<table>
<tr><td></td><td>PROGRAMME SPECIFICATION</td><td>Newcastle University</td></tr>
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1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	English Language & Literature
5	**UCAS/Programme Code**	Q300
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	English
8	**FHEQ Level**	H
9	**Date written/revised**	06/07/07

10	**Programme Aims**

1(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 main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
(iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena;
(iv) an ability to organise complex data and assess its significance;
(v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;
(vi) a metalinguistic awareness of their native language;
(vii) an awareness of the social and stylistic significance of linguistic variants;
(viii) a knowledge of the range of texts from past and present cultures;
(ix) an introduction to world literatures, creative writing, and film in English;
(x) an ability to address the cultural and political contexts in which texts are produced and read;
(xi) a familiarity with a variety of genres and forms;
(xii) experience of a range of critical practices and an ability to reflect on their critical practice;
(xiii) 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 relevant Quality Assurance Agency (QAA) Benchmark statement, and
(iv) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within the Framework for Higher Education Qualifications.

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 English

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:

A1. The nature of human language

A2. Essential linguistic terminology and methodology

A3. The structure of English and its relation to other languages

A4. Varieties of English, and the geographical, social and contextual factors which produce them

A5. Computational models of language

A6. The acquisition of language

A7. The intellectual context in which the English language is studied

A8. Varieties of texts, including film, in English

A9. Varieties of writing in English from different periods

A10.The cultural and political contexts in which texts are produced and read

A11.The complex relationship between text and context

A12.A range of critical practices

A13.Genre and generic conventions

A14.The vocabulary of textual and theoretical analysis

Teaching and Learning Methods

At Stage 1 knowledge and understanding is acquired via lectures and seminars. At Stages 2 and 3 they are acquired via lectures and seminars and independent study, especially the Extended Study. More advanced knowledge and understanding is developed at Stage 3 with the further optional Extended Study modules and/or Dissertation. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Where there is a single assessment of knowledge and understanding in a module, it will normally be via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis.

Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline.

Intellectual Skills

On completing the programme students should be able to:

B1. collect, analyse and evaluate data

B2. analyse and critically evaluate argumentation

B3. compare and evaluate differing intellectual frameworks and theories

B4. apply a developed appreciation of the role of language in everyday life - and of English as a global language.

B5. critically evaluate arguments and evidence

B6. develop an awareness of the complex interplay between text and context

B7. organize and present ideas as part of a structured argument, oral and written

Teaching and Learning Methods

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. In the Language seminars, emphasis is placed on the practical acquisition of skills for language and linguistic analysis (B1-3). Skills B5-7 are introduced and practised on *Academic Research* and/or practised on *Selected Texts 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.

Assessment Strategy

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

Practical Skills

On completing the programme students should be able to:

C1. practice critical argumentation in language study

C2. gather, analyse and evaluate linguistic data

C3. compare different linguistic frameworks and their motivation

C4. understand the relation between data and theory in English Language study

C5. address specific analytical, psychological and cultural issues posed by language and English in particular.

C6. practice critical skills in the analysis of texts and films

C7. explore how literature and language produce and reflect cultural change

C8. engage imaginatively and critically in the reading of complex literary and non-literary texts

C9. exercise and develop a sensitivity to verbal creativity

C10. analyse a range of texts employing relevant theoretical perspectives

Teaching and Learning Methods

At Stage 1 practical 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. In the Language seminars, emphasis is placed on the practical acquisition of skills for language and linguistic analysis. 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 practical skills are developed with further Extended Studies or the optional Dissertation at Stage 3.

Assessment Strategy

Assessment of practical skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

Transferable/Key Skills

On completing the programme students should be able to:
    D1. plan and complete essays and project-work
    D2. write and speak to different audiences
    D3. co-ordinate multiple projects
    D4. use information technology (word processing; the internet)
    D5. gather, evaluate and organise material
    D6. summarise and assimilate information
    D7. communicate and debate effectively
    D8. work to deadlines or within specified time-limits
    D9. work and negotiate with others
    D10. work effectively both in a team and independently
    D11. present information to a group in a structured and coherent way

Teaching and Learning Methods

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 *Academic Research* and/or *Selected Texts I and II*. Skills D1, 3, 5,6 and 8-10 are introduced and practiced in the Stage 1 language modules. 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. Advice on academic skills is contained in the School Handbook. The School style sheets for both language and literature essays are included in the Stage and Degree Manuals.

Assessment Strategy

Assessment of key skills is implicit in course work at all levels, although *Academic Research* focuses on these particularly. Presentation skills are formally assessed (by tutor and peers) in those modules which have an oral presentation as part of the summative assessment.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

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 Stage 1 students are given a thorough grounding in the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Students are also 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 *Academic Research*. The accompanying tutorials give students the opportunity to practise, experiment with and develop this knowledge and these skills. *Special Topic* (this year ''Fairy Tale') 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.

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 on the literature side of the programme (A5-6) 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.

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

All undergraduates in the School of English Literature, Language and Linguistics can elect to study abroad for one semester, typically the second semester of year two or the first semester of year three. Currently SELLL has links with the following institutions in Europe; Agder University, Kristiansand, **Norway**; Bergen University, **Norway**; University of Gdansk, **Poland**; University of Leiden, **Netherlands;** Peter Pazmany CU, Budapest, **Hungary**; University Ghent, **Belgium**. And with the following universities in North America; Dalhousie, **Canada**; University of New Brunswick, **Canada**.

SELLL students can also take advantage of university and Faculty-led programmes (including exchanges with universities in Canada (McGill, Waterloo) and the University of Adelaide in Australia.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/q300.php

13	Criteria for admission

Entry qualifications

GCSEs required

N/A

A-Level Subjects and Grades

AAB. Includes General Studies. A in English Literature or English Language & Literature is required.

Admissions policy/selection tools

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.

Non-standard Entry Requirements

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.

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

Additional Requirements

Level of English Language capability

IELTS 7.0

14	Support for Student Learning

Induction

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 lecturest/tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

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.

Academic support

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.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

Support for students with disabilities
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 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. For further details see http://www.ncl.ac.uk/disability-support/

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, see
http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

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 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. Further information is at www.thestudentsurvey.com/ 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, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)
The pass mark is 50 (Postgraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations
(http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination
Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). In summary,
students must pass, or be deemed to have passed, 120 credits at each Stage. Limited
compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there
are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and
Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination
Conventions for Taught Masters Degrees
(http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation
up to 40 credits of the taught element and down to a mark of 40 is possible and there are
reassessment opportunities, with certain restrictions.

Weighting of stages
The marks from Stages 2 and 3 will contribute to the final classification of the degree.
The two Stages are weighted equally, each contributing 50% to the final degree classification.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate
Examination Conventions, namely

	Honours	**Non-honours**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

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

Summary description applicable to postgraduate Masters programmes		**Summary description applicable to postgraduate Certificate and Diploma programmes**	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

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/)

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

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

The School Handbook and individual Stage/Degree Manuals

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 (offered in 2007-8)

		Intended Learning Outcomes			
Module	**Type**	**A**	**B**	**C**	**D**
SEL1003	Comp	8-13	5-7	6-10	1,4-11
SEL1004	Comp	8-13	5-7	6-10	1,4-11
SEL1005	Comp	1-3	1,2	1,2,4	1,5,6,8
SEL1006	Comp	1-3	1,2	1,2,4	1,5,6,8
SEL1007	Comp	1-7	2-4	1,3-5	1-11
SEL1009	Comp		2	1	1-11
SEL1010	Comp	8-13	5-7	6-10	1,4-11
SEL1011	Comp	11,14	5-7	7-10	4-8,11
SEL1012	Comp	1-4	1,2	1,2,4	1,5,6,8
SEL2000	Opt	1-4,7	1,2	1,2,4	1,5,6,8
SEL2001	Opt	1-4,7	1-4	1-5	1-11
SEL2005	Opt	2-4,7	1-3	1-5	1-11
SEL2006	Opt	1,2,6,7	1-4	1-5	1-11
SEL2008	Opt	2,5,7	1-4	1-5	1-11
SEL2009	Opt	1,2,5,6,7	1-4	1-5	1-11
SEL2011	Opt	1,2,7	1-3	1-3,5	1-11
SEL2026	Opt	10-13	5-7	6-10	1-11
SEL2034	Opt	10-14	5-7	6-10	1-11
SEL2036	Opt	9-14	5-7	6-10	1-11
SEL2039	Opt	8,10-14	5-7	6-10	1-11
SEL2040	Opt	9-14	5-7	6-10	1-11
SEL2045	Opt	9-14	5-7	6-10	1-11
SEL2052	Opt		4		1-11
SEL2054	Opt	12,14	6	8-10	1-11
SEL2055	Opt	8,10-14	5-7	6-10	1-11
SEL2057	Opt	10-13	5-7	6-10	1-11
SEL2060	Opt	10-13	5-7	6-10	1-11
SEL2064	Opt	8-14	5-7	6-10	1-11
SEL2069	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2070	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2071	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2072	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2073	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2074	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2075	Opt	1-14	1-7	1-10	1-8

		(depending on subject of study)	(depending on subject of study)	(depending on subject of study)	
SEL2076	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2077	Opt	1-14 (depending on subject of study)	1-7 (depending on subject of study)	1-10 (depending on subject of study)	1-8
SEL2079	Opt	9-14	5-7	6-10	1-11
SEL2082	Opt	10-13	5-7	6-10	1-11
SEL2084	Opt	1,2	1-3	1-5	1-11
SEL2086	Opt	1,2,6,7	1-4	1-5	1-11
SEL2088	Opt	8,10-14	5-7	6-10	1-11
SEL2089	Opt	1-3,6,7	1-4	1,2,4,5	1-11
SEL2091	Opt	2-4,7	1-4	1-5	1-11
SEL2092	Opt	9,12,14	5-7	6-10	1-11
SEL2093	Opt	10-13	5-7	6-10	1-11
SEL2094	Opt	10-13	5-7	6-10	1-11
SEL3000	Opt	10-14	5-7	6-10	1-11
SEL3001	Opt	10-13	6,7	6,8,10	1-11
SEL3002	Opt	8,10-14	5-7	6-10	1-11
SEL3003	Opt	8,10-14	5-7	6-10	1-11
SEL3005	Opt	1,2,6,7	1-3	1-5	1-11
SEL3006	Opt	1-4	1-4	1-5	1-11
SEL3008	Opt	1-4	1-4	1-5	1-11
SEL3009	Opt	1,2,4,7	1-4	1-5	1-11
SEL3010	Opt	1,2,4,7	1-4	1-5	1-11
SEL3012	Opt	1,2,3,6,7	1-4	1-5	1-11
SEL3014	Opt	10-14	5-7	6-10	1-11
SEL3015	Opt	8-14	5-7	6-10	1-11
SEL3017	Opt	10-13	5-7	6-10	1-11
SEL3020	Opt	10-13	5-7	6-10	1-11
SEL3021	Opt	10-13	5-7	6-10	1-11
SEL3022	Opt	8-14	5-7	6-10	1-11
SEL3023	Opt	10-13	5-7	6-10	1-11
SEL3024	Opt	9-14	5-7	6-10	1-11
SEL3025	Opt	1-4	1-4	1-5	1-11
SEL3026	Opt	1,2	1,2	1,2,5	1-11
SEL3027	Opt	10-14	5-7	6-10	1-11
SEL3028	Opt	10-14	5-7	6-10	1-11
SEL3029	Opt	12,14	6	8-10	1-11
SEL3030	Opt	9-14	5-7	6-10	1-11
SEL3031	Opt	10-13	5-7	6-10	1-11
SEL3032	Opt	10-13	5-7	6-10	1-11
SEL3035	Opt	10-13	5-7	6-10	1-11