

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Integrated PhD
4	Programme Title	IPhD in English Literature
5	UCAS/Programme Code	8192
6	Programme Accreditation	540 credits
7	QAA Subject Benchmark(s)	
8	FHEQ Level	
9	Date written/revised	10/10/07

10 Programme Aims

1 To allow students:

1. To engage with current advanced critical and historical studies of English literature with particular attention to the connections between literature and society, from the Renaissance to the present.
2. To undertake a general training in research methods and professional expertise within the field of English literature.
3. To undertake a specific training in research methods and techniques relating to an approved research project.
4. To undertake a research project which will make an original contribution to knowledge and understanding in the subject area.
5. To gain a range of professional and key skills which will enable students to engage in research at an advanced level in higher education.
6. To gain a range of professional and key skills which will enable students, depending on module choice, to engage in teaching and training at an advanced level in higher education institutions.

To provide a programme:

7. That will conform to the Higher Education Qualifications Framework.
8. That will conform to University policies and procedures.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding
On completing the programme students should:
A1 Advanced knowledge of an area of literary study, from the Renaissance to the present;
A2 Knowledge of recent and current theoretical debates in literary studies;
Teaching and Learning Methods
Advanced knowledge of A1 and A3 will be acquired on taught modules (see List in section 7). Advanced knowledge of A1-A3 is arrived at by seminars and by personal reading under the direction of the relevant module leaders
Assessment Strategy
A1-A2 are assessed through the writing of 4,000 word essays for each module.
Intellectual Skills
On completing the programme students should be able to:
B1 Understand and identify original research topics in the field of English Literature
B2 Understand key issues in research within the arts and humanities.
B3 Demonstrate mastery of the skills and critical methodologies required to conduct original research in the field of English literature.
Teaching and Learning Methods
Ability to identify an original research topic for the Literary Project (12,000 words) will be arrived at by consultation with the DPD and the designated supervisor; ability to identify an original research topic for the thesis (50,000 words) will be arrived at through the process of the project and by consultation with the DPD and the designated supervisor (B1). Mastery of general research skills in the arts and humanities will be arrived at by participation in the Faculty module HSS 8000 Research Methods (B2). Mastery of research skills for research in English Literature will be arrived at by participation in the School of English module SEL8056 Research Training in Literary Studies (B3).
Assessment Strategy
B1 , understanding and ability to identify original research topics, is assessed in the Literary Project (12,000 words) and Ph.D. thesis (50,000, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations. B2 and B3 , mastery of research skills and critical methodologies, are assessed in all coursework: essays (4000 words), Literary Project (18,000), and Ph.D. thesis (50,000 words). The final <i>viva</i> assesses the contribution of the research work in the field of study.

Practical Skills
On completing the programme students should be able to:
C1 Display mastery of search and library skills, critical methodologies and theories, and research tools for research in the humanities.
C2 Understand and organise material in projects ranging from the concise to the lengthy.
Teaching and Learning Methods
Mastery of library skills and project management (C1-2) is taught by lectures and seminars given on the research training programmes HSS8000 and SEL8056. For the Literary Project (12,000 words) students will learn from reading successful dissertations, encouraged on SEL8056, from discussion of possible topics with module leaders, and from detailed guidance by the dissertation supervisor. The work on the Literary Project the thesis (60,000 words)
Assessment Strategy
C1-2 are assessed in all submitted coursework, including the Literary Project and Ph. D thesis, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations.
Transferable/Key Skills
On completing the programme students should be able to:
D1 Communicate formally and informally, orally and on paper
D2 Present information and interpretation clearly
D3 Employ a range of IT skills
Teaching and Learning Methods
Communication and presentation skills (D1, D2) are developed in seminars in all the taught modules, especially by the delivery of prepared papers and by formative feedback both on oral and on written work. IT skills (D3) are taught in the research training modules and reinforced in the remaining modules.
Assessment Strategy
D1-3 are assessed in all the written work, with the ability to communicate orally assessed in the viva.

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The integrated Ph D will provide broad-based research training in Arts and specific research training in English Literature. The Integrated Ph D comprises 540 credits of which 200 are taught modules covering professional training, subject knowledge and professional/key skills, and 340 are research training and research leading to dissertation and the thesis . The duration of the course will be four years (full-time students) or six years (part-time students). Exemption from part of the course may be granted to a

candidate who already holds an M.A. in English Literature or a cognate subject.

The Literature Project should be a competent piece of work (the equivalent of an M.A. thesis in the taught M.A. programmes) which an appropriately supported and capable student should be able to produce within the second year (full-time) or the third year (part-time) from commencement of the course. The Literature Project will normally be 18,000 words in length.

The **thesis** should be a piece of work which a capable, well-qualified and diligent student, who is properly supported and supervised, can produce within four years of commencement of the course. The thesis should constitute an original contribution to knowledge and understanding and contain material worthy of publication. The thesis will normally be 50,000 words in length.

The schedule

Full-time candidates

In year 1 candidates will take 100 credits as follows:

Year 1.

Candidates shall take 100 credits as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
HSS 8000	10	Research Methods
SEL 8056	10	Research Training in Literary Studies

Plus four modules (total value: 80 credits) selected from the Option List

Option List (please note that all of these options are available in each academic year, and new modules may be introduced in the M.A. programmes within the School of English. Details of all modules taught in the M.A. in Literary Studies and the M.A. in Modern and Contemporary Studies in each academic year will be made available to all candidates in order to enable them to make their selections). All modules are 20 credits. **Additional** modules adapted from the undergraduate programme and additional postgraduate modules available within the School and Faculty may also be available by arrangement with the DPD and the module directors concerned.

SEL724	20	Renaissance Writing: Memory and History
SEL000	20	Tudor Poetry
SEL721	20	The English Civil Wars in the Literary Imagination
SEL819	20	Seventeenth-Century Women's Writing
SEL726	20	The Gothic Novel
SEL 222	20	Jane Austen and Walter Scott
SEL824	20	Victorian Poetry and Intertextuality
SEL722	20	Revolution and Nationalism in Romantic Writing
SEL723	20	Novelists in History: George Eliot and Thomas Hardy
SEL725	20	Caribbean Creolization
SEL821	20	The Short Story
SEL811	20	Conrad
SEL846	20	20 th Century American Women Poets
SEL862	20	Boredom and Despair: Fiction of the 1920s
SEL847	20	James Joyce
SEL727	20	Science Fiction, Ghost Stories and Nationalism
SEL828	20	Introduction to Modern Poetry
SEL716	20	Postwar American Poetry
SEL858	20	The Western
SEL849	20	Introduction to Modern Literary Theory
SEL716	20	Postwar American Poetry
SEL717	20	Introduction to the Hollywood Musical
SEL844	20	Recent American Fiction

SEL715	20	D. H. Lawrence, Modernism and Modernity
SEL822	20	Literatures of Incarceration
FMS844	20	Gender, Theory and Film

Year 2

Candidates shall take 120 credits as follows:

SEL8114	40	Literature Project
---------	----	--------------------

plus four further modules (total value: 80 credits) selected from the Option List

Candidates must normally have satisfied the examiners in all modules by the end of Year 2.

Candidates must normally submit a thesis proposal by the beginning of Semester 2 of Year 2. The proposal must be approved by the Degree Programme Director.

Alternative programme for Year 2: this alternative programme is taken **only** by students exempted from Year 1 of the programme. These students shall take 120 credits as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
HSS 8000	10	Arts Research Methods
SEL 8056	10	Research Training in Literary Studies

SEL 8114	40	Literature Project
----------	----	--------------------

Plus three further modules (total value: 60 credits) selected from the above Option List

Candidates must normally have satisfied the examiners in all modules by the end of Year 2.

Candidates must normally submit a thesis proposal by the beginning of Semester 2 of Year 2. The proposal must be approved by the Degree Programme Director.

Years 3 and 4.

Candidates take 320 credits of original research: PhD thesis.

Part-time candidates

Year 1.

Candidates take 80 credits as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
HSS8000	10	Research Methods
SEL8056	10	Research Training in Literary Studies

Candidates shall select *either* three further modules (total value: 60 credits) from the Option List

Year 2

Candidates will take 80 credits as follows:

HSS 8006	10	Managing a PhD
HSS 8007	10	The Nature of Enquiry and Explanation

plus three further modules (total value: 60 credits) selected from the above Option List **Alternative**

programme for Year 2: part-time: this alternative programme is taken **only** by students exempted from Year 1 of the programme. These students shall take 80 credits as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
HSS 8000	10	Arts Research Methods
HSS 8006	10	Managing a Ph.D
HSS 8007	10	The Nature of Enquiry and Explanation
SEL 8056	10	Research Training in Literary Studies

Plus two further modules (total value: 40 credits) selected from the Option List

Year 3

Candidates will take 60 credits as follows:

SEL728 40 Literature Project

Plus one further module (total value: 20 credits) selected from the above Option List

Candidates must normally have satisfied the examiners in all modules by the end of Year 3.

Candidates must normally submit a thesis proposal by the beginning of Semester 2 of Year 3. The proposal must be approved by the Degree Programme Director.

Years 4, 5 and 6

Candidates take 320 credits of original research: PhD thesis.

6. Undergraduate modules offered in English Literature may be selected up to a maximum of 20 credits, in place of a module from the Options List, subject to the approval of the Degree Programme Director

7. Taught modules will normally be assessed by submitted work, 4,000 words for each 20 credit module; the Literature Project will be assessed by submitted work, 10,000-12,000 words.

8. The progress of each student registered for the degree of Integrated PhD in English English Literature will be reviewed by the Board of Examiners at the end of each academic year. During years 1 and 2 (years 1, 2 and 3 for part-time students), students are expected to maintain an average mark of at least 60 per cent in order to be allowed to progress to the next year of the programme. However, the Board of Examiners will retain discretion in the matter of progression.

9. In the case of students who have not demonstrated the potential to succeed on the full programme, or who choose not to continue on the full programme, at the end of 12 months (or 24 months for the part-time student), or where the progress of students is deemed unsatisfactory at subsequent stages, they may be considered for the award of a Master's degree **or for a Diploma**. In order to qualify for the award of a Master's degree, a student must have demonstrated achievement of all the learning outcomes of the degree to be awarded. The degree of **MA in English Literature** may be awarded on completion of 180 credits, to include a 60 credit dissertation. **A candidate who completes the taught element of year 1 of the course (years 1 and 2 part-time) but does not submit a dissertation will be eligible for a Postgraduate Diploma in English literature.**

Key features of the programme (including what makes the programme distinctive)

The programme is very flexible, allowing a huge amount of choice in terms of the material studied. It allows student to build a broad area of expertise and gradually to develop specialised research interest in a particular period. It equips them well for a career in Higher

education.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/8192.php

13 Criteria for admission
<p><i>Entry qualifications:</i> a good undergraduate degree (normally a 2.1)</p> <p><i>Admissions policy/selection tools:</i> application form</p> <p><i>Non-standard Entry Requirements:</i> an M.A. can bring exemption from the first year</p> <p><i>Additional Requirements:</i> none</p> <p><i>Level of English Language capability:</i> minimum 6.5 IELTS</p>

14 Support for Student Learning
<p><i>Induction</i> During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.</p> <p><i>Study skills support</i> Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.</p> <p>Numeracy support is available through Maths Aid.</p> <p>Help with academic writing is available from the Writing Centre.</p> <p><i>Academic support</i> The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.</p> <p><i>Pastoral support</i> All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.</p> <p><i>Support for students with disabilities</i> The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice</p>

about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

)
The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed the number of credits specified for each Stage with an average of at least 60.

Progression is subject to the University's IPhD Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

Weighting of stages

As spelt out above

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	ABC1001 , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3