codes employed incisively; work displays good creative, literary and technical coherence appropriate to the idea/theme.</p> <p><b>Text-based</b> work is well organised, with sound underlying structure and ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.</p>
<p><b>50%- 59%</b></p>	<p><b>Overall</b> mainly adequate level of response to the set task; the conceptual coherency of the work/project is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework.</p> <p><b>Research</b> shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p><b>Practice</b> utilises a limited range of processes and materials in a technically adequate manner; appropriate literary, creative and aesthetic codes have been explored and employed inconsistently. The brief has been researched but limited evidence of a process of contextualisation and critical analysis.</p> <p><b>Text-based</b> work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.</p>
<p><b>Fail Grades</b></p>	
<p><b>30%- 49%</b></p>	<p><b>Overall</b> inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent.</p> <p><b>Research</b> shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p>

	<p><b>Practice.</b> The visual/conceptual coherency of the work/project is inadequate and ideas are not fully researched or deployed sufficiently; contextual frameworks not well established; appropriate literary, creative and aesthetic codes have not been explored.</p> <p><b>Text-based</b> work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.</p>
<b>10%-29%</b>	<p><b>Overall</b> the work may not be without merit but not Masters standard. The concept is realised inappropriately or under developed.</p> <p><b>Research:</b> Range of sources is very limited; little interpretation or analysis; lacking breadth or awareness of contextual framework.</p> <p><b>Practice.</b> Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the creative idea/concept. The work may have merits but is not at Masters' level. Variable presentation/display with errors and inconsistencies. Little evidence of technical competence.</p> <p><b>Text-based:</b> Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.</p>
<b>1%-9%</b>	The submission does not attempt to address the specified learning outcomes
<b>0%</b>	Failure to submit or a plagiarised assessment.

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

## Placement opportunities

Not applicable

## Employability and potential career opportunities

The programme provides and enhances continuing professional development in creative writing for educators and teachers, opening up opportunities to work with local cultural institutions and schools, and enriching current professional practice.

A survey in 2010 (Who's prepared to teach school English?) showed that few PGCE English trainees (6 in the survey) had qualifications in Creative Writing and with new developments in schools this is definitely a gap in the market. Creative Writing is now part of English GCSE and A Levels but few English teachers have qualifications in this area of study. In addition, creativity is a key concept in the National Curriculum (2007) and there has been a recent drive to encourage schools to invite practising writers into schools.

This MA would also be attractive to writers who are working in educational settings.

The programme enables students to develop strong writing skills to a potentially publishable level and engage in sustained practical and theoretical research into writing practices. The MA Creative Writing and Education forges important links with local cultural institutions that can lead to new job opportunities and experiences working in a range of educational contexts.

The MA Creative Writing and Education programme aims to provide a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice. It will develop particular Goldsmiths graduate attributes and is underpinned by the following values, styles and skills:

- Creative and artistic thinking that enables freedom of thought and expression and develops articulacy;
- Independent and radical thought that encourages students to think differently and challenge the norms;
- Passion and engagement which leads to students becoming more socially aware, flexible, and able to work in a team;
- Confidence in communicating with others and developing critical and analytical skills to enable excellent research and practice.

## **Programme-specific requirements**

Not applicable

## **Tuition fee costs**

Information on tuition fee costs is available at:

<https://www.gold.ac.uk/students/fee><https://www.gold.ac.uk/students/fee-support/support/>

## **Specific programme costs**

Not applicable