



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) Contemporary Literature and Creative Writing with Combined Studies

Programme Specification

2015-2016

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Introduction

This document describes the degree of BA (Hons) Contemporary Literature and Creative Writing with Combined Studies awarded by Richmond University, the American International University in London, using the protocols required by the *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2014). Also key to the background for this description are the following documents:

QAA (2013). *UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards and B1: Programme Design and Approval*. (www.qaa.ac.uk)

QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England*.

SEEC (2010). *Credit Level Descriptors for Higher Education*. Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. 2006, Rev. Ed. 2011. (<http://www.msche.org/publications.asp>)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically students complete 40 separate courses over the programme which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours per 15 week semester). On this basis, students are required to earn a total of 120 US academic credit hours in order to complete their degrees. Of these 40 courses, roughly half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper division”, taken in years three and four, and coded 5000-6999.

Richmond degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at QCF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

1 Overview/Factual Information

Programme/award title(s)	BA (Hons) Contemporary Literature and Creative Writing with Combined Studies
Teaching Institution	Richmond, the American International University in London
Awarding Institution	The Open University
Date of latest OU validation	September 2015 (subject to confirmation that conditions have been met)
Next revalidation	2019/2020
Credit points for the award	120 US credits 480 UK Credits at FHEQ Levels 3-6 (120 at Level 3; 120 at Level 4; 120 at Level 5; 120 at Level 6)
UCAS Code	University Code: R20 Course Code: 8W00
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	English (2007) Also consulted: English draft for consultation (2014)
Other external and internal reference points used to inform programme outcomes	See sections 2.3 and 2.4 below.
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	FT
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	November 2014 (see chart below for list of revisions)

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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents, syllabi, and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Programme Specification Publication Dates

Document publication date	November 2014
Revision 1	May 2015
Revision 2	

2 Programme aims and objectives

2.1 Educational aims and mission of the programme

MISSION

Richmond University's major in Contemporary Literature and Creative Writing aims to graduate students with an in-depth understanding of contemporary literature, with the added experience of producing a substantial creative writing portfolio. Students will gain knowledge of: 1) the historical contexts, theories and key writers in contemporary poetry, prose and drama; 2) conceptual frameworks within which to evaluate the role of literature and other forms of writing across a variety of cultures today, and 3) different creative writing practices and their applicability to today's culture industries informed by critical reading. This knowledge and understanding is complemented by an element of professional practice, with opportunities to explore careers in the creative cultural industries. The major provides a broad base of historical and cultural knowledge in the first two years, across a range of genres, upon which is built a gradually more complex and more specific understanding of key writers, themes and practices in the final two years. The programme places particular emphasis on literature and writing practices across cultures and encourages students to use the University's internship opportunities for developing professional experience. The major aims to be intellectually rewarding in its own right and to prepare students for postgraduate study or work in the creative industries. It also provides opportunities for students to specialise in writing for the screen, stage or other media as preparation for professional employment.

GOALS

- To develop an in-depth understanding of contemporary literature and creative writing practices
- To integrate the knowledge and skills acquired in the course of studying for the UK BA (Hons) Contemporary Literature and Creative Writing with Combined Studies within a US Liberal arts framework
- To equip students with the skills necessary to undertake successful postgraduate study, applied professional training or careers in the creative industries.
- To maintain academic standards equal to or better than comparable BA degrees offered by UK universities.

2.2 Subject benchmarks

[English \(2007\)](#)

Also consulted: [English draft for consultation \(2014\)](#)

2.3 Internal contexts

The BA (Hons) Degree in Contemporary Literature and Creative Writing features:

Detailed published educational objectives that are consistent with the mission of the institution: All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the CASS faculty as a group.

Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated: Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and track the ways in which those issues have been addressed. During the APE process, the academic schools:

- consider student input via course evaluations;
- consider any formalised faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;
 - any major changes (“those which change the basic nature of the programme or student experience”) to existing programmes are first approved by Academic Board;
 - in the case of validated programmes, they are also submitted to the Open University (Centre for Inclusion and Collaborative Partnerships) for external approval.

A curriculum development process that assures the achievement of the programme's objectives, and a system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the programme: Ongoing evaluation is carried out for both the US (Middle States) and UK (The Open University – CICP) institutional reviews, and independently by departmental members (when updating modules) and by students (during regular faculty-student meetings). The Academic Board closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at Academic Board. A comprehensive additional formal and substantive review takes place every five years, which is also supplied to The OU as part of its revalidation process of Richmond's degree programmes.

2.4 External contexts

The BA (Hons) Contemporary Literature and Creative Writing with Combined Studies is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (The Open University) reviews. Richmond is a voluntary subscriber member of the QAA, and the QAA conducted its first [Institutional Review](#) at Richmond in May 2013, and the university was judged to have met expectations in all four review areas.

Richmond has numerous connections with a variety of writers, publishers, and other media people, mainly who are based in London. These contacts, as well as the city itself, will be a valuable learning resource. Some courses obviously involve visits to the theatre and other London events, and students will be offered the opportunity to take advantage of some of the trips offered outside London. Students are encouraged to attend lectures, seminars and workshops at other London universities and institutions as is appropriate.

3 Programme Outcomes

Programme-level learning outcomes are identified below, based on [SEEC](#) categories associated with specific level of the *FHEQ*.

The Contemporary Literature and Creative Writing programme at Richmond, the American International University in London, is a four year programme where the discipline(s) of focus are studied alongside a range of other subjects. Progression through the programme is set out down in each of the four columns of the Programme Outcome grid with level-specific programme outcomes at the 3000, 4000, 5000 and 6000 levels (QCF Level 3, FHEQ Level 4-6 respectively). The programme outcomes are then applied in each module on the programme through assessed, course-specific learning outcomes. The four broad categories of Programme Outcomes are:

- A. Historical and Theoretical Knowledge Base
- B. Practical Knowledge Base
- C. Cognitive Skills
- D. Personal Development

On successful completion of BA (Hons) Contemporary Literature and Creative Writing with Combined Studies, a student is expected to be able to demonstrate all of the Programme Outcomes.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the study programme. The programme is designed such that every learning outcome, at all levels of the programme, are assessed for every student.

The descriptors in bold in 3.1 and 3.2 indicate the main learning outcomes for the specific Creative Writing elements of the programme. In sections 1.3 and 1.4, the descriptors are applicable across both literary and creative writing elements: see the Curriculum Map in Appendix 1.

3.1 Historical and Theoretical Knowledge Base ('A')

LEVEL 3

- i. Demonstrates a basic understanding of the historical development of literary movements and ideas in relation to English literature

- ii. Demonstrate a basic familiarity with specific themes in literary representations within their socio-historical contexts and across a variety of cultures
- iii. **Demonstrate a basic understanding of the conventions of creative writing practices within different genres.**

LEVEL 4

- i. Demonstrates a broad understanding of theories, approaches and concepts appropriate for the study of literature across a variety of historical periods and applied to different genres
- ii. Demonstrates a broad knowledge of key writers and works in contemporary World Literature
- iii. **Demonstrates a broad knowledge of key writers' engagement with London and their specific creative writing strategies.**

LEVEL 5

- i. Demonstrates a critical understanding of the historical contexts, theories and concepts appropriate for the study of contemporary literature
- ii. Demonstrates a critical understanding of socio-cultural themes and key writers and who have influenced contemporary writing practices across a variety of media
- iii. **Demonstrates a critical understanding of the ways specific movements and writers have shaped creative writing practices across a variety of genres.**

LEVEL 6

- i. Demonstrates an in depth and detailed critical understanding of the historical contexts, theories and concepts appropriate for the study of contemporary literature
- ii. Demonstrates an in depth and detailed critical understanding of the literary influences on contemporary writing practices across a variety of media
- iii. **Demonstrates an in depth and detailed critical understanding of how specific themes, writers and works have shaped creative writing practices**

3.2 Practical Knowledge Base ('B')

LEVEL 3

- i. Demonstrates a basic understanding of the process of representation and its applicability to literature (and film)
- ii. Demonstrates a basic ability to critically assess different kinds of narrative forms
- iii. **Demonstrates an ability to use a range of basic creative writing strategies**

LEVEL 4

- i. Demonstrates an ability to broadly interpret a range of texts within their cultural and historical contexts
- ii. Demonstrates an ability to broadly apply different critical approaches to specific texts
- iii. **Demonstrates an ability to use London as a resource in the development of a creative writing portfolio**

LEVEL 5

- i. Demonstrates the accumulation of a detailed body of knowledge on contemporary British literature
- ii. Demonstrates an analytical understanding of different critical approaches to a variety of literary works across cultures and within their socio-historical contexts.

- iii. **Demonstrates an analytical understanding of the critical application of literary ideas to creative writing practices within specific genres.**

LEVEL 6

- i. Demonstrates the accumulation of, in-depth engagement with, and sophisticated critical understanding of a detailed body of knowledge of contemporary literature
- ii. Demonstrates a sophisticated critical understanding of how key writers and movements across time and across cultures have shaped contemporary writing today
- iii. **Demonstrates a sophisticated critical understanding of the application of professional practices in the creative and cultural industries**
- iv. **Demonstrates an in-depth critical approach to a core theme or issue in the subject area, along with a sophisticated application of literary theory and/or creative writing practices to evidence**

3.3 Cognitive Skills ('C')

LEVEL 3

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, with an understanding of appropriate methods

LEVEL 4

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms
- ii. Demonstrates a broad understanding of research methods
- iii. Demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks

LEVEL 5

- i. Demonstrates the ability to formulate and synthesise arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources
- ii. Delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach and a variety of revision techniques
- iii. Exercises a degree of independent and informed critical judgement in analysis and revision/editing

LEVEL 6

- i. Demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms
- ii. Demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated
- iii. Demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts

- iv. Demonstrates the ability to provide critical, analytical appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise

3.4 Personal Development ('D')

LEVEL 3

- i. Demonstrates an awareness of views other than their own and adapts behaviour to meet obligations in personal and/or group outcomes and/or output

LEVEL 4

- i. Acts with limited autonomy under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas
- ii. Demonstrates broad skills that are relevant to the workplace, including the ability to work productively in a group or team, and to recognise factors that affect performance, including changing contexts, audiences and degrees of complexity
- iii. Demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks

LEVEL 5

- i. Demonstrates well-developed skills that will translate into the workplace, including the ability to work effectively within a group or team, to engage in self-reflection, and to adapt own actions and interpersonal communication skills to changing contexts, audiences and degrees of complexity
- ii. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria
- iii. Demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT)

LEVEL 6

- i. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions
- ii. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication
- iii. Demonstrates flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate
- iv. Demonstrates the ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy.

4 Teaching, Learning and Assessment Strategies

4.1 Teaching and learning strategy

The teaching and learning strategy adopted within BA (Hons) Contemporary Literature and Creative Writing with Combined Studies is:

- Teaching is through lectures, seminars, tutorials, and workshops
- Regular use of individual and /or team based projects
- Use of audio-visual aids and a variety of multi-media sources
- Regular use of individual and/or group presentations
- Regular use of in-class debates.
- Regular use of self-directed and directed reading in all courses
- Use of Library resources, historical archives, digital resources and online catalogues
- Use of occasional guest lecturers from specialist areas
- Frequent feedback on coursework and through one to one meetings with faculty and small group discussions
- Regular use of tutor and student led discussions groups via e-learning platforms in many courses
- Using London as a resource

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their thinking skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn
- Project work employing a problem solving methodology

Their practical skills are gained through

- Application of theory to practice, especially during workshops, internships and senior projects
- Using information technology to retrieve and manipulate data
- Negotiating with others in group projects

4.2 Assessment strategy

Most of the courses in the BA (Hons) Contemporary Literature and Creative Writing with Combined Studies will follow the [University Assessment Norms](#) table or the Writing Intensive Assessment Norms table.

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
LEVEL 3	R3000/UK A-level	3-4	1 two-hour final exam plus 2000-2500 words
LEVEL 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
LEVEL 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
LEVEL 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
LEVEL 7	R7000/UK MA	2-3	5000-7000 words

*** Reasonable adjustments should be made for assessment activities such as midterm tests, in- class presentations, group assignments, etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- All undergraduate courses should include one 2-hour final exam, with exceptions approved by the department.
- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm tests are optional
- At Level 3, the normal length per item should be between 500-1000 words, or equivalent (not including finals).
- At Level 4, the normal length per item should be between 1000-1500 words, or equivalent (not including finals).

- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

Writing Intensive Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items	Total assessment
LEVEL 3	R3000/UK A-level	3-4	3000-3250 words
LEVEL 4	R4000/UK Year 1	3-4	3000-4500 words
LEVEL 5	R5000/UK Year 2	2-3	4500-6000 words
LEVEL 6	R6000/UK Year 3	2-3	4500-6000 words

Courses designated as Writing Intensive differ from the Standard Assessment Norms by:

- No final exam
- The total amount of written words will normally increase by 50%

There are some other exceptions and those courses will follow a Special Programmes (e.g. ADM, ARW) or Dissertation table approved on 28 June 2012 by Academic Council. Details of these can be found at: <http://www.richmond.ac.uk/admitted-students/>

For courses that have atypical assessment norms and do not follow one of the approved tables, assessment will first be approved by Learning and Teaching Policy Committee.

University Assessment norms are referenced in each Course Specification Document (CSD). Full breakdown of assessment activities in detail for a particular course are listed in the course Syllabus, which is derived from the CSD.

Grade Assessment Criteria/Marking Scheme

Assessment in the BA (Hons) Contemporary Literature and Creative Writing with Combined Studies is by examination or by portfolio; book reviews, essays, dissertations, and other forms of written work; oral presentations and participation in group and sub-group work; and individual and group projects.

In order to obtain a BA (Hons) Contemporary Literature and Creative Writing with Combined Studies, students require (amongst other requirements) a cumulative GPA across the entire degree of 2.0. This is a 'C' average. A minimum GPA of 2.0 must also be achieved in all courses taken to fulfil major requirements. For information on the calculation of the OU GPA as a basis for final degree classifications, see <http://www.richmond.ac.uk/admitted-students/> or the myacademics page of the university portal at: <https://my.richmond.ac.uk/myacademics/default.aspx>

Course syllabi documents clarify, for each learning outcome, how that particular learning outcome is assessed, and what the threshold criteria for that particular learning outcome is, specified at the 'C' (GPA 2.0) level (i.e. a passing grade)

There are three 'pass' grades (and 7 sub-categories of 'pass' grade) in the ***BA (Hons) Contemporary Literature and Creative Writing with Combined Studies***.

MARKING SCHEME FOR LITERATURE COURSES

Grade A applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced analytical and integrative command of the material and issues
- gives evidence of very wide reading and extensive knowledge of relevant theory and recent research
- is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence
- superior (A-) or outstanding (A)

Grade B applies to work which:

- goes beyond the foundation level to develop a more questioning and analytical approach
- goes beyond the basic required reading, to study and discusses recommended texts and articles
- indicates an increasing ability to appreciate an extensive body of knowledge and to conceptualise the key theories, issues, debates and criticisms
- demonstrates the skills to present a balanced and comprehensive discussion
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

Grade C applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:
 - adequate coverage of the essential information specified, and
 - the skill to present that material coherently
- selects relevant named references and quotations

- just below average (C-), average (C), or showing signs of reaching above average (C+)

Grade D applies to work which:

- has been done without proper understanding of the requirements
- is too short, or long and unedited or lacks structure
- relies on superficial, subjective statements
- uses unreliable and inappropriate sources, **such as Wikipedia**
- uses incorrect, or confused information
- fails to make proper use of named references and quotations
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+)

Grade F, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- work which may be competent, but is either:
 - irrelevant (i.e. does not address the requirements of the assignment), or
 - uses un-attributed material (plagiarism)

MARKING SCHEME FOR CREATIVE WRITING COURSES

Grade A applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more substantive imaginative approach which has both expressive power and striking authority.
- gives evidence of inventive and stylish writing, good technique and a rich use of English
- is very well written, well designed and showing full engagement and originality
- superior (A-) or outstanding (A)

Grade B applies to work which:

- goes beyond the foundation level to develop an individual imaginative and technical response to the demands of the assignment/course
- reveals a sensitivity to the generic conventions of different kinds of writing and to the developing awareness of intended audience
- demonstrates an understanding of the drafting, revising, editing process and the importance of alternative perspectives
- indicates an increasing ability to experiment with textual form, content and language
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

Grade C applies to work which:

- is basically competent, although undeveloped and lacks originality
- fulfils the requirements of the course/assignment at a foundation level, involving:

- adequate response to the formal demands of the taught elements , and
- the technical skill to present that material with some vitality
- a minimal critical appreciation and engagement with other literary texts
- just below average (C-), average (C), or showing signs of reaching above average (C+)

Grade D applies to work which:

- has been done without proper understanding of the requirements
- relies on cliché and lacks any kind of original engagement
- lacks self-reflexivity
- fails to engage in the process of revising, editing and developing audience awareness
- fails to make proper use of named references and quotations; incomplete
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+)

Grade F, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- work which may be somewhat competent, but is either:
 - irrelevant (i.e. does not address the requirements of the assignment), or
 - uses un-attributed material (plagiarism)

5 Programme Structure

5.1. B.A. (Hons) Contemporary Literature and Creative Writing with Combined Studies

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 30 US / 120 UK credits at Level 6 in the major at Richmond.

Please see degree chart below and refer to Appendix 2: Programme Structure Flowchart.

Please note that students must complete all General Education requirements AND a minimum of 120 credits at each FHEQ level. The Gen Ed programme commencing Fall 2015 offers more choice amongst levels, so students and advisors must ensure that both Gen Ed requirements and overall level requirements are satisfied. If a minimum 120 credits per level is achieved, Gen Ed Options I and II will be automatically fulfilled.

Table 1: Lower-Division / QCF Level 3 and FHEQ Level 4 Degree Requirements

LOWER-DIVISION REQUIREMENTS			
QCF Level 3		US CREDITS	UK CREDITS
COM 3100	Foundations of Mass Media and Communications	3	12
CRW 3200	Writing From the Creative Impulse	3	12
LIT 3200	Foundations of English Literature	3	12
plus one of the following:		3	12
DEV 3100	Development & Culture: Reps in Film & Literature		
LIT 3100	The City: Imagination and Experience		
	18 US/72 UK credits (6 further courses): General Education requirements¹	18	72
QCF Level 3 CREDIT TOTALS		30	120

FHEQ Level 4		US CREDITS	UK CREDITS
CRW 4200	Writing London	3	12
LIT 4200	Introduction to World Literature	3	12
LIT 4205	Critical Approaches to Literature	3	12
THR 4210	Introduction to Drama: The Play's the Thing	3	12
plus two of the following:		6	24
COM 4100	Introduction to Intercultural Communication		
FLM 4200	Introduction to Film Studies		
JRN 4200	Introduction to Writing for the Media/Journalism		
	3 US/12 UK credits (1 further course): General Education requirement²	3	12
	9 US/36 UK credits (typically 3 further courses)³	9	36
FHEQ Level 4 CREDIT TOTALS		30	120

¹ Level 3 Gen Ed requirements: GEP 3100 Transitions I; GEP 3101 Transitions II; GEP 3120 Quantitative Reasoning; GEP 3140 Scientific Reasoning; GEP 3160 Creative Expression; GEP 3180 Research and Writing I..

² Level 4 Gen Ed requirement: GEP 4180 Research and Writing II

³ 9 US/36 UK credits to be completed at Level 4 consist of the Gen Ed Humanities Social Science Option and two elements of the following in combination: Gen Ed Option I and/or II (if taken at Level 4); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

Table 2: Upper-Division / Levels 5 and 6 Requirements

UPPER-DIVISION REQUIREMENTS			
FHEQ Level 5		US CREDITS	UK CREDITS
CRW 5200	Script Writing	3	12
CRW 5205	Reading and Writing Short Stories	3	12
LIT 5200	Literary Influences on Contemporary Writing	3	12
LIT 5205	British Literature from 1945 to 2000	3	12
plus two of the following:		6	24
LIT 5410	Gender and Sexuality in Contemporary Literature		
LIT 5420	Post-Colonial Literatures		
LIT 5100	Travel Writing		
LIT 5405	British Fantasy Writing		
LIT 5400	Contemporary London Literature		
plus one of the following:		3	12
AMS 5400	American Television Drama		
COM 5100	Language and Society		
COM 5205	Cultural Theory		
FLM 5405	Adaptations: Literature and Cinema		
JRN 5200	Feature Writing		
JRN 5400	Arts and Entertainment Journalism		
THR 5100	World Theatre		
9 US/36 UK credits (typically 3 further courses)⁴		9	36
FHEQ Level 5 Credit Totals		30	120

FHEQ Level 6		US CREDITS	UK CREDITS
CRW 6200	Advanced Creative Writing Workshop	3	12
CRW 6205	Working in the Creative Industries	3	12
LIT 6205	Literature in the New Millennium	3	12
LIT 6210	Shakespeare Today	3	12
LIT 6296	Senior Seminar in Contemporary Literature 1	3	12
LIT 6297	Senior Seminar in Contemporary Literature 2	3	12
plus four of the following OR Internship and two of the following:		12	48
COM 6200	New Media		
FLM 6220	Documentary Theory and Practice		
FLM 6400	From Script to Screen		
LIT 6200	American Writers Abroad		
THR 6205	Contemporary British Theatre		
THR 6250	American Drama		

⁴ 9 US/36 UK credits to be completed at Level 5 consist of some elements of the following in combination: Gen Ed Option I and/or II (if taken at Level 5); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

THR 6225	Irish Drama: The Troubles and Beyond		
CRW 6962	World Internship in Creative Writing (6/24 credits)		
CRW 6972	Internship in Creative Writing (6/24 credits)		
LIT 6962	World Internship in Literature (6/24 credits)		
LIT 6972	Internship in Literature (6/24 credits)		
FHEQ Level 6 Credit Totals		30	120

5.2. Exit Award Requirements

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. Students may not enter the university registered for an exit award.

5.2.1. Associate of Arts Degree in General Studies (US)

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at QCF Level 3
30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above.

5.2.2. Certificate of Higher Education (UK)

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 credits at QCF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the QCF Level 3 requirements necessary to obtain the AA.

Students may not be awarded more than one exit award (notwithstanding dual accreditation of the AA/CertHE) and Boards will recommend the most relevant one for the individual student circumstance for any student meeting the criteria for an award to be made.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses, corresponding with a UK average of between 40% and 59%)*
- Merit (normally a GPA of 3.0 to 3.54, corresponding with a UK average of between 60% and 69%)*
- Distinction (normally a GPA of 3.55 and above for all level 4 courses, corresponding with a UK average of 70% and over)*

*See Richmond OU/US Grading Translation Scale in *2015-2016 Catalogue*. Note that the Grading Translation will be phased in over several years starting with Level 3 courses in 2015-2016.

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements.

5.2.3. Diploma of Higher Education (UK)

The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses, corresponding with a UK average of between 40% and 59%)*
- Merit (normally a GPA of 3.0 to 3.54, corresponding with a UK average of between 60% and 69%)*
- Distinction (normally a GPA of 3.55 and above for all level 4 courses, corresponding with a UK average of 70% and over)*

*See Richmond OU/US Grading Translation Scale in *2015-2016 Catalogue*. Note that the Grading Translation will be phased in over several years starting with Level 3 courses in 2015-2016.

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at Richmond.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements.

5.3 Minor requirements

Students may select *Contemporary Literature* OR *Creative Writing* as an optional minor to complement their major field of study. Both the major and minor will be recorded on the student's transcript at graduation. At least three of the upper division courses required for a minor must be taken at Richmond. A maximum of three courses only may overlap between a student's major and any minor.

CONTEMPORARY LITERATURE

Minor Requirements		18	72
One of the following:		3	12
LIT 3200	Foundations of English Literature		
LIT 3100	The City: Imagination and Experience		
Plus:			
LIT 4200	Introduction to World Literature	3	12
Plus 4 LIT courses at 5000/6000 level		12	48

CREATIVE WRITING

Minor Requirements		18	72
CRW 3200	Writing from the Creative impulse	3	12
CRW 4200	Writing London	3	12
CRW 5200	Script Writing	3	12
CRW 5205	Reading and Writing Short Stories	3	12
LIT 5100	Travel Writing	3	12
CRW 6200	Advanced Creative Writing Workshop	3	12

6 Distinctive Features and Regulatory Framework

The ***BA (Hons) Contemporary Literature and Creative Writing with Combined Studies*** is distinctive in that it engages students with contemporary world literature and creative writing practices and the application of these in professional practice. It also broadens the academic experience of the students as a consequence of Richmond's US Liberal Arts framework and General Education requirements, and deepens it through the sequence of course requirements within the programme. This balance between a core of requirements and a range of choices is a key characteristic of the US system of Liberal Arts undergraduate education. While mapping of the US system onto UK regulatory frameworks has presented another opportunity for quality enhancement, accommodation of the special nature of the US liberal arts degree is achieved in the additional "Combined Studies" designation for each major. Developing this distinctive approach, the Richmond programme aspires to the best theory and practice from both sides of the Atlantic.

The ***BA (Hons) Contemporary Literature and Creative Writing with Combined Studies*** is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications, UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1 Admissions

To be considered for admission, prospective students should:

- normally be at least 17 years old, have completed a minimum of 12 years of schooling, and hold the required grade(s) in a complete US high School Diploma, UK GCE A levels, or other UK or international qualifications deemed equivalent by the University, by the start of the programme;
- have completed an application via UCAS, the Common Application or direct to the University, including a personal statement and academic reference and supplying verification of existing academic and English language attainments as required by the University.

Further details of qualifications accepted and grades required may be found on the University [website](#), noting that these are common to all BA programmes at the University and there is no requirement as to the subject of entry qualifications. Prospective students from the United States should note that SATs are optional but not required. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Normally, Advanced Credit may be given for a maximum of 30 out of the total 120 (US) credits necessary to complete the programme. The University also welcomes applications from prospective students with previous Higher Education study who, depending on subjects taken and grades achieved, may be given up to 75 Transfer Credits against the total 120 (US) credits necessary to complete the programme.

Students who are not nationals of a majority English-speaking country should normally have achieved CEFR level B2 in a secure English Language test acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Prospective students who do not meet the above academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University.

Further details of all of the above may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published: <http://www.richmond.ac.uk/content/admissions.aspx>

6.2 Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the University. Much of what shapes the University's perspective on this has already been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University is also in compliance with Standard 14 on 'Assessment of Student Learning', as laid out by the Middle States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals... Assessment is not an event but a process and should be an integral part of the life of the institution."

(<http://www.msche.org/publications.asp>).

6.3 Progression

Progression is built into the Programme Outcomes (Section 3 above), as they are derived from the *SEEC* categories associated with specific levels of the *FHEQ*. Learning outcomes in each individual course are therefore level-specific, ensuring an appropriate structure of progression through the degree, with students at graduation meeting the requirements of the QAA subject benchmarks.

6.4 Placement

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work. For full details of the internship programme, please see: <http://www.richmond.ac.uk/internships/>

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/career-services/>.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: <http://alumni.richmond.ac.uk/>

6.5 Study abroad

Richmond classes benefit every semester through the arrival of study abroad students from colleges and universities within the United States. These students, who mostly enrol in classes at levels 5 and 6, very often bring with them a distinct set of values and approaches to learning that can be both enriching and challenging. Richmond faculty have the breadth of experience necessary with which to capitalise on the positive aspects of this class room dynamic. Please note that Study Abroad students register for classes *after* Richmond degree-course students have completed their registration process.

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. In practice, however, very few students take this option up. It is more common for Richmond students to take a limited number of classes at other accredited colleges and universities during the summer, and then transfer these back to Richmond for inclusion toward their graduation requirements. All courses taken elsewhere must be pre-approved by the Office of Academic Registry. All such courses are rigorously scrutinised, and only credit from appropriately accredited programmes, earned with a grade of C or above, are accepted for transfer. There are strict requirements regarding the number of courses and at what level may be taken outside of Richmond. Please see under "Graduation Requirements" in the university catalogue:
<http://www.richmond.ac.uk/admitted-students/catalogues/>

6.6 Student support and guidance

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least once per semester. Advisers assist students with course selection and registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

Students admitted from Fall 2013 onwards have an on-line "Academic Plan" made available to them, which acts as an interactive degree planner, outlining degree requirements, and recording their completion – this enables students to track their progress towards their degree.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

In accordance with the 2010 *Equality Act*, and with Chapter B4 of the *Quality Code*, Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements – the university disability officer works with individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see:
<http://www.richmond.ac.uk/student-life/support-for-students-with-disabilities/>

The University operates a well-staffed Student Affairs department headed by the Vice-President for Students that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and

travel designed to further enhance students' educational experiences. The university [Student Charter](#) outlines responsibilities and expectations of both the students and the university, and the [Conduct Code](#) addresses expectations as to social conduct. Non-academic appeals and complaints and disciplinary incidents are overseen by the Student Affairs Department.

In its 2013 [IRENI review](#), Richmond was commended for "The care and attention paid to academic and pastoral support for international students throughout their association with the University".

7 Appendix I - Curriculum map

	Mass Media Comm	Creative Impulse	Foundation Eng Lit	Dev & Culture	The City												
	COM 3100	CRW 3200	LIT 3200	DEV 3100	LIT 3100												
3Ai			X														
3Aii				X	X												
3Aiii		X	X														
3Bi			X	X	X												
3Bii	X		X		X												
3Biii		X			X												
3Ci	X	X	X	X	X												
3Di	X	X	X	X	X												
	Writing London	World Lit	Crit Approaches	Intro Drama	Intercult Comm	Film Studies	Writing Media										
	CRW 4200	LIT 4200	LIT 4205	THR 4210	COM 4100	FLM 4200	JRN 4200										
4Ai			X	X													
4Aii		X															
4Aiii	X																
4Bi		X		X													
4Bii			X														
4Biii	X																
4Ci	X	X	X	X													
4Cii	X	X	X	X													
4Ciii			X														
4Di	X	X	X														
4Dii	X			X													
4Diii	X	X	X														

	Script Writing	Short Stories	Literary Influences	Brit Lit 1945-2000	Gender & Sexuality	Post-Colonial Lit	Travel Writing	Brit Fantasy	Contemp London Lit	Amer TV Drama	Language & Society	Cult & Theory	Adaptations	Feature Writing	Arts & Entertain	World Theatre	
	CRW 5200	CRW 5205	LIT 5200	LIT 5205	LIT 5410	LIT 5420	LIT 5100	LIT 5405	LIT 5400	AMS 5400	COM 5100	COM 5205	FLM 5405	JRN 5200	JRN 5400	THR 5100	
5Ai			X	X	X	X	X	X	X								
5Aii		X	X	X	X	X	X	X	X								
5Aiii	X	X					X		X								
5Bi				X				X	X								
5Bii		X	X	X	X	X	X										
5Biii	X	X					X		X								
5Ci			X	X	X	X	X	X	X								
5Cii	X	X	X	X	X	X	X	X	X								
5Ciii	X	X	X	X	X	X	X	X	X								
5Di	X	X			X	X	X	X	X								
5Dii	X	X	X	X	X	X	X	X	X								
5Diii	X	X	X														
	Adv Creative Writing Workshop	Working Creative Industr	Lit in New Millennium	Shakespeare Today	Senior Sem 1	Senior Sem 2	New Media	Doc Theory & Pract	From Script to Screen	Amer Writers Abroad	Contemp Brit Theatre	Amer Drama	Irish Drama	World Internshp CRW	Internshp CRW	World Internshp LIT	Intershp LIT
	CRW 6200	CRW 6205	LIT 6205	LIT 6210	LIT 6296	LIT 6297	COM 6200	FLM 6220	FLM 6400	LIT 6200	THR 6205	THR 6250	THR 6225	CRW 6962	CRW 6972	LIT 6962	LIT 6972
6Ai			X		X	X				X							
6Aii		X	X	X	X	X											
6Aiii	X	X															
6Bi			X		X	X											
6Bii			X	X	X	X				X							
6Biii	X	X												X	X	X	X
6Biv	X		X		X	X								X	X	X	X
6Ci		X	X	X	X	X				X				X	X	X	X

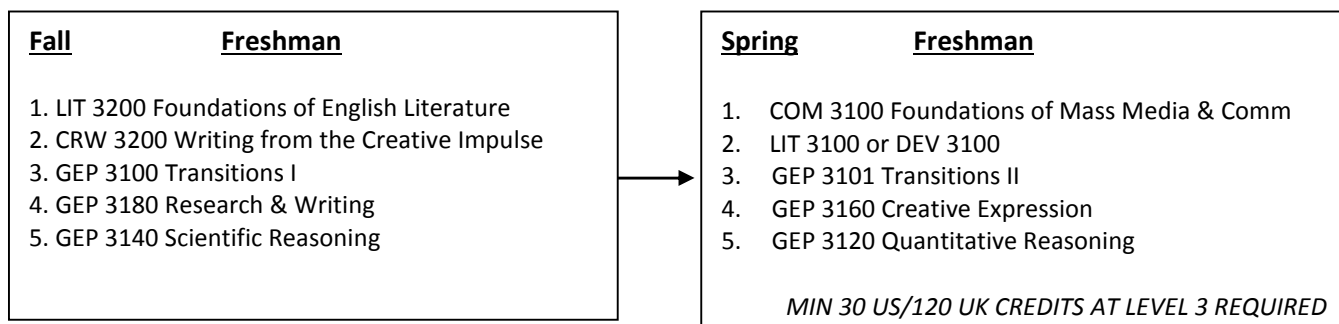
Level 6 CONTINUED

	Adv Creative Writing Workshop	Working Creative Industr	Lit in New Millennium	Shakespeare Today	Senior Sem 1	Senior Sem 2	New Media	Doc Theory & Pract	From Script to Screen	Amer Writers Abroad	Contemp Brit Theatre	Amer Drama	Irish Drama	World Internshp CRW	Internshp CRW	World Internshp LIT	Intershp LIT
	CRW 6200	CRW 6205	LIT 6205	LIT 6210	LIT 6296	LIT 6297	COM 6200	FLM 6220	FLM 6400	LIT 6200	THR 6205	THR 6250	THR 6225	CRW 6962	CRW 6972	LIT 6962	LIT 6972
6Cii	X	X	X	X	X	X								X	X	X	X
6Civ					X	X											
6Di	X	X	X	X	X	X				X				X	X	X	X
6Dii		X			X	X								X	X	X	X
6Diii	X	X		X										X	X	X	X
6Div	X		X		X	X				X							

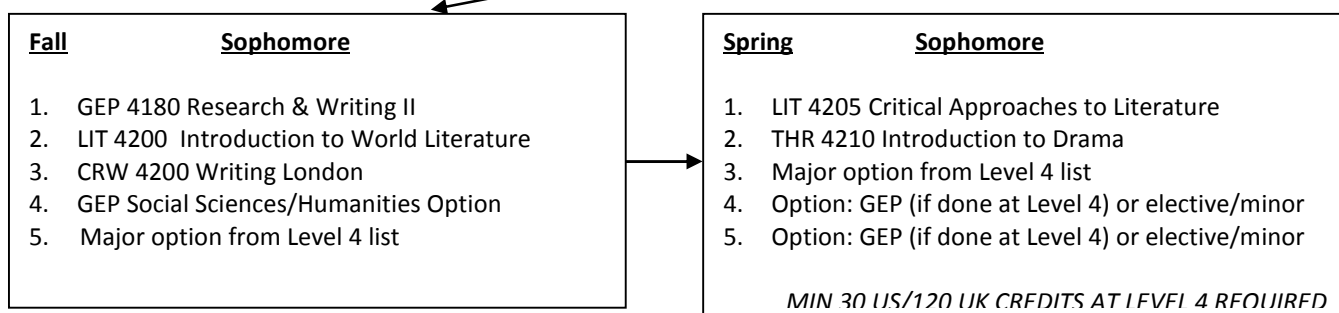
8 Appendix II – Programme Structure

Typical Degree Schema: BA (Hons) Contemporary Literature and Creative Writing. (Note: Based on a Freshman entering Richmond with no Transfer Credit)

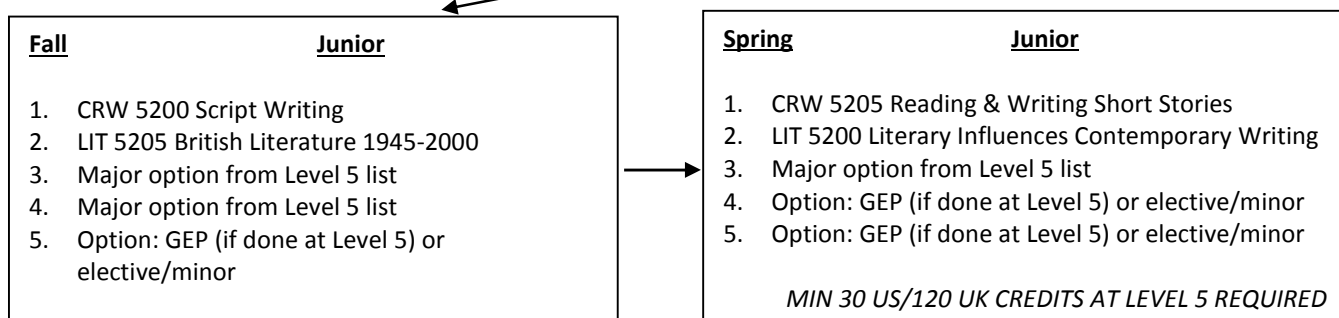
YEAR ONE:



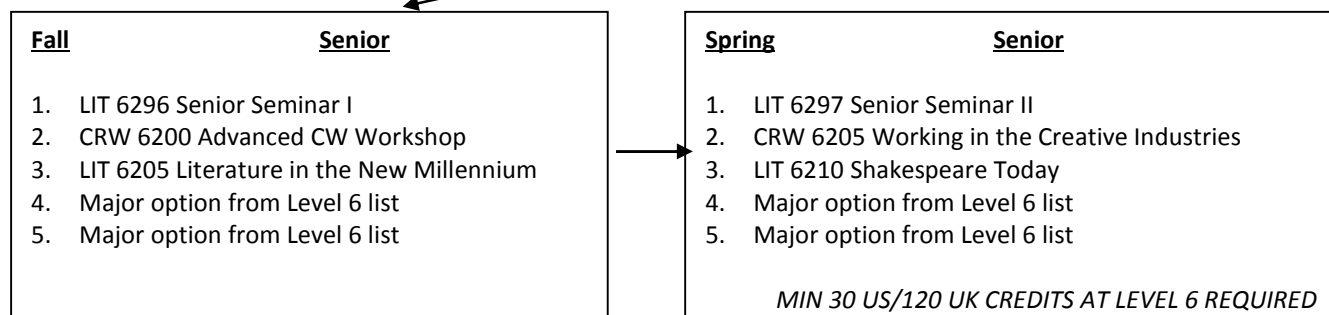
YEAR TWO:



YEAR THREE:



YEAR FOUR:



Programme specification and curriculum map – BA (Hons) Contemporary Literature and Creative Writing with Combined Studies