

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne

3	Final Award	MA
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4	Programme title	Literary Studies: Writing, Memory, Culture
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5	Programme Accredited by:	n/a
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6	UCAS Code	
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7	QAA Subject Benchmarking Group(s)	English
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8	Date of production/revision	14 September 2004
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9	Programme Aims:	<ul style="list-style-type: none">● To provide an MA programme that is engaged in the advanced study of a wide range of literary texts and genres in English from the Renaissance to the present;● To enable students to develop a critical awareness of current thinking at the forefront of the discipline about history, memory and identity;● To provide a programme of teaching and supervision which is informed by current staff research interests;● To enable students to undertake independent scholarly research;● To provide a programme which consistently attracts highly qualified applicants, mature applicants, and overseas applicants;● To enable students to acquire the knowledge and skills necessary for progression to advanced research in a PhD or MPhil programme, or for employment in positions suitable to those holding a higher degree;● To provide a programme which meets fully the criteria for a Masters degree laid down in the QAA's National qualifications framework document.
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10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. Students will gain advanced knowledge of a range of literary and cultural texts from the Renaissance to the present.
2. Students will gain knowledge of core theoretical and methodological debates relating to history, memory and identity in contemporary literary studies (e.g. historicist and psychoanalytical approaches to 'representing' or 'disrupting' the past, and postcolonial theories concerning cultural 'location' and the formation of national identities).
3. Students will gain in-depth understanding of specific texts, genres, and contexts.
4. Students will gain knowledge and understanding of working methods appropriate to Masters level research in literary studies.

B Subject-specific/professional skills

1. Students will acquire and develop critical and analytical skills to an advanced level.
2. Students will acquire and develop a range of research skills to enable higher level research.
3. Students will be able to apply key methods and concepts relevant to advanced literary study concerning issues of history, memory and identity.

C Cognitive skills

1. Students will be able to analyze and engage imaginatively with complex literary texts.
2. Students will be able to evaluate secondary material critically.
3. Students will be able to grasp the interplay between texts and their historical and/or cultural, social, and political contexts.

D Key (transferable) skills

1. structure and communicate ideas effectively.
2. plan and complete essays and presentations.
3. write and speak to different audiences.
4. gather, evaluate and organize information.
5. work and negotiate with others.
6. use information technology.
7. work to deadlines or within specified time limits.
8. work independently and as part of a team.

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A Knowledge and understanding	<p>The primary means of imparting knowledge and understanding (A1 to A4) is through the seminar. Seminars demand that students develop analytical and presentational skills. Throughout the programme, students are expected to supplement essential reading with wide-ranging independent reading under the guidance of module leaders. The core module, 'Reading the Past', is assessed through two long essays (of 4,000 words each) in order to achieve A2.</p>
B Subject-specific/professional skills	<p>Subject specific skills (B1-B3) are acquired through seminars, the completion of essays attached to the core and optional modules, an extended study, the dissertation preparation module, and the dissertation itself.</p>
C Cognitive skills	<p>Cognitive skills (C1-C3) are developed through preparing for seminars and the planning and writing of assignments.</p>
D Key (transferable) skills	<p>Preparation for, and activities, in seminars, as well as the preparation and writing of essays and other assignments encourages the development of all the key skills listed (D1-D8).</p>

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	<p>The primary method of assessing knowledge and understanding is through submitted written work, whether 4000 word essay, 2500 word essay, dissertation outline and bibliography, or dissertation (A1-A4). Oral presentations will not be formally assessed but oral feedback will be given.</p>
B Subject-specific/professional skills	<p>Subject-specific skills (B1-B3) are assessed by submitted work and in some optional courses by oral presentations.</p>
C Cognitive skills	

Cognitive skills (C1-C3) are assessed by submitted work and in some modules by oral presentations.

D. Key (transferable) skills

D1, D2, D4, D7 are assessed by submitted work. D1, D3, D4, D5, D8 are assessed in some optional modules by oral presentation.

11 Programme Curriculum, Structure, and Features:

1. Programme Curriculum

The core module provide a thorough grounding in the knowledge and understanding of theoretical and methodological debates relating to history, memory and identity in contemporary literary studies, advanced knowledge of a range of literary and cultural texts from the Renaissance to the present, and in-depth understanding of genres and contexts (A1-A4). These core modules also develop subject-specific skills (B1-B3) and cognitive skills (C1-C3) as well as enabling the practice of key skills (D1-D8).

Optional modules advance the range of knowledge, understanding and skills introduced in the core modules. Taught out of specialist staff expertise, the optional modules allow students to both further develop their knowledge and understanding (A1-A4) as well as refine subject-specific, cognitive and key skills.

Finally research for and the writing of a dissertation further strengthens and enables development of knowledge and understanding (A1-A4) and the other skills.

2. Programme Structure

(a) All candidates shall take the following compulsory modules:

ART 800 (10 credits) Arts Research Methods.
SEL856 (10 credits) Research Training in Literary Studies.
ELL950 (40 credits) Reading the Past.
ELL887 (10 credits) Extended Study.

(b) All candidates shall take further modules to a value of 40 credits from the list below. Not all modules may be available in every year; the course handbook will clarify availability in each year:

ELL705 (10 credits) The English Civil Wars in the Literary Imagination
ELL706 (10 credits) Revolution and Nationalism in Romantic Writing
ELL707 (10 credits) Novelists in History: George Eliot and Thomas Hardy
ELL708 (10 credits) Cultural responses to Slavery and the Holocaust
ELL713 (10 credits) Caribbean Creolization

SEL801 (10 credits) Memory, History, & Trauma in Seventeenth-Century Women's Writing

SEL 823 (10 credits) Tudor Poetry

SEL824 (10 credits) Victorian Poetry and Intertextuality

SEL850 (10 credits) Childhood in African and Caribbean Literature

SEL862 (10 credits) Self-Reflexive Documentary Film

(c) Alternative modules to those listed in (b) above to a maximum of 30 credits may be substituted by modules offered in the MA programmes in Modern and Contemporary Studies: British and American Literature and Film, Creative Writing, Film Studies, Gender Studies and The Americas: Histories, Societies, Cultures, subject to the approval of the degree programme directors concerned and to timetable constraints.

(d) All candidates shall take:

SEL803 (10 credits) Dissertation Preparation

ELL899 (60 credits) Dissertation. The recommended length of the Dissertation is 15,000 words.

The balance of assessment is 67% coursework to 33% dissertation.

3. Programme Features

The programme is available for study in both full-time and part-time modes, subject to the definition of those modes in the regulations for Masters Programmes Offered in Arts. The period of study for the programme taken in full-time mode is one year. The period of study for the programme taken in part-time mode is two years.

A comprehensive induction to the programme enables students to make informed module choices in consultation with the Degree Programme Director and other staff.

All students are required to take the 40-credit compulsory 'core' module, 'Reading the Past', two 10-credit research training modules, a 10-credit extended study, a 10-credit dissertation preparation module, and a dissertation of 60 credits. Students, in consultation with the Degree Programme Director, chose 4 optional 10-credit modules.

The Extended Study offers students the opportunity to undertake further study relating to an optional module in addition to the required assessment. An Extended Study will normally be taken after the formal teaching of the optional module has been completed. The decision as to which module to attach an Extended Study will be made by the student in consultation with the Degree Programme Director and module leader concerned.

The Dissertation Preparation module allows students to begin to plan their dissertations well in advance of the Research Semester.

12 Criteria for Admission:

Admissions policy

Candidates should hold a first degree in English or another appropriate subject of Class 2:1 or above.

Arrangements for non-standard entrants

A full-time or part-time applicant may be approved for admission as a candidate by the degree programme director where the applicant: (a) is a graduate of this or another approved University or other degree-awarding body or holds other qualifications approved by the relevant postgraduate sub-dean; and (b) satisfies such additional requirements for admission as may be set out in the relevant degree regulations or otherwise published by the University and approved by the relevant postgraduate sub-dean.

13 Support for Students and their Learning:

Induction

Students will take part in an induction programme at Faculty and School level and, where appropriate, will be invited to participate in the International Students Orientation Programme.

Students will be issued with handbooks containing information relating to the Degree Programme, and to postgraduate study and life in the School, Faculty and University.

Students will be able to consult module outline forms.

Study skills support

Students will be required to take compulsory Faculty and School research training modules.

Academic support

Students will have e-mail and personal access to the Degree Programme Director, module leaders and teaching staff.

Pastoral support

Each student will be assigned a personal tutor who will advise on module selection and take an overview of the student's performance.

Students will have access to the University Counselling Service.

Students will be encouraged to make contact with other postgraduates in the School, Faculty and University.

Support for Special Needs

Students will have access to the University's Disability Unit.

Learning resources

Students will have access to University library facilities including online services.

Students will have access to School library and video facilities.

Students will have access to up-to-date IT facilities throughout campus.

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

Module reviews

Modules are reviewed in light of the results of student evaluation which is seen by module leaders and degree programme directors.

Programme reviews

The programme is reviewed regularly by Boards of Studies which have student representatives. In addition, Teaching Committees at School, Faculty and University level have responsibility for monitoring and evaluating quality and standards.

External examiners reports

External examiners reports are reviewed under Reserved Business at Board of Studies and by Faculty Teaching and Learning Committee.

Feedback Mechanisms

The School's Postgraduate Student-Staff Committee includes a student representative from the Degree Programme and the Degree Programme Director.

Faculty and University Review Mechanisms

Faculty Teaching and Learning Committee review proposed changes and modifications to the Programme. The Programme is reviewed through Annual Monitoring Review.

15 Regulation of Assessment

Pass Marks

- The minimum pass mark is 50% for each module.

See Regulations for the Degree of Master of Arts in Programmes offered in the Faculty of Arts (<http://www.ncl.ac.uk/calendar>)

5. Condonation

(a) A candidate shall be deemed to have satisfied the examiners and to have passed the assessment for the taught element of the programme provided that each of the following conditions is satisfied:

- i. no mark below 40 per cent may be condoned by compensation;
- ii. the average mark over all the modules comprising the taught element of the programme, based on simple aggregation taking into account the relative weights of the modules in question, shall be not less than 50 per cent. For this purpose, failing marks may be condoned by compensation in modules to a value of not more than 40 credits.

(b) The condonation by compensation of failing performances shall not be permitted in any core module; accordingly, students must achieve a mark of at least 50 per cent in any such modules.

Course Requirements

Students will be awarded the Diploma if they complete the coursework to the satisfaction of the examiners (with marks predominantly in the range 40-49). Candidates awarded the Diploma in Literary Studies: Writing, Memory, Culture will not proceed to the Dissertation.

Weighting of Stages

n/a

Common Marking Scheme

The Degree Programme follows the verbal descriptors for MA classifications in Arts: (see: <http://www.ncl.ac.uk/internal/arts/maclassi.htm>)

Distinction 70%-100%

Work which displays depth of knowledge and mastery of skills in the student's specialist area. It should be clearly presented with a well-structured, sharply focused argument. Work should explore the limits of knowledge in the area covered and suggest the ability of the student to expand those limits through doctoral study. Examiners should use the mark range 70-79% for good performance at distinction level and 80-100% for publishable work.

Merit 60%-69%

Well written and informed work which indicates awareness of recent developments in the subject but lacks the sustained level of achievement worthy of a distinction. Some indications of potential for work at doctoral level would be expected.

Pass 50%-59%

Work which displays competence and general understanding of developments in the subject. It contains relevant information but lacks the sophistication and incisiveness of work at higher grades.

Diploma Pass 40-49%

Work which displays adequate general comprehension of the subject but fails to focus its argument with sufficient clarity or relevance.

Fail 39% and below

Work which fails to display even the grasp of the basics of the subject expected at postgraduate level. It may contain significant errors, poorly constructed argument or irrelevant material.

Role of the External Examiner

The external examiner is a distinguished member of the academic community appointed by Faculty Teaching and Learning Committee and his/her role is to:

- approve module assessment;
- review samples of written work in order to to check standards and assessment procedures;
- attend the examination board meeting;
- report back to the University.

16 Indicators of Quality and Standards:

Professional Accreditation Reports

n/a

Internal Review Reports

See the Internal Review of the School's teaching conducted in May 2001.

Previous QAA Reports

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The School Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report