

**PROGRAMME SPECIFICATION  
(Undergraduate)**



<b>1 Awarding Institution</b>	Newcastle University
<b>2 Teaching Institution</b>	Newcastle University
<b>3 Final Award</b>	BA (Hons)
<b>4 Programme Title</b>	English Language and Literature English Language & Literature (with Placement Year)
<b>5 UCAS/Programme Code</b>	Q300 1461U
<b>6 Programme Accreditation</b>	n/a
<b>7 QAA Subject Benchmark(s)</b>	English
<b>8 FHEQ Level</b>	6
<b>9 Date written/revised</b>	July 2021

**10 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 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 and analyse 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 literary texts (including film) 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
  - xiii. critical practice
  - xiv. an ability to reflect on the processes of creative writing.

- (b) To provide a programme:

- i. in which teaching is informed by research, both in terms of research that is relevant to the discipline and with regard to 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,
- iv. which complies with prevailing University policies and QAA codes of practice, and
- v. which fully meets the criteria for a level 6 award within the Framework for Higher Education Qualifications.

For Students Undertaking a Placement Year

1. Provide students with the experience of seeking and securing a position with an employer.
2. Facilitate independent self-management and proactive interaction in a non-university setting.
3. Provide a period of practical work experience that will benefit current academic study and longer term career plans.
4. Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

## **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 aims and learning outcomes have references to the Subject Benchmark Statements for English.

### **Knowledge and Understanding**

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

- 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 literary texts, including film, in English
- A9. Varieties of writing in English from different periods
- A10. How language, culture, politics and technology affect the ways 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
- A15. The organization and analysis of data

For Students Undertaking a Placement Year

- A16. Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.
- A17. Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A18. Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A19. Relate their work based learning to other areas of personal development, including academic performance.

### **Teaching and Learning Methods**

At Stage 1 knowledge and understanding (A1 – 14) is acquired via lectures, seminars and student-led study groups (directed sessions where students meet to discuss set material without their seminar tutor). At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study, where they have the option to do an independent research project (A1 –15). At Stage 3, independent work is built into the programme,

through the Extended Study in English Language/Linguistics or the Independent Essay in English Literature. Alternatively, students can choose to take an optional Dissertation, developing more advanced knowledge and understanding (A1 –15). At all stages, students are encouraged to supplement taught material through independent reading. Guidance on further reading will be provided by the module director and/or the seminar tutor.

### **Assessment Strategy**

Where there is a single assessment of knowledge and understanding on a module, it will normally be via an unseen examination of 3 hours or submitted work between 4,000 and 10,000 words in length. Many modules have mixed forms of assessments, and many have mid-module assignments. Where this is the case, the lengths for exams and essays are determined on a *pro rata* basis.

Examinations provide students with the opportunity to demonstrate their knowledge and understanding in an unseen context. Submitted work enables students to further demonstrate knowledge and understanding; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. All students will have written at least one essay of 4000 words by the time they have completed Stage 3, a requirement that means every student will have been assessed on the extent to which they have developed in-depth knowledge and understanding (A1 – 14) by the time they graduate.

At Stage 3 they have the option of writing a 10,000 word Dissertation, in which they will be asked to demonstrate more developed knowledge and understanding.

Many of the Language/Linguistics modules include assessment through coursework in which students are required to demonstrate knowledge and skills in collecting and analysing data sets. Another form of assessment, used in several of the Language/Linguistics modules, is oral presentations, usually done in groups. These give students an opportunity to demonstrate subject-based knowledge and understanding in a setting involving collaboration and oral communication.

### **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 theoretical models
- 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 written and/or oral argument
- B8. design a research project and select and employ appropriate research methodologies.

### **Teaching and Learning Methods**

Intellectual skills are promoted through seminars, study groups 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 B1-7 are introduced and practised in the compulsory modules and/or practised in the weekly tutorials. In Literature, Skills B1 - 7 are introduced and practised the compulsory modules at Stage 1. These skills are developed further at Stage 2. Here a greater emphasis on small group work and the presentations that are an integral part of several modules at Stage 2 give students the opportunity to refine their intellectual skills (B7 and B8 in particular). At Stage 3, more specialised modules and the greater emphasis on independent work focuses students on developing the skills identified in B8.

### **Assessment Strategy**

Examinations provide students with the opportunity to demonstrate their intellectual skills by asking them to structure a clear, concise and well-reasoned argument in a limited time period and to address interpretive problems in an unseen context. Submitted work is also key to the assessment strategy for intellectual skills. It enables students to expand on these skills, demonstrate a self-reflexive awareness of their approach and show they can use appropriate techniques, theories and methodologies (B2, B3, B5, B7). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay between 2,000 and 4,000 words before they start Stage 3. At Stage 3 they will be asked to demonstrate more developed intellectual skills in the assessment of, in particular, the research modules.

### **Practical Skills**

On completing the programme students should be able to:

- C1. practise 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 (literature, film and other media as appropriate)
- C7. explore how literature and/or 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/critical perspectives.
- C11. apply scholarly bibliographic skills appropriate to the subject

### **Teaching and Learning Methods**

At Stage 1 practical skills are acquired via lectures, seminars, study-groups and tutorials (C1 – 11). Seminars, study groups and tutorials give students the opportunity to discuss ideas and critical practices introduced in the lectures. At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study (C1 – 11). At Stage 3 more specialised modules and the increased emphasis on independent study offers students the chance to further refine all of the practical skills.

### **Assessment Strategy**

Examinations provide students with the opportunity to demonstrate their practical skills by asking them to prepare and then produce a clear, concise and well-reasoned argument in a limited time period and engage in practical analysis in an unseen context (C1 – 10).

Submitted work enables students to expand on these practical skills; it also enables them to demonstrate their employment of appropriate research techniques and theoretical perspectives (C10). They also learn scholarly bibliographic skills appropriate to the subject (C11). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay of 4,000 words before they begin Stage 3. At Stage 3 they will be asked to demonstrate more developed practical skills in the assessment of modules.

### **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; etc.), as appropriate to a specific project  
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, with a sensitivity to cultural contexts  
D10. work effectively both in a team and independently  
D11. present information to a group in a structured and coherent way  
D12 analyse complex data effectively and present it concisely  
D13. display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.

#### For Students Undertaking a Placement Year

D14. Reflect on and manage own learning and development within the workplace.  
D15. Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.  
D16. Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

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

Key/transferable skills are developed through tutorials, seminars, lectures and study groups. At Stage 1 students are given advice to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1 - 13 are introduced and practised the stage 1 compulsory modules.

All of these skills are promoted further at Stage 2 with continued emphasis on small group work, and with increased opportunity for independent study, including workshops based on compulsory student presentations, which require students to draw on D1 – 13. The Career Development modules offered by the University Careers Service further enhance employability skills if the students opt to take them.

At Stage 3, students will refine their key/transferable Skills further, particularly in the course of studying more specialised modules and as they devote more time to independent work in taking a research module (D1, D5, D8). The option to take work placement modules at Stage 3 gives students the chance to further refine their key/transferable Skills. They also have the option of taking the University Careers Service's Advanced Career Development modules for Stage 3 students, which further enhances their employability.

#### **Assessment Strategy**

Assessment of key/transferable skills is implicit in course work at all levels. 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 modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits (with every 10 credits representing 100 hours of student learning).

At Stage 1 students are given a thorough introduction to a range of literatures (including film texts). The accompanying tutorials give students the opportunity to practise, experiment with and develop this knowledge and these skills. Indeed, across Stage 1, there is an emphasis on small group teaching (tutorials and seminars) to enable the

acquisition of academic, practical and key skills. The compulsory modules give students a broader view of the inter-relationships between literary texts and a sense of the significance of mythologies and traditions in shaping literary discourses. Students' introduction to English Literature is complemented by modules aimed at developing their understanding of key areas of English Language. In addition Stage 1 compulsory modules develop students' research skills and scholarly protocols in the context of learning about English dialects.

At Stage 2, on the literature side, students must choose two modules, with the aim being to developing their knowledge of key areas of literary study in terms intended to give them a broad, contextual knowledge of the subject. Required to take at least one module from before 1900 and one post 1900, they will study a range of literature in their work. On the language side, they will be required to take at least two modules from the menu of specialist options available and through their studies develop in-depth expertise on particular subject areas. Beyond that, they will choose whether to make up another 20 credits by studying either a further literature module, or one from the English Language menu. Students also have the option of taking 20 credits of independent work in literature.

At Stage 3, students must take four taught modules from a wide menu of specialist options offered in English Language/Linguistics and English Literature. The aim at Stage 3 is to give students the chance to build on the experience they have gained in Stages 1 and 2 and to make choices that reflect their own particular interests, at the same time as it gives them the opportunity to study with staff teaching material that draws on their own particular research expertise. The menu of options is further enhanced by the ability to take up a work placement as part of their studies. In addition to their taught modules, Stage 3 students may take either a further optional module from the English Language or the English Literature menus or have the option of a number of research modules. As with the taught modules at Stage 3, the emphasis here is on developing in-depth and advanced level knowledge and understanding and fostering cognitive and key skills. The research modules also introduce students applying for postgraduate degrees to advanced research skills.

Students have the option to take part in a Careers Placement Year in-between Stage 2 and 3 of their programme. They will be transferred on to programme code 1461U.

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

All undergraduates in the School of English Literature, Language and Linguistics may elect to study abroad for one semester, typically the second semester of year two. Currently SELLL has links with institutions in Europe and with universities in North America.

SELLL students can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia) and career development modules.

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

[Q300 Programme Regulations 23-24](#)

#### **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

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

Generic information regarding University provision is available at the following link.

[Generic Information](#)

*Accreditation reports*

n/a

*Additional mechanisms*

n/a

## **15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

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

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

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

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.