

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	English Literature
5	UCAS/Programme Code	Q306
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 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 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. Varieties of texts, including film, in English
- A2. Varieties of writing in English from different periods

<p>A3. The cultural and political contexts in which texts are produced and read</p> <p>A4. The complex relationship between text and context</p> <p>A5. A range of critical practices</p> <p>A6. Genre and generic conventions</p> <p>A7. The vocabulary of textual and theoretical analysis</p>
Teaching and Learning Methods
<p>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. 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.</p>
Assessment Strategy
<p>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 <i>pro rata</i> basis.</p> <p>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.</p>
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1. critically evaluate arguments and evidence</p> <p>B2. develop an awareness of the complex interplay between text and context</p> <p>B3. organize and present ideas as part of a structured argument, oral and written</p> <p>B4. design a research project and select and employ appropriate research methodologies</p>
Teaching and Learning Methods
<p>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 B1, 2, and 3 are introduced and practised on <i>Academic Research</i> and/or practised on <i>Selected Texts I & II</i>. 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.</p>
Assessment Strategy
<p>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 <i>pro rata</i> basis. Some</p>

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. practise critical skills in the analysis of texts and film
- C2. explore how literature and language produce and reflect cultural change
- C3. engage imaginatively and critically in the reading of complex literary and non-literary texts
- C4. exercise and develop a sensitivity to verbal creativity
- C5. 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. 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*. 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 sheet is 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 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.

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.

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.

Students in Stage 3 of Q306 may also apply to take SEL2065: The Cultural Industries: A Placement, a work-placement module.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/q306.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 lectures/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-session 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

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 70+	Second Class, First Division First Class	Very Good 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		
<i>Role of the External Examiner</i>			
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)

Module	Type	Intended Learning Outcomes			
		A	B	C	D
SEL1002	Comp	2-4,6,7	1-3	1-5	1-11
SEL1003	Comp	1-6	1-3	1-5	1,4-11
SEL1004	Comp	1-6	1-3	1-5	1,4-11
SEL1009	Comp	2	1	1-11	
SEL1010	Comp	3-7	1-3	1-4	1-11
SEL1011	Comp	4,7	1-3	2-5	4-8,11
40 credits in chosen outside subject	Comp		2,3	1	1-11
SEL2026	Opt	3-6	1-3	1-5	1-11
SEL2034	Opt	3-7	1-3	1-5	1-11
SEL2036	Opt	2-7	1-3	1-5	1-11
SEL2039	Opt	1,3-7	1-3	1-5	1-11
SEL2040	Opt	2-7	1-3	1-5	1-11
SEL2045	Opt	2-7	1-3	1-5	1-11
SEL2054	Opt	4,7	2	3-5	1-11
SEL2055	Opt	1,3-7	1-3	1-5	1-11
SEL2057	Opt	3-6	1-3	1-5	1-11
SEL2060	Opt	3-6	1-3	1-5	1-11
SEL2064	Opt	1-7	1-3	1-5	1-11
SEL2065	Opt		3,4	3,4	1-11
SEL2069	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2070	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2071	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2072	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2073	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2074	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2075	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2076	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8

		study)	study)	study)	
SEL2077	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2079	Opt	2-7	1-3	1-5	1-11
SEL2082	Opt	3-6	1-3	1-5	1-11
SEL2088	Opt	1,3-7	1-3	1-5	1-11
SEL2091	Opt	2-4,7	1-4	1-5	1-11
SEL2092	Opt	2,5,7	1-3	1-5	1-11
SEL2093	Opt	3-6	1-3	1-5	1-11
SEL2094	Opt	3-6	1-3	1-5	1-11
SEL3000	Opt	3-7	1-3	1-5	1-11
SEL3001	Opt	3-6	3,4	1,3,4	1-11
SEL3002	Opt	1,3-7	1-3	1-5	1-11
SEL3003	Opt	1,3-7	1-3	1-5	1-11
SEL3014	Opt	3-7	1-3	1-5	1-11
SEL3015	Opt	1,2-7	1-3	1-5	1-11
SEL3017	Opt	3-6	1-3	1-5	1-11
SEL3020	Opt	3-6	1-3	1-5	1-11
SEL3021	Opt	3-6	1-3	1-5	1-11
SEL3022	Opt	1-7	1-3	1-5	1-11
SEL3023	Opt	3-6	1-3	1-5	1-11
SEL3024	Opt	2-7	1-3	1-5	1-11
SEL3027	Opt	3-7	1-3	1-5	1-11
SEL3028	Opt	3-7	1-3	1-5	1-11
SEL3029	Opt	4,7	2	3-5	1-11
SEL3030	Opt	2-7	1-3	1-5	1-11
SEL3031	Opt	3-6	1-3	1-5	1-11
SEL3032	Opt	3-6	1-3	1-5	1-11
SEL3035	Opt	3-6	1-3	1-5	1-11