

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Creative Writing

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	CWFY
JACS Code	
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Creative Writing (2019) subject benchmark statement (SBS). https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statements/2fe2cb81_4
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours (Fnd) in Creative Writing Diploma of Higher Education (Fnd) in Creative Writing Certificate of Higher Education (Fnd) in Creative Writing
Programme Leader	Sarah Maclennan

Educational aims of the programme

1. To provide a programme in the rigorous study of written and performed texts as a platform for original, creative writing;
2. To enable the student to acquire skills in analysing and exploring ways in which narrative, language, theme, character and milieu operate in the student's own original creative writing;
3. To introduce the student to the dynamics of textual production and engagement with audience, specifically with regard to style and genre and in so doing, develop their ability to find audiences and markets for their writing in the world of work;
4. To deploy an understanding of the techniques employed in the published canon and demonstrate an awareness of the professional standards required to attain publication, production or performance in the world of work;
5. To enable the student to become rigorous, critical and analytical in their thinking while nurturing their intellectual and creative potential, particularly developing an individual's ability to contribute to group sessions in a constructive fashion, giving and receiving criticism and responding with redrafted texts and to support this learning through a diversity of teaching methods and forms of pastoral care.
6. To encourage students to engage with the development of employability skills by completing a self-awareness statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Recall the processes and good practice required of the practitioner in creating original work. Describe rudimentary techniques demonstrated by published and performed practitioners in the canon.

Discuss their own original work and the original work of peers.

Respond to a range of stimuli and originate work, both in ensemble and individual contexts, as a creative practitioner specialising in poetry, prose and script.

Work co-operatively and effectively as a member of a team.

Communicate effectively orally, in writing and in a group context.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Compare and contrast published texts from a range of critical and theoretical perspectives. Differentiate the approach of key current and historical practitioners, theorists and associated methodologies.

Conceive, select and amend original ideas for scripts and formulate a plan for completing a script. Distinguish and select the technical skills contingent to reaching audience and/or market. Appraise and criticise their own original work and the original work of peers, and judge the criticism their own original work receives.

Develop a plan for redrafting original scripts, demonstrating an awareness of the requirements of audience.

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Knowledge of a range of written texts in the English language from diverse literary and non-literary forms and genres, and representing all forms of publishing media;
2. Understanding of the impact of writing technique in the writer achieving their intent, or otherwise;
3. Awareness of changing literary and cultural formations, with particular reference to genre and audience;
4. Knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;
5. To analyse and criticise both published and original writing of both the student and peers;
6. To engage with a range of stimuli to original writing;
7. To use a range of creative skills and techniques across the forms taught
8. To bring critical reasoning to bear in a range of contexts;
9. To research and make discriminating use of informational and stimulating materials;
10. To reflect productively on their own processes of thought and creativity;
11. To analyse arguments and make reasoned judgements in a variety of contexts;
12. Communicate effectively in a variety of written forms, and especially to display the ability to express abstract thought and to construct reasoned argument in writing;
13. Gain effectiveness in oral communication, including the ability to articulate ideas to other members of small groups of peers, and to listen actively and respond to the ideas of others;
14. Work both independently and as part of a team;
15. Organise tasks and manage time, producing work of a professional standard;
16. Contextualise and theorise their own working practices
17. Reflect critically on their own draft and completed work
18. Assimilate material accurately and at appropriate speed, managing workload with a view to acquitting themselves in the world of work;
19. Interact constructively with other members of work groups, with sensitivity to the group dynamic and achieving predetermined goals from group sessions in preparation for the collaborative practices encountered in the world of work;
20. Formulate long term plans and manage their strategies for completing a self-determined project, producing work for a chosen audience within specified frameworks such as time limits, word limits and prescribed formats, and with an awareness of financial realities;
21. Construct methods for generating, managing and realising original ideas, for selecting projects, and for judging outcomes;
22. Rigorously appraise the extent to which their intentions have been achieved and adapt their behaviour and goals, at all times maintaining a heightened sense of pride and ownership in and of their writing.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching is through lectures, seminars, workshops and tutorials. Learning is acquired through participation in lectures, seminars and tutorials, private study (which involves reading, thinking, writing and researching topics

with guidance from tutors) and undertaking exercises and formal assessment tasks which serve to structure thought and creativity and to encourage the assimilation of ideas and knowledge.

In general: Lectures serve: to introduce issues, explain particular concepts or outline theoretical approaches; to situate a particular topic, text or issue in the context of the wider concerns of a module; to present a series of alternative readings, arguments or critical approaches; to locate arguments and readings within the context of intellectual debate in the field; and to stimulate the student to respond creatively.

Seminars provide an interactive forum in which students can: expand on, investigate and debate issues raised in lectures and in a module overall; undertake detailed reading, original writing and discuss original and/or published texts; grow in confidence and skill in participating in discussion and exchanging ideas; develop their articulacy, quickness of thought, ability to communicate with others and produce original ideas; and learn ways of dealing with disagreement or difference of opinion, particularly in workshops where ideas and original writing will be challenged.

At Level 3, all students belong to tutorial groups where a tutor works with personal tutees to offer an integrated series of intellectual discussions, advice and information sessions, skills teaching, and a structure for personal and academic development.

At Level 4, students will attend an intensive and partly residential module which develops their teamwork skills and increases levels of trust amongst the peer group. The residential takes place early in the first semester of Level 4, and the benefits of it are profound. Students bond with their peer group and gain confidence from the mutual trust that begins here and grows in workshops throughout the programme. Here at the beginning of their studies, students learn to respond to writing briefs and to perform their work in front of their peers. The residential helps each cohort form a group identity, which plays an important role in student retention and performance.

Levels 5 and 6 modules provide different forums for learning: workshops where students take greater responsibility for selection and presentation of materials than in a lecture + seminar format; and individual tutorials and dissertation supervisions where students have an opportunity to work on a particular topic, or on particular knowledge- or skills-related issues, with a tutor.

A variety of forms of assessment are used both formatively to develop learning and summatively to measure achievement: critical essays, portfolios of long and short exercises, reflective commentaries, oral presentations and class contribution. Each level of the programme offers a varied diet of forms of assessment. In the main, students are assessed on creative work, fiction, poetry and scripts and treatments and on reflective writing in which they consider the reading that informs their writing and examine their creative processes. Students are assessed in each module on their participation. Alongside this, the programme includes assignments such as critical analysis essays, which ask students to read poetry, prose or scripts as writers. Students have assessed presentations a couple of times in the programme.

Assignments are designed and set by module leaders and marked by tutors teaching on the module. A representative sample of each assignment, which will include work from each degree class, is second marked. Module tutors discuss the mark spread in each assignment and where necessary alignment is agreed through discussion. The module leader is responsible for recording and writing up the moderation process.

We are always as flexible as we can be to support students with disabilities. We sometimes allow students who are anxious about giving presentations in front of their peers to present privately to tutors.

The Creative Writing team give summative feedback in a great deal of detail. Extensive margin notes are given through assignments and detailed, in depth feedback on assignment coversheets sums up the achievement of the student and offers suggestions for developing future work.

Increasingly throughout the programme draft work is workshoped in class. At Level 3 and 4, students are introduced to workshoping skills and this develops throughout Level 5. The majority of classes at Level 6 are focussed on workshoping drafts so that students at this level receive feedback from tutors regularly. In addition, students at all four levels have the opportunity to receive formative feedback on draft work in one to one tutorials.

Our feedback strategy is in line with LJMU policies for feedback timing. Please see detail at: www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-policy

Assessment Map: please see accompanying document.

In this programme the teaching and learning of intellectual skills are inseparable from the acquisition of knowledge and understanding. The teaching and learning methods used for developing intellectual skills are the same as those deployed for development of knowledge and understanding. Lectures provide models of intellectual skills; workshops, seminars and tutorials allow students to practice intellectual skills in an open and communicative environment through structured discussions of written texts and of ideas; private study gives students the opportunity to absorb and reflect on what is learned in taught sessions, while practising their developing skills through personal engagement with reading, writing and researching. The workshop is used progressively throughout the degree and allows the tutor to closely monitor the students ability to read original texts, be they the students own writing or peers texts, closely and carefully, with attention to the importance of verbal detail, structure and form and of the role of the reader in the process of communication and interpretation.

The intellectual skills fostered by the programme are deeply intermeshed with the knowledge and understanding it provides. The forms of assessment used across the programme (essays, portfolios of short exercises,

bibliographic exercises, oral presentations, journals, portfolios of original writing, commentaries and class contribution) develop and measure students' intellectual skills alongside their knowledge and understanding.

In particular, because rhetoric, the ability to recognise, construct and defend argument, is a key feature of the subject, the assessment pattern is centrally based on the critical analysis, the academic essay, the original writing and the examination.

A programme in Writing is centrally concerned with how meaning is produced, especially through verbal language. Students are expected to use language sensitively and precisely. All teaching and learning activities necessarily involve opportunities for developing and improving communication skills. Lectures enable students to develop skills in active listening and assimilating ideas and information. Discussions in seminars also facilitate listening skills, oral communication skills, responsiveness to others, group work and interpersonal skills. The amount of preparation needed for participation in seminars (reading texts in advance, preparing ideas, and meeting creative writing deadlines) is large in relation to the amount of class contact time. Private study (which is guided by tutors) allows students to work independently, developing their own ideas and lines of thought. It also necessitates the development of good time management and organisational skills. The acquisition of such skills is structured by tutor advice and by suggestions provided in seminars, tutorials, and personal development planning sessions. Students will be guided as to how to conduct research and will learn to do this through self-formulated questions, supported by the gathering of relevant information and materials and organised lines of enquiry to enhance their original writing. Issues concerning the appropriate use of ICT systems and methods are introduced to students through Induction, tutorials, seminars, and workshops.

All forms of assessment used on the programme aim to encourage students to develop good communication skills. Correspondingly, the ability to communicate with precision, good style and appropriateness is a criterion in the grading of all forms of assessment. Forms of written assessment (examinations, creative portfolios, essays, projects, portfolios of exercises, journals, commentaries) obviously demand good skills in writing. Feedback on such work, plus specialist teaching in writing skills, allow students to develop their style. Class contribution assessments develop the student's awareness of the importance of working as part of a community of writers.

Learning logs and commentaries also develop the student's ability to self-evaluate, augmenting their awareness of audience. Forms of oral assessment (such as presentations and seminar contribution) are used to develop and measure students' ability to communicate effectively in spoken forms. Achievement of good time management and organisational skills is demonstrated by students' successful, timely submission of well-prepared work.

These skills and abilities are integrated into the teaching and learning activities and methods described above. They are central to every activity that is undertaken as part of study for the degree.

Likewise, these skills are integral to production of all forms of assessed work for the programme. The abilities identified here as Transferable or Key Skills are those which, while central to the particular study of Creative Writing as a subject, can also be applied in other contexts outside the subject. Crucially, they are valued by employers in all professional environments.

Assessment of Transferable Skills occurs alongside assessment of other types of skills (knowledge, intellectual and professional) through the same assessment forms. These are described above.

Programme structure - programme rules and modules

This course commences at level 3 with a foundation year of study to introduce students to university level study and prepare them to engage fully with their discipline at level 4 by introducing them to creative practice, the creative industries and creative and media literacy.

The programme lasts four years and leads at the end of the fourth year to the award of a BA (with Honours). It is structured progressively to produce graduates who are artistically and intellectually independent practitioners and thinkers.

Modules are of two types; core and options. Modules can be 10, 20, 30 or 40 credits as specified though within university defined limits.

A related module in Poetry, Prose and Script is a prerequisite for continuing with the form at Level 6.

Similarly, students wishing to take a Semester 2 module at Level 6 would have to take the related Semester 1 module. At Level 6 the student will be able to fully develop their skills in self-directed learning and autonomy. Crucially, this is augmented wherever possible with intensive, small group contact with the lecturing staff. The student will examine theoretical issues in greater detail and depth, particularly in Advanced Scriptwriting, Advanced Poetry, Writer at Work and Prose Portfolio. The student will experience an intensive replication of the life of a professional writer, working alone and in supervised workshop groups, planning, researching, implementing, re-prioritising and re-drafting projects with a view to placing the finished work in the marketplace. This is given particular focus in the option modules Writer At Work 2, Script Portfolio, Advanced Poetry 2, and Prose Portfolio 2.

Students will be offered the opportunity of study abroad at Level 5.

Option A: Replacement of 60 credits of Level 5 with appropriate study abroad

The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5040CRWRI will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

or

Option B: Additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study year abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study year abroad module 5041CRWRI. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
	6030CRWRI PROSE PORTFOLIO 1 (20 credits) 6031CRWRI PROSE PORTFOLIO 2 (20 credits) 6032CRWRI INDEPENDENT STUDY IN CREATIVE WRITING (20 credits) 6033CRWRI THE WRITER AT WORK (20 credits) 6034CRWRI THE WRITER AT WORK: THE PROJECT (40 credits) 6035CRWRI POETRY WRITING WORKSHOP : ADVANCED POETRY 1 (20 credits) 6036CRWRI POETRY WRITING WORKSHOP:ADVANCED POETRY 2 (20 credits) 6039CRWRI Digital Writing (20 credits) 6040CRWRI Advanced Scriptwriting (20 credits) 6041CRWRI Script Portfolio (20 credits)	0 core credits at level 6 120 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
	5030CRWRI SCREEN 1 (20 credits) 5031CRWRI TREATMENT & SCREENPLAY (20 credits) 5032CRWRI THE FANTASTIC (20 credits) 5033CRWRI APPROACHING YOUR NOVEL (20 credits) 5034CRWRI SHORT PROSE (20 credits) 5035CRWRI POETRY WRITING WORKSHOP:FORM AND SUBSTANCE (20 credits) 5036CRWRI SHORT STORY ONE (20 credits) 5037CRWRI DRAMATIC WRITING FOR RADIO AND STAGE (20 credits)	0 core credits at level 5 120 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4030CRWRI Introduction to Poetry		120 core credits at level 4

(20 credits) 4031CRWRI INTRODUCTION TO SCRIPTWRITING (20 credits) 4032CRWRI INTRODUCTION TO PROSE (20 credits) 4033CRWRI CONSUMING PASSIONS (20 credits) 4034CRWRI MYTH (20 credits) 4035CRWRI Observation and Discovery (20 credits)		0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3100FNDJN Media Literacies (20 credits) 3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDFS Investigating The City (20 credits) 3104FNDCW Creative Notebook (20 credits) 3105FNDJN Media Landscapes (20 credits) 3106FNDDR Creative Project (20 credits)		120 core credits at level 3 0 option credits at level 3

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Employability is embedded within the curriculum, in a variety of ways.

Within the Observation and Discovery module, Level 4 students complete the assessments for the university's Career Smart, part of a scheme that helps prepare students for employment. Here students are required to write a personal statement on their strengths and areas for development, their work values and ability to work with and relate to other people. The coursework is designed to enable students to understand their achievements so far and to recognise the kind of jobs they may be suited to. It encourages them to think of themselves as professionals and prepare themselves to enter the graduate jobs market.

The Writer at Work modules are employability focussed. Here students develop practical and community-based projects based around the world of freelance writing; they receive expert tuition and a plethora of highly-acclaimed guest speakers and many graduates have used their projects to secure work in their desired career after leaving LJMU. The WBL opportunities offered by Writer at Work are devised and developed by students themselves, though helped and supported by the staff and enterprise departments during the course of the year.

We accommodate the students' own ideas but to assist, we prepare a number of templates for simulated projects, e.g.: the writing, production and marketing of a short film; the establishment of a literary/genre web-site; the publishing of a poetry anthology; the literary editing of a collection of short stories; the establishment of a match-funded community arts project; the preparation of a monologue or small-cast production for a theatre festival. Industry experts will be consulted in the preparation of these templates. The focus on self-employment emerges naturally from the subject skills, providing a link to the student from the department's research activity.

Work-related learning occurs throughout the programme. In most modules, students are trained to professional standards in narrative craft, reflective writing, reading as a writer, research skills and in the use of notebooks and journals to record and develop work. Students acquire the ability to tap and manage their creativity, which is arguably the most valuable of the many transferable skills they acquire during this programme. Advertising, marketing and business especially are looking for graduates who can generate and develop fresh ideas, and our programme turns out graduates of precisely this sort.

Freelance/Self-employment models will be encouraged as this is absolutely representative of the way in which the subject skills are best represented in the world of work. (Students may well progress to being editors, teachers, civil servants or work in unrelated areas but we can add most value by extrapolating their subject skills

into related project management skills).

Existing industry links will be used to finesse and deliver and assess the module. Group work is encouraged, facilitating a more rounded view, with individuals within a group adopting different roles within the simulated world of work. The module will be delivered in the form of lectures, workshops, private study, tutorials, case-studies, field visits and industry-sourced masterclasses. Specifically, students will be taught how to prepare a Learning Agreement and how to produce a portfolio which includes an awareness of personal development in its reflective element. This is something that is already working successfully in our Independent Study modules. Students will be assigned supervisors with experience of a diverse range of jobs and skills from the freelance writing world and will be taught how to manage all aspects of their project, in terms of funding, resources, production and marketing.

Each year, Level 6 students have the opportunity to participate in a professional publication, In The Red. In the 9 month long project, the editors solicit and edit creative work from peers and professional writers. The anthology is published each spring with a professional book launch organised by students in a stylish venue in the city. Thus students experience two important parts of the writers' professional life: publication and promotion.

Our scriptwriting modules nurture professional, industry-standard skills and graduating students have gone on to develop screenplays for produced feature films, shorts and long-running TV series, or to use transferable skills acquired on the course in fields as diverse as script editing, story lining, directing, producing and teaching in FE, HE and community outreach work.

Some modules include an assessed presentation, which focuses on oral presentation skills, and enhances students' employability through giving them the skills to prepare presentations and nurturing confidence in public speaking.

Guest lecturers feature in most modules, but especially in Writer at Work, which brings in visiting lecturers to talk about different area of employment for writers, from schools to theatres, to film, TV, radio and collaborations with other art forms.

Creative Writing staff are all active practitioners and through their research and creative practice maintain links with contemporary publishers and agents, the BBC, regional theatre, literary magazines. Staff are widely published and produced, and have professional links inside and outside the university sector. Staff introduce students to their networks and share with them potentials outlets for their creative work. Their knowledge of the skills and professionalism needed for creative writing employability is based in this on-going engagement.

We organise author events on campus and in the city, readings and talks that feature writers such as Simon Armitage or Bernard MacLaverty who are well known to the public, those like Jackie Kay, Alison Moore and Jenn Ashworth who are well known in literary circles and those like David Gaffney and Kerry Hudson who are in the process of breaking through. In each academic year, literary agents, editors from major publishing houses, publishing directors come in and speak to our students. This past year, ITV Drama came and ran a two-day pitching session for our students, the beginning of what will be an ongoing partnership between ourselves and ITV in Media City, Salford.

The simulation of writing as a professional is embedded in all modules throughout the course. Additionally, the subject and transferable skills which the student acquires in core modules at all levels, cultivate the personal skills required of a freelance writer: self-starting, project management, teamwork, a dynamic model of objective management, self-criticism, and performance to deadlines, industry-standard presentation, and audience/market awareness.

Further information about Graduate Skills can be found at The Careers Centre

Criteria for admission

A/AS Level

72 UCAS points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

BTEC National Diploma

72 UCAS Tariff points

Irish Leaving Certificate

72 UCAS points. Maximum of 20 UCAS tariff points at Ordinary Level

Scottish Higher

72 UCAS points to include an Advanced Higher

International Baccalaureate

24 points

Access

At least 24 Merits and 21 Passes or any other combination that equates to 72 UCAS tariff points in a relevant subject

Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English

Language, Mathematics and a Science GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applications may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications.

Any applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component) or acceptable equivalent.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.