

## PROGRAMME SPECIFICATION



# Newcastle University

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	English Literature 1500-1900
<b>5</b>	<b>UCAS/Programme Code</b>	4022
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	English
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	17.04.14

### 10 Programme Aims

Programme Aims:

- 1 To provide an MA programme that is engaged in the advanced study of a wide range of literary texts and genres in English from the Renaissance to the present;
- 2 To enable students to develop a critical awareness of current thinking at the forefront of the discipline about the relationship between literature and history;
- 3 To provide a programme of teaching and supervision which is informed by current staff research interests;
- 4 To enable students to undertake independent scholarly research;
- 5 To provide a programme which consistently attracts highly qualified applicants, mature applicants, and overseas applicants;
- 6 To enable students to acquire the knowledge and skills necessary for progression to advanced research in a PhD or MPhil programme, or for employment in positions suitable to those holding a higher degree;
- 7 To provide a programme which meets fully the criteria for a Masters degree laid down in the QAA's National qualifications framework document.

### 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 Masters level.

#### Knowledge and Understanding

A Knowledge and understanding

A1 Students will gain advanced knowledge of a range of literary and cultural texts from the Renaissance to the present.

A2 Students will gain knowledge of core theoretical and methodological debates (such as the relation to the politics and history of literature and its forms, editing practice and book history, ideas of history in literature).

A3 Students will gain in-depth understanding of specific texts, genres, and contexts.

A4 Students will gain knowledge and understanding of working methods appropriate to Masters level research in literary studies.

#### **Teaching and Learning Methods**

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

The primary means of imparting knowledge and understanding (A1 to A4) is through the seminar. Seminars demand that students develop analytical and presentational skills. Throughout the programme, students are expected to supplement essential reading with wide-ranging independent reading under the guidance of module leaders. The compulsory modules, Reading the Past I and 2, are assessed through two long essays (of 4,000 words each) in order to achieve A2.

#### **Assessment Strategy**

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

The primary method of assessing knowledge and understanding (A1-4) is through submitted written work (whether 4000 word essay, 2500 word essay, dissertation outline and bibliography, or dissertation). The small element of formal assessment of oral work in Research & Development I and 2 modules tests A2 and A4 in particular.

#### **Intellectual Skills**

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

B1 Students will acquire and develop critical and analytical skills to an advanced level.

B2 Students will acquire and develop a range of research skills to enable higher level research.

B3 Students will be able to apply key methods and concepts relevant to advanced literary study concerning issues of literature and its complex relation to historical context and ideas of history, book history and editing practice.

#### **Teaching and Learning Methods**

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

Subject specific skills (B1-B3) are acquired through seminars, the completion of essays attached to the core and optional modules, an extended study, the dissertation preparation module, and the dissertation itself.

#### **Assessment Strategy**

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

Subject-specific skills (B1-B3) are assessed by submitted work and by oral presentations.

<b>Practical Skills</b>	
C	Practical skills
C1	Students will be able to analyze and engage imaginatively with complex literary texts.
C2	Students will be able to evaluate secondary material critically.
C3	Students will be able to grasp the interplay between texts and their historical and/or cultural, social, and political contexts.
<b>Teaching and Learning Methods</b>	
C	Practical skills
	Practical skills (C1-C3) are developed through preparing for seminars, oral presentations supported by PowerPoint, and the planning and writing of assignments.
<b>Assessment Strategy</b>	
C	Practical skills
	Practical skills (C1-C3) are assessed by submitted work and in two compulsory modules by oral presentations.
<b>Transferable/Key Skills</b>	
D	Key (transferable) skills
D1	structure and communicate ideas effectively.
D2	plan and complete essays and presentations.
D3	write and speak to different audiences.
D4	gather, evaluate and organize information.
D5	work and negotiate with others.
D6	use information technology.
D7	work to deadlines or within specified time limits.
D8	work independently and as part of a team.
<b>Teaching and Learning Methods</b>	
D	Key (transferable) skills
	Preparation for, and activities, in seminars, as well as the preparation and writing of essays and other assignments encourages the development of all the key skills listed (D1-D8).
<b>Assessment Strategy</b>	
D	Key (transferable) skills
	D1, D2, D4, D7 are assessed by submitted work. D1, D3, D4, D5, D8 are assessed in two compulsory modules by oral presentation.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

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

SEL8400 Research Training in Literary Studies 1 (10 credits)  
SEL8450 Research Training in Literary Studies 2 (10 credits)  
SEL8187 Reading the Past 1 (20 credits)  
SEL8188 Reading the Past 2 (20 credits)  
SEL8353 Manuscript, Print, Digital 1 (10 credits)  
SEL8647 Manuscript, Print, Digital 2 (10 credits)  
SEL8363 Reading Form (10 credits)  
SEL8359 Research & Development 1 (10 credits)  
SEL8360 Research & Development 2 (10 credits)  
SEL8341 Place and Pilgrimage (10 credits)  
SEL8047 Dissertation (60 credits)

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

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

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

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

All students are required to take all of the above compulsory modules and dissertation of 60 credits.

### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

## **13 Criteria for admission**

### *Entry qualifications*

#### *Admissions policy/selection tools*

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

#### *Non-standard Entry Requirements*

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

#### *Additional Requirements*

None

#### *Level of English Language capability*

## 14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

### *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/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

### *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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. 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 Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support team 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.

### *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-sessional 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

### *External Examiner reports*

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

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *Mechanisms for gaining student feedback*

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

### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six 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 Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

### *Common Marking Scheme*

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

<b>Summary description applicable to postgraduate Masters programmes</b>	<b>Summary description applicable to postgraduate Certificate and Diploma programmes</b>
<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction
	<50
	50 or above
	Fail
	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: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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**

<b>Module</b>	<b>Type</b>	<b>Intended Learning Outcomes</b>			
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
SEL8400	Compulsory	4	2	2	1, 2, 3, 4, 5, 6, 7, 8
SEL8450	Compulsory	4	2	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
SEL8187	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8188	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8353	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
SEL8363	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8359	Compulsory	2, 4	1, 2	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8360	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8047	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8341	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8
SEL8647	Compulsory	1, 2, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 5, 6, 7, 8