

Programme Specification



1. Programme title	MSc Creative Writing for Therapeutic Purposes
2. Awarding institution	Middlesex University
3a. Teaching institution	Metanoia Institute
3b. Language of study	English
4a. Valid intake dates 4b. Mode of study 4c. Delivery method	September Part Time Distance education (30% in-person and 70% on line 'live' input).
5. Professional/Statutory/Regulatory body	
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Certificate, Diploma, MSc
8. Year effective from	2022/23

9. Criteria for admission to the programme

Creative Writing for Therapeutic Purposes is a profession requiring a broad base of academic and practical skills and applicants are required to demonstrate that they are able to work at postgraduate level. Applicants will have the following:

- A first degree or equivalent qualification. AND

- A Short Course in Counselling, or equivalent academic experience; willingness to undertake counselling for themselves.

AND

- Work experience, in either professional or voluntary settings, involving the practice of therapeutic skills.

AND

- The personal qualities which have been identified as crucial in therapeutic work and in courses of this kind, namely warmth of personality, flexibility of thinking, the capacity for sensitive response to a wide range of people and issues and the ability to argue critically and evaluate ideas and outcomes. These are evidenced via the application materials and at interview.

AND

- Use of computer, access to fast broadband internet, ability to use computer software.

AND

- English language IELTS Level 6.5 overall (with at least 6.0 in each component).

10. Aims of the programme

The programme aims to provide students with:

- an understanding of the concepts and processes, and competence in skills of creative writing for therapeutic purposes to a level appropriate for effective professional practice;
- a critical appreciation of creative writing for therapeutic purposes related research and underpinning theories;
- a commitment to creative, self and professional development informed by peer and tutor relationships;
- knowledge and understanding about the applications of creative writing for therapeutic purposes in specific contexts.
- concepts, skills, attitudes and critical capacities necessary to deliver and evaluate their own work and those of others engaged in creative writing for therapeutic purposes.

11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes

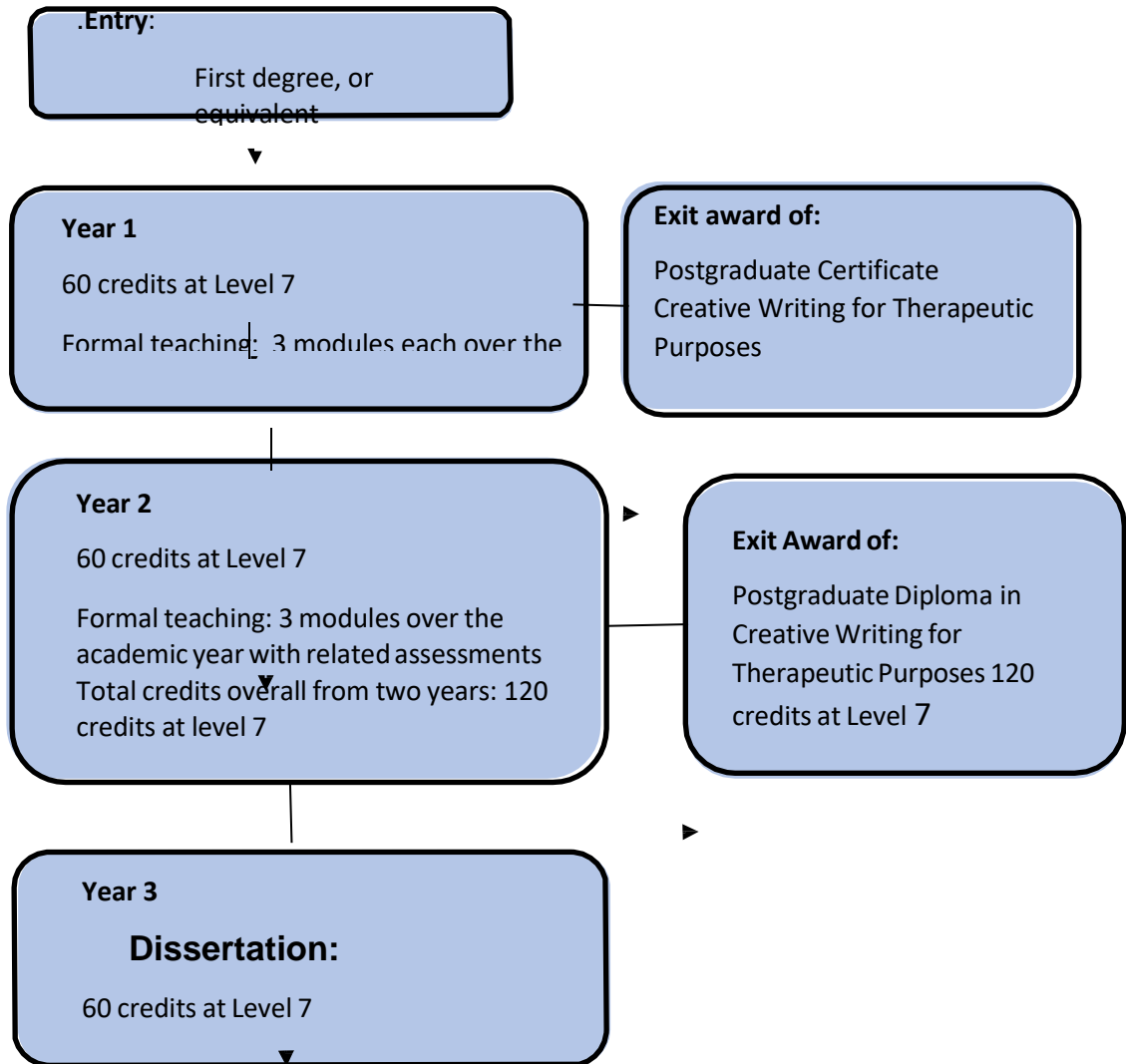
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Appraise creative writing techniques. 2. Compare relevant models of counselling. 3. Incorporate group development theories. 4. Assemble knowledge of a variety of settings where therapeutic writing has been applied 5. Predict and critically evaluate the problems and pitfalls, as well as the challenges and advantages of using writing for therapeutic purposes. 6. Appraise relevant theoretical approaches to therapeutic writing and will have analysed the interplay between form, genre, content and effectiveness in some examples of therapeutic writing. 7. Evaluate the ethical issues and dilemmas associated with research in counselling, psychotherapy, and creative writing for therapeutic purposes. 	<p>Teaching/learning methods</p> <p>Students learn knowledge and understanding through didactic input, use of handouts, therapeutic practice, live skills demonstrations and presentation of case material online and in person.</p> <p>Assessment Methods</p> <p>Students' knowledge and understanding is assessed by essays, class debate and discussion, student presentations, dissertation and workshop assessment. Formative assessment forms an essential part of the assessment process.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Originate form, content, metaphor, imagery, poetry and autobiographical writing, as well as employing voice and character. 2. Assess a body of creative work with an understanding of key creative writing for therapeutic purposes skills and relational skills. 3. Develop critical self-reflection on personal creative writing. 4. Demonstrate awareness of diverse perspectives and willingness to open to others' narratives through ongoing reflexive practice. 5. Synthesise and critically articulate reflective practice to colleagues in relation to CWTP and counselling skills practice. 6. Analyse the strengths and weaknesses of different 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through class discussion, tutor feedback, peer supervision feedback, critical reading and their own reflective enquiry, online and in person.</p> <p>Assessment Methods</p> <p>Students' cognitive skills are assessed by written assignments process reports, an assessed workshop and presentation and group participation</p>

<p>C. Practical skills</p> <p>On completion of the programme the successful completion student will be able to:</p>	
<ol style="list-style-type: none"> 1. Incorporate knowledge of creative writing interventions and ethical and best practice principles into 	<p>Teaching/learning methods</p> <p>Students learn practical skills</p>

<p>practice sessions</p> <ol style="list-style-type: none"> 2. Produce a body of creative work with an understanding of key creative writing for therapeutic purposes skills and Relational skills 3. Critically analyse a reflective 'journal', incorporating creative work, self-reflection, critical theoretical discussion, and relevant engagement with key texts. 4. Originate relevant practice material and apply to specific workshop settings. 5. Employ relational skills including self-awareness, openness to feedback and ethical awareness. 6. Examine ethical issues associated with research in creative writing for therapeutic purposes, including research with, and in, different cultures and ethnic groups. 7. Assemble a research question and choose and implement an appropriate methodology and method. 8. Develop research appropriate for Masters level and a critical understanding of how these skills may be used in their future work with the research community and or practitioners. 9. Evaluate how research outcomes are of value to the research community and how findings may be used in their future work with the research community and or practitioners. 10. Categorise appropriate information under relevant chapter headings, demonstrating key aspects of the research process to produce a clear, well-documented dissertation. 	<p>through a strong emphasis on participative methods including large group discussion, small group experiential exercises, and skills practice in small and large groups with tutor and peer supervision online and in person.</p> <p>Assessment Methods Students' practical skills are assessed by: Both summative and formative assessment: Formative assessment covers group participation and practice Summative assessments include essays, live presentation to the group and an assessed workshop</p>
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12. Programme structure (levels, modules, credits and progression requirements)
12. 1 Overall structure of the programme

Students joining the MSc in Creative Writing for Therapeutic Purposes are expected to complete all years of study leading to the final MSc exit award. Should students/staff feel that the qualification is not suitable for the student to complete, or that the student has reached their learning edge for this subject, there are exit points at Post Graduate Certificate (completion of Year One (Modules One-Three) and Post Graduate Diploma (Completion of Year Two) (Modules Four-Six)).



12.2 Levels and modules		
Level 7		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MSc Year 1</p> <ul style="list-style-type: none"> • 001- Introduction to creative writing and its therapeutic applications • 002 - Reflective personal writing • 003 - Therapeutic settings and established theories 		<p>Completion of attendance, assignments at pass or above, and experiential work with peers is essential for progression to the following year.</p>
Level 7		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS

Students must take all of the following: MSc Year 2	N/A	Completion of attendance, assignments at pass or above, and experiential work with peers is essential for progression to the following year. 10 hours of personal therapy is required by the end of Year 2.
<ul style="list-style-type: none"> • 004 -Facilitating therapeutic groups – Distant Approach • 005 - Preparing to Research a Topic of Curiosity in Creative Writing for Therapeutic Purposes • 006- Research methodologies for therapeutic settings 		
Level 7		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: Dissertation	N/A	30 Peer Discussion hours is required by the end of Year 3.

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	Module code
7	All modules are non-compensatable in line with other Metanoia Institute programmes. This course can lead to practitioners facilitating groups and individuals so students must demonstrate meeting all learning outcomes.'

13. Information about assessment regulations

This programme will run in line with general University Regulations (<https://www.mdx.ac.uk/about-us/policies>).

All requirements of the years contribute to the acquisition of a Pass/Resit grade at the end of each year. The award of a MSc with Merit or with Distinction will be primarily based on the dissertation mark.

Information at My Registry/Assessment

<https://moodle.metanoia.ac.uk/course/view.php?id=33>

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Information at Middlesex University on Assessment and Regulations

<https://unihub.mdx.ac.uk/study/assessment/assessment-regulations-guide>

14. Placement opportunities, requirements and support (if applicable)

N/A

15. Future careers / progression

The strong link with the community and the world of work, which this programme so readily makes is one of its main strengths in the light of current government thinking. There is a considerable need for good research into the effects, benefits and challenges of using creative writing as a developmental and therapeutic tool, particularly where it is being taken up as an intervention by the Health Service, and as an approach in education at all levels, health promotion, community development, social awareness, and in qualitative research. The MSc programme is well placed to cater to this need. Students will have the potential to progress to doctorate level.

16. Particular support for learning (if applicable)

There is a Disability Support Officer whose role involves supporting students with disabilities during their studies, including, where appropriate applying for Disability Support Allowance.

Metanoia has a comprehensive Equality and Diversity Manual available in a range of formats.

17. HECos code(s)

100254 psychotherapy

18. Relevant QAA subject benchmark(s)

Creative Writing

20. Reference points

Metanoia Institute refers to the QAA codes of practice and has undergone an educational oversight monitoring visit by the Quality Assurance Agency for Higher Education (QAA).

Lapidus International (Writing for Wellbeing Organisation) is a relevant organisation to the course, providing a Lapidus Ethical Code <http://www.lapidus.org.uk/>

Masters degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of

professional practice

- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required for continuing professional development

20. Other information

Programme Boards held during the academic year with input from Middlesex Link Tutor and student representatives.

Regular verbal feedback from teaching groups throughout the academic year.

Written student feedback at the end of each training year.

External examiner feedback via Assessment Boards and reports.

Regular staff meetings to discuss the curriculum and teaching methods, developments in the field and issues raised by students.

Academic staff participate in Continuing Professional Development and inter-team discussions on aspects of practice and theory.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of the programme handbook and the university regulations.

21. Curriculum map for MSc in Creative Writing for Therapeutic Purposes

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	Select and effectively apply creative writing techniques for therapeutic applications
A2	Compare relevant models of counselling.
A3	Incorporate group development theories.
A4	Assemble knowledge of a variety of settings where therapeutic writing has been applied
A5	Identify and critically evaluate the problems and pitfalls, as well as the challenges and advantages of using writing for therapeutic purposes.
A6	Critically evaluate relevant theoretical approaches to therapeutic writing and analyse the interplay between form, genre, content and effectiveness in some examples of therapeutic writing.
A7	Evaluate ethical issues in creative writing for therapeutic purposes practice.
Cognitive (thinking) skills	
B1	Originate form, content, metaphor, imagery, poetry and autobiographical writing, as well as employing voice and character.
B2	Assess a body of creative work with an understanding of key creative writing for therapeutic purposes skills and relational skills.
B3	Develop critical self-reflection on personal creative writing.
B4	Employ reflexive practice relating to discussion and listening in the learning group.
B5	Devise and facilitate practice workshops with peers and tutors and develop range of approaches in CWTP
B6	Analyse the strengths and weaknesses of different methodological approaches as applied to an area of potential research in the field.

Practical skills	
C1	Incorporate knowledge of creative and best practice principles into p
C2	Produce a body of creative work writing for therapeutic purposes s
C3	Critically analyse a reflective 'jou reflection, critical theoretical disc key texts.
C4	Originate relevant practice mater settings.
C5	Employ relational skills including feedback and ethical awareness.
C6	Examine ethical issues associate therapeutic purposes, including r and ethnic groups.
C7	Assemble a research question an appropriate methodology and me
C8	Develop research appropriate understanding of how these s work with the research comm
C9	Evaluate how research outco community and how findings with the research community
C10	Categorise appropriate inform headings, demonstrating key to produce a clear, well-docu

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4
		Introduction to creative writing and its therapeutic applications	001	X							X	X	X					X
Reflective personal writing	002		X	X								X				X		
Therapeutic settings and established theories	003				X										X		X	
Facilitating therapeutic groups	004							X					X					X
Preparing to Research a Topic of Curiosity in Creative Writing for Therapeutic Purposes	005					X	X											
Research methodologies for therapeutic settings	006							X						X				
Dissertation	007																	

<p>11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes</p> <p>B. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Appraise creative writing techniques. 2. Compare relevant models of counselling. 3. Incorporate group development theories. 4. Assemble knowledge of a variety of settings where therapeutic writing has been applied 5. Predict and critically evaluate the problems and pitfalls, as well as the challenges and advantages of using writing for therapeutic purposes. 6. Appraise relevant theoretical approaches to therapeutic writing and will have analysed the interplay between form, genre, content and effectiveness in some examples of therapeutic writing. 7. Evaluate the ethical issues and dilemmas associated with research in counselling, psychotherapy, and creative writing for therapeutic purposes. 	<p>Teaching/learning methods</p> <p>Students learn knowledge and understanding through didactic input, use of handouts, therapeutic practice, live skills demonstrations and presentation of case material online and in person.</p> <p>Assessment Methods</p> <p>Students' knowledge and understanding is assessed by essays, class debate and discussion, student presentations, dissertation and workshop assessment. Formative assessment forms an essential part of the assessment process.</p>
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<p>C. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Originate form, content, metaphor, imagery, poetry and autobiographical writing, as well as employing voice and character. 2. Assess a body of creative work with an understanding of key creative writing for therapeutic purposes skills and relational skills. 3. Develop critical self-reflection on personal creative writing. 4. Demonstrate awareness of diverse perspectives and willingness to open to others' narratives through ongoing reflexive practice. 5. Synthesise and critically articulate reflective practice to colleagues in relation to CWTP and counselling skills practice. 6. Analyse the strengths and weaknesses of different 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through class discussion, tutor feedback, peer supervision feedback, critical reading and their own reflective enquiry, online and in person.</p> <p>Assessment Methods</p> <p>Students' cognitive skills are assessed by written assignments process reports, an assessed workshop and presentation and group participation</p>
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<p>C. Practical skills</p>	
<p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Incorporate knowledge of creative writing interventions and demonstrate strong communication and counselling skills in CWTP practice with peers 2. Measure increased confidence in producing a body of creative work with an understanding of key creative writing for therapeutic purposes skills and relational skills 3. Critically analyse a reflective journal', incorporating creative work, self-reflection, critical theoretical discussion, and relevant engagement with key texts. 4. Originate relevant research and practice material and apply to specific workshop settings formats, online using digital technology and in-person. 5. Evaluate relationships with colleagues and participants, and have an enhanced self-awareness, ability to take risks, 	<p>Teaching/learning methods</p> <p>Students learn practical skills through a strong emphasis on participative methods including large group discussion, small group experiential exercises, and skills practice in small and large groups with tutor and peer supervision online and in person.</p> <p>Assessment Methods</p> <p>Students' practical skills are assessed by: Both summative and formative assessment: Formative assessment covers group participation and practice.</p> <p>1: Summative assessments include essays, live presentation to the group and an assessed workshop</p>

<p>willingness to engage in supervision, and openness to feedback and ethical awareness.</p> <p>6. Compose a critical awareness of ethical issues associated with research in creative writing for therapeutic purposes, including research with, and in, different cultures and ethnic groups.</p> <p>7. Assemble a research question, and choose and implement an appropriate methodology and method.</p>	
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