



Using the Creative Writing subject benchmark: individual activity

Collection: The Subject & pedagogy

Resource: Working with Creative Writing Subject Benchmark Statement

Approximate duration

One hour

Learning outcomes

After completing this activity you will be familiar with the Creative Writing Subject Benchmark Statement and therefore with the core values and features of studying for and achieving an honours degree in Creative Writing. Further, you will be familiar with the way the Creative Writing Subject Benchmark Statement is useful to distinct members of the subject community. After completing this activity you will also have gained:

1. clearer insight into the challenges presented by the subject, its ways of thought, of writing, of arguing, of quoting;
2. a framework in which to enact a critical understanding of curriculum and assess its current fitness for purpose;
3. the raw material (and possibly confidence) to propose and argue to colleagues for a new module or form of assessment, or of teaching based on the relevant components of the benchmark statement.

Introduction

The Creative Writing Benchmark explicitly acknowledges the diversity of Creative Writing degree programmes as a major strength and is therefore designed as a framework that

1 | *This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.*

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can accommodate variety and innovation in the delivery of Creative Writing modules. As such the Benchmark does not touch on specific curricular choices that individual programmes or lecturers might make. Ideally the Benchmark will be also used to provoke debate when the direction or emphasis of a module or degree is up for review or evaluation. The Benchmark is therefore designed to be a key resource for lecturers no matter what role or career stage they occupy. The following exercise is an opportunity to 'drill down' in the Benchmark document in order to gain an understanding of how it might be useful to a range of constituents.

The activity

Read the Benchmark and make a list (with at least two or three items each) of how the following members of a Creative Writing programme might use the Benchmark:

- Final year undergraduate student
- Early career lecturer designing a new module
- Newly appointed head of department

Links & References

- [The Creative Writing Subject Benchmark Statement](#)

Relationship to the Professional Standards Framework

- **Area of Activity 1:** Design and planning of learning activities and / or programmes of study.
- **Area of Activity 5:** Integration of scholarship, research, and professional activities with teaching and supporting learning
- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

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More information about the Professional Standards Framework can be obtained from the summary factsheet in the Subject & Pedagogy Collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the *Subject and Pedagogy* Collection

- Subject and pedagogy: introduction to the collection
- Working with the English subject benchmark statement: resource overview
 - Using the English subject benchmark: group activity
 - Using the English subject benchmark: individual activity
- Working with the Creative Writing subject benchmark statement: resource overview
 - Using the Creative Writing subject benchmark: group activity
 - **Using the Creative Writing subject benchmark: individual activity (* you are here)**
- Writing and the teacher: resource overview
 - Writing tasks: group activity
 - Metaphors: group activity
- Hearing yourself teach: resource overview
 - Keeping a teaching journal: individual activity
- Working with threshold concepts: resource overview
 - Crossing the line: individual activity
 - Crossing the line: group activity

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