

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	as above
3	Final Award	BA (hons)
4	Programme title	English Literature
5	Programme Accredited by:	N/A
6	UCAS Code	Q306
7	QAA Subject Benchmarking Group(s)	English
8	Date of production/revision	27/10/04

**Programme Aims:**

(a) To produce graduates with:

- (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
- (ii) a knowledge of the range of texts from past and present cultures;
- (iii) an introduction to world literature, creative writing, and film in English;
- (iv) an ability to address the cultural and political contexts in which texts are produced and read;
- (v) a familiarity with a variety of genres and forms;
- (vi) experience of a range of critical practices and an ability to reflect on their critical practice;
- (vii) an ability to reflect on the processes of creative writing.

(b) To provide a programme:

- (i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
- (ii) which consistently attracts highly qualified applicants;
- (iii) which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for English degrees;
- (iv) which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

**10(a) Programme Intended Learning Outcomes:**

**A Knowledge and understanding**

1. Varieties of texts, including film, in English
2. Varieties of writing in English from different periods

3. The cultural and political contexts in which texts are produced and read
4. The complex relationship between text and context
5. A range of critical practices
6. Genre and generic conventions
7. The vocabulary of textual and theoretical analysis

**B Subject-specific/professional skills - Able to:**

1. practise critical skills in the analysis of texts and film
2. explore how literature and language produce and reflect cultural change
3. engage imaginatively and critically in the reading of complex literary and non-literary texts
4. exercise and develop a sensitivity to verbal creativity
5. analyse a range of texts employing relevant theoretical perspectives

**C Cognitive skills - Able to:**

1. critically evaluate arguments and evidence
2. develop an awareness of the complex interplay between text and context
3. organize and present ideas as part of a structured argument, oral and written
4. for students writing a dissertation, design a research project and select and employ appropriate research methodologies

**D Key (transferable) skills – Able to:**

1. plan and complete essays and presentations
2. write and speak to different audiences
3. co-ordinate multiple projects
4. use information technology (word processing; the internet)
5. gather, evaluate and organise information
6. summarise and assimilate information
7. communicate and debate effectively
8. work to deadlines or within specified time-limits
9. work and negotiate with others
10. work effectively both in a team and independently
11. present information to a group in a structured and coherent way

**10(b) Programme Intended Learning Outcomes:**

**Teaching and Learning Methods and Strategies**

**A Knowledge and Understanding**

At Stage 1 knowledge and understanding is acquired via lectures and student-led seminars and tutorials. At Stages 2 and 3 they are acquired via lectures and seminars and independent study, especially the Extended Study. At Stage 3 a third of a student's time goes to this independent work, which may take the form of an optional Dissertation, developing more advanced knowledge and understanding. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

## **B Subject-specific/professional skills**

At Stage 1 cognitive skills are acquired via lectures and student-led seminars and tutorials. Seminars and tutorials give students the opportunity to discuss ideas and critical practices introduced in the lectures. At Stages 2 and 3 they are acquired via lectures and seminars and independent study, especially the compulsory Extended Study at Stage 2, and more advanced knowledge and understanding is developed with further Extended Studies or the optional Dissertation at Stage 3.

## **C Cognitive skills**

Cognitive skills are promoted through seminars and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, evaluate arguments and evidence and present information to a group. Skills C1, 2, and 3 are introduced and practised on *Writing Skills* and/or practised on *Tutorial I & II*. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study developing the skills listed in C4, most fully for those opting to take a Dissertation.

## **D Key (transferable) skills**

Key skills too are developed through tutorials and seminars At Stage students are given advice to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1,2,5,7,8,9,10,11 are introduced and practiced on *Writing Skills* and/or *Tutorial I and II*. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 3. All of these skills are practised from Stages 1 to 3, and the remaining skills (D 3,4, and 6) are introduced during the Faculty Induction into Study Skills which addresses time-management, note-taking, and reading strategies and during the faculty Introduction to IT. Advice on academic skills is contained in the School Handbook. The School style sheet is included in the Stage and Degree Manuals. Students are provided with a manual on Academic Writing on the *Writing Skills* module.

### **10(c) Programme Intended Learning Outcomes:**

### **Assessment Strategy and Methods**

#### **A Knowledge and understanding**

Assessment of knowledge and understanding is via unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length.

#### **B Subject-specific/professional skills**

Assessment of subject-specific skills is via unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length, enabling students both to concentrate and focus their knowledge and understanding and to demonstrate their familiarity with the scholarly protocols of the discipline.

### C Cognitive skills

Assessment of cognitive skills is via unseen examinations and submitted work. Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

### D Key (transferable) skills

Assessment of key skills is implicit in course work at all levels. However, presentation skills are only formally assessed (by tutor and peers) on *Writing Skills* at Stage 1.

## 11 Programme Curriculum, Structure, and Features:

The programme is studied over three years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits.

	Units of Study		Credits	Learning outcomes	Progression Requirements
	Com	Core Opt			
<b>Stage 1</b>					Pass.
Selected Texts I	Core		20	A1-6; B1-5;C1-3; D1,2,6-11	
Selected Texts II	Core		20	A1-6; B1-5;C1-3; D1,2,6-11	
Literary Theory	Core		10	A4, A7; B2-5; C1-3; D5-7,D9	
Writing Skills	Core		10	C1, 3;D 1,2,7, 9, 10, 11	
Medieval Literature	Core		10	A2-6, B2-5;C1-3	
Special Topic	Core		10	A1-7;B1-5;C1-3	
Creative Writing	Opt		20	A6,B1,3,4;D2,7,9,10,11	
Creating Dramatic Texts	Opt		20	A1,6,7;B3,4;C2,3;D2,7,9,10,11	

At Stage 1 students are given a thorough introduction to a range of literatures and the skills required for their study on *Selected Texts I* and *II*, *Literary Theory* and *Writing Skills*. The accompanying tutorials give students the opportunity to practise, experiment with and develop this knowledge and these skills. *Special Topic* ( this year 'Fantasy') extends the students' knowledge of a number of texts closely related by genre, theory or history, while *Medieval Literature* introduces students to a range of

earlier texts and the methodologies/critical practices appropriate to their analysis. An emphasis is placed at Stage 1 on small group teaching (tutorials and seminars) to enable the acquisition of academic, practical and key skills. The students may if they wish choose 40 credits worth of modules from outside the School in place of the two optional modules listed above.

By the end of Stage 3 all candidates should have taken the following combination of modules:

- (i) 100 credits from BANDS 5 to 9, to include 20 credits from each Band
- (ii) 20 credits from BAND 10 in Stage 2
- (iii) 40 credits from BAND 11 in Stage 3
- (iv) 80 credits from BANDS 1 to 9 ( details of BANDS 1 to 4 are to be found in the specifications for Q300 but in practice most Literature students will only be qualified to take modules from BANDS 5 to 9).

At Stages 2 and 3 there is a wide choice of modules. This gives students the scope to design their degree programme and to exercise choice. It also gives them the opportunity to develop particular interests and, by Stage 3, an area of expertise. Band restrictions, however, ensure coverage (A1-2) in that students are required to take modules to the value of 20 credits from each of Bands 5-9. The Extended Study in Band 10 is compulsory, to be attached to one of the taught modules at Stage 2, and the 40 credits from Band 11 requires further independent undertakings, which might include a Dissertation in place of 2 Extended Studies and/or a File of Original Literary Work in place of one Extended Study. Independent-study modules encourage the advanced development of knowledge and understanding and cognitive and key skills. The Extended Studies and Dissertation also introduce students applying for postgraduate degrees to advanced research skills. Study at Stage 2 and 3 meets Knowledge and Understanding outcomes A1-2, Subject-specific/professional skills B1-5, Cognitive skills 1-3. Key skills D1-11 are practised across Stages 2 and 3.

#### **Stage 2 only**

Band 10 Extended Study	Core	20	A1-7; B1-6;C1-3;D1,4,5,6,8
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#### **Stage 3 only**

<b>Band 11</b>			
Extended Studies (2)	Opt	20	A1-7,B1-6,C1-3;D1,4,5,6,8
File of Original Literary Work	Opt	20	B4
Dissertation	Opt	40	A3-7;B1-5;C1-4;D4,5,6,8

#### **Stage 2 and 3, modules available 2004-2005**

##### *Band 5: Medieval & Early Modern Literature*

SEL217 Early Women's Writing	Opt	20	A3-6;B1-5;C1-3;D1-11
ELL248 John Donne & the 17 <sup>th</sup> - Century Lyric	Opt	20	A3-6;B1-5;C1-3;D1-11
ELL239 Shakespeare & Jonson: Comedies	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL278 Renaissance Poetry	Opt	20	A3-6;B1-5;C1-3;D1-11

<i>Band 6: 18<sup>th</sup>-Century &amp; Romantic Literature</i>				
SEL220	Revolutionary Narratives	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL222	Jane Austen & Walter Scott	Opt	20	A3-5;B1-5;C1-3;D1-11
SEL221	Romantic Life-Writing	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL218	Eighteenth Century Women Writers	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 7: 19<sup>th</sup>-Century Literature</i>				
SEL280	The Violence of Colonialism: Rhetoric & Representations in Literature & Film	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL258	Fallen Women of the 19 <sup>th</sup> Century	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL279	Narrating India in English	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL257	Dickens: The Major Novels	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL261	The Russian Novel	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL227	Classic American Literature	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 8: 20<sup>th</sup>-Century Literature</i>				
ELL368	Representations of the Holocaust	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL232	World Poetry & WW2	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL236	American Fiction 1945-2000	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL235	The Divided Self: the Modern Scottish Novel	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL239	American Poetry & the Visual Arts	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL240	Pan-Caribbean Poetics	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL241	The English Ghost Story	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL242	Modern Scottish Poetry	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 9: Literary Theory, Genres &amp; Popular Cultures</i>				
ELL337	Poetry Workshop	Opt	20	B4-5;D9,10
SEL255	Hollywood Cinema 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS205	Introduction to Film Studies	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS207	British Cinema 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL245	Children's Literature	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL246	New Zealand Cinema	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL256	Hollywood Cinema 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS206	British Cinema 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL244	Bible & Literature 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
RST330	Bible & Literature 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL254	Transformations: Page to Stage	Opt	20	A3-7;B1-5;C1-3;D3,10
SEL263	Detective Fiction: Gender & Genre	Opt	20	A3-7;B1-5;C1-3;D1-11
<i>Band 10: Extended Study – Stage 2 only</i>				

SEL269 Extended Study 1 3;D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-
SEL270 Extended Study 1 3;D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-
<i>Band 11: Extended Study – Stage 3 only</i>			
SEL271 Extended Study 2: Sem. 1 D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-3;
SEL272 Extended Study 2: Sem. 2 3;D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-
SEL273 Extended Study 3: Sem. 1 3;D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-
SEL274 Extended Study 3: Sem. 2 3;D1,4,5,6,8	Opt	20	A1-7;B1-6;C1-
SEL252 File of Original Literary Work	Opt	20	B4
SEL275 Dissertation: Sem. 1 & 2 4;D1,4,5,6,8	Opt	40	A3-7;B1-5;C1-
SEL275 Dissertation: Sem. 1 4;D1,4,5,6,8	Opt	40	A3-7;B1-5;C1-
SEL275 Dissertation: Sem. 2 4;D1,4,5,6,8	Opt	40	A3-7;B1-5;C1-

## 12 Criteria for Admission:

### GCSEs required

N/A

### A-Level Subjects and Grades

AAB, with an A in English. Includes General Studies.

### Alternative entry qualifications

#### Highers

AAABB, including English at Grade A. A combination of Highers and Advanced Highers is acceptable.

### Widening Participation

18 points, with a B in English. Includes General Studies.

### Admissions policy

Students to whom offers are made are invited to an open day to meet staff and students and to see the department. Attendance is not compulsory.

### Arrangements for non-standard entrants

**Mature and Overseas Students** are dealt with on an individual basis.

Any Additional Requirements:

No

### **13 Support for Students and their Learning:**

#### **Induction**

Faculty Lecture on Study Skills in induction week

Faculty Introduction to use of IT

Faculty Introduction to the Library

Degree and Stage Briefing Meetings

School of English Handbook

Stage and Degree Manual

#### **Study skills support**

Student Resource Centre (this room houses copies of module outline forms, style sheets, forms for module and degree transfers, the Video library).

Student e-mail, and open access to all staff, including the DPD

Access to IT Network

Blackboard

Writing Skills Module at Stage 1

#### **Academic support**

Tutorial/Small Group Learning (staff-student ratios for tutorial teaching at Stage 1 of 1:8)

Module Outline Forms

Staff/Student Committee with representation at Boards of Study

#### **Pastoral support**

Open access to DPD

Personal Tutors who advise on pastoral issues

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#### **Support for Special Needs**

Access to Learning Support Services/Disability Unit

#### **Learning resources**

Extensive Library (Robinson Library; School Library)

School Video Library

Access to Renaissance Studies Room (which contains microfilm copies of all printed books pre-1700)

Access to Catherine Cookson Archive

Access to the Northern Arts Literary fellow

Exchange programmes with the Universities of Bergen, Ghent, Leiden, Nancy,

McGill, Waterloo, South Florida and Loyola



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

### **Module reviews**

- Module Appraisal, now conducted electronically
- General issues raised at Board of Studies
- Bi-annual Staff Appraisal
- Peer Teaching Observation

### **Programme reviews**

- Stage Appraisal
- General Issues raised at Board of Studies
- Annual Away Days
- Regular School meetings to review teaching and plan ahead

### **External examiner reports**

- Board of Studies, reserved business
- Faculty Teaching and Learning Committee

### **Feedback Mechanisms**

- Staff/Student Committee
- Board of Studies, with student representatives
- Board of Examiners
- School Teaching Committee

### **Faculty and University Review Mechanisms**

- Faculty Teaching and Learning Committee
- University Teaching and Learning Committee

## **15 Regulation of Assessment**

### **Pass Marks**

40%

### **Course Requirements**

To qualify for the Honours Degree students must complete all course requirements and must pass all modules, subject to certain condonation arrangements at stages 1 and 2 as laid down in general University Regulations..

### **Weighting of Stages**

The marks for Stage 2 and 3 assessments contributes equally to the final classification of the degree. The marks for each module are weighted according to the credit value of the module.

**Common Marking Scheme**

70%+	Represents first-class performance
60%-69%	Represents an upper second class performance
50%-59%	Represents a lower second performance
40%-49%	Represents a third class performance
0%-39%	Represents a Fail

**Role of the External Examiner**

To approve exam papers and lists of questions for submitted work  
To read selected scripts: all first and fail marks, a sample script from the middle of the range and any scripts marked as a 'problem'  
To read all borderline scripts in June  
To attend the Board of Examiners in June  
To approve finals examination performance  
To report on the examination procedure  
To report on the standards of the degree programme

**16 Indicators of Quality and Standards:****Professional Accreditation Reports**

N/A

**Internal Review Reports**

N/A

**Previous QAA Reports**

In the 1995 TQA the teaching on the degree was deemed excellent

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 of English Handbook  
The School Stage and Degree Manuals  
The University and Degree Programme Regulations  
The Degree Programme Handbook

QAA Subject Review Report