

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	English Literature and History
5	UCAS/Programme Code	QV31
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	English and History
8	FHEQ Level	6
9	Last updated	July 2021

10 Programme Aims

- (a) To produce graduates with
- (i) The knowledge, understanding, transferrable and subject-specific skills, and the general intellectual development required to make them employable in graduate positions in a wide range of employments, capable of undertaking a taught postgraduate programme, and equipped for lifelong learning.
 - (ii) Have a sound knowledge and understanding of the subjects of English Literature and History and an in-depth knowledge of self-selected specialist areas within these subjects.
 - (iii) Knowledge of world literature, creative writing and film in English from the medieval to the contemporary periods.
 - (iv) An ability to address the cultural and political contexts in which texts are produced and read
 - (v) A familiarity with a variety of literary genres and forms and the history of those forms.
 - (vi) Experience of a range of critical practices and an ability to reflect on those practices.
 - (vii) An awareness of changing historical phenomena over a long period of space and time.
 - (viii) Comparative methodological and critical skills
 - (ix) The ability to investigate historical problems in depth, use source materials critically and be able to assimilate and appreciate historiographical arguments and traditions
 - (x) The ability to apply the techniques of literary analysis to written texts
 - (xi) The ability to apply the complementary skills of literary and historical analysis in their research.
 - (xii) The ability to synthesise historical and literary evidence when developing their research findings
 - (xiii) The capacity for independent study
- (b) To provide an integrated programme
- (i) For students interested in both English and History that guides them in the specific reading, research and writing skills that are required in each discipline and for interdisciplinary work.
 - (ii) To provide students with the opportunity to study historical subjects alongside literary ones and to draw connections and comparisons between the two.
 - (iii) 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
 - (iv) which consistently attracts highly qualified applicants

- (v) which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statements for both subjects and
- (vi) which fully meets the criteria for Level 6 of the Framework for Higher Education Qualifications
- (vii) which complies with University policies and QAA codes of practice.

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 and History.

Knowledge and Understanding

- On completing the programme students should have knowledge and understanding of
- A1 Varieties of literary texts, including film, in English from different chronological periods
- A2 A range of world histories covering different chronological periods
- A3 The complex relationship between text and context
- A4 The vocabulary and techniques of textual and literary-theoretical analysis and the ability to think critically about their application to literary texts.
- A5 The basic concepts, theories and methods underpinning history with an ability to think critically about practice and interpretation in history
- A6 The diverse sources of evidence used by historians (including documentary, representational and artefactual), and the nature of these forms of evidence
- A7 The methodologies by which data can be acquired, analysed and interpreted from such sources
- A8 The origins and development of the discipline of history.
- A9 How to synthesise the findings of literary and historical methodologies

Teaching and Learning Methods

At Stage 1, the primary methods of imparting knowledge and understanding (A1-7) are lectures and seminars and in the case of A1, A3 and A6 by participation in peer-led study-groups. A4-5 and A7 are taught through the compulsory Stage 1 modules. Seminars, workshops and study-groups help to amplify and put into practice learning and methodologies gained in lectures. At Stage 2 they are acquired via lectures, seminars, study groups, independent study and A3-4, A6-7 and A9 through interdisciplinary group project workshops on archival materials. Independent study is a fundamental part of gaining knowledge and understanding at all three stages and students are given extensive support and guidance through provision of source materials and oral, written and web-based guidance on how to use and interpret these materials. At Stage 3, one third of the student's time will be dedicated to independent study, which will take the form of an interdisciplinary dissertation co-directed by a historian and a literary scholar in order to achieve A9.

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 of 4000 (20 credit modules) or 10000 words (40 credit modules) in length. Many modules have mixed forms of assessment 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 primarily assess core information and provide students with an opportunity to demonstrate their ability to structure a clear, concise and well-reasoned argument in a limited time period. Submitted essays and reports place more emphasis on critical analysis and understanding. Group project work gives students an opportunity to demonstrate their ability to work as a team to a specified brief and to employ appropriate research

techniques. A joint English and History dissertation allows students to demonstrate individual ability to design, research and execute a project which exhibits the core skills of the historian and the literary critic.

Intellectual Skills

On completing the programme students should be able to:

- B1 Critically evaluate different sorts of data and evidence
- B2 Critically evaluate a range of critical arguments from literary studies and/or history
- B3 Understand, evaluate and synthesise findings
- B4 Use appropriate evidence to support a sustained argument or line of reasoning
- B5 Design and appropriately research a project independently

Teaching and Learning Methods

Intellectual skills B1-4 are taught and B5 is promoted through exercises and guidance in lectures, seminars, study groups and in the case of B1-5 through written feedback and group and one-to-one discussions with staff. Students employ and receive feedback on these skills through summative and formative assessments including peer-reviewed formative assessments at Stage 1 and Stage 2. A greater emphasis on interdisciplinary work at Stage 2 helps to develop B2-3 and prepare students to achieve B5 through designing and researching a case-study, which is supported by the taught elements of the dissertation module at Stage 3. B1-B4 are also taught and encouraged through debate in lectures and seminars.

Assessment Strategy

Submitted and group work (including group and individual presentations) is key to the assessment strategy for intellectual skills. Submitted work enables students to demonstrate these skills, demonstrate a self-reflexive awareness of their approach and show they can use appropriate techniques and methodologies (B1-3). To ensure all these skills are fully assessed all students will by the end of Stage 2 have written at least one 3000 word piece of submitted work per subject (B1-2, B4), researched an interdisciplinary project based on archival material (B1-4). At Stage 3 students will be asked to demonstrate more advanced intellectual skills by designing, researching and completing an individual interdisciplinary project and giving an oral presentation at a dissertation workshop (B1-B5).

Practical Skills

On completing the programme students should be able to:

- C1 Locate, retrieve and interpret a range of archival materials.
- C2 Organise and present ideas cogently and according to appropriate conventions in both written and oral formats
- C3 Appreciate different interpretations of past events and processes and be able to argue for and contextualise particular theories and points of interpretation
- C4 Exercise and develop a sensitivity to verbal creativity

Teaching and Learning Methods

Skill in writing and oral presentation are fostered on the compulsory Stage 1 modules (C2 and C4) and developed through formative and summative assessments and written and oral peer- and staff-feedback at Stage 2. C1 is taught through the research skills element which involves master-classes delivered by Special Collections and archivists and curators from around the North-East. Subject-specific skills (C3-C4) are taught and learned in lectures, seminars and study groups and supported by assigned work (formative and summative).

Assessment Strategy
Individual submitted work and the final group project (C1); the group presentation and individual presentations (C2); C2 and C3 are assessed as part of the research skills component and C3 and C4 through the preparation of the dissertation itself and in the course of dissertation supervisions.
Transferable/Key Skills
On completing the programme students should be able to: D1 Plan and complete essay and project work both independently and as part of a group D2 Write and speak to different audiences in a variety of media D3 Co-ordinate multiple projects to deadlines D4 Present information in a coherent and structured way D5 Communicate and debate effectively D6 Locate, critically evaluate and accurately summarise material D7 Adapt to varied working environments and challenges D8 Utilise a variety of IT skills D9 Listen and take notes effectively D10 Display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.
Teaching and Learning Methods
D1-D7 are taught through subject-specific and jointly-run modules. On Stage 1 compulsory modules, students are taught elements of effective argumentation (D2, D4-6) and experience working independently and (in a non-assessed way) as part of a group. D1 is assessed at Stage 2; D9 is developed principally in lectures, seminars and through attendance and giving written formative feedback at other students' oral presentations (Stages 1-3). D2 is developed through oral and written assessments and at subject-specific level; D8 is developed when training students to use and interpret digital archives. D7 is learned both at a subject specific-level as students switch between each School and in other learning environments (archives, museums) through the archival training.
Assessment Strategy
Assessment of key/transferable skills are developed through course-work at all stages. D1-6 and D9 are assessed principally at subject-specific levels through mixed assessment but D1 and D4-8 receive special emphasis at Stages 2 and 3. D10 is assessed on all modules.

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 twenty credits or, in the case of the dissertation only, 40 credits (with every 10 credits representing 100 hours of student learning). Each year, a student is required to take 120 credits amounting to 360 credits over the course of three years. At Stages 1 and 2 students are entitled to select up to 40 credits of open elective modules from any area of study within the university (substituting for 20 credits from each subject). At Stage 2 they are required to take a 20-credit research project module and at Stage 3 they are required to take a 40-credit dissertation. For degree classification purposes, all Level 6 (that is Stage 2 and Stage 3) modules count. Stage 3 credits have twice the weight of Stage 2 credits in the final classification. Progression to the next stage of the programme relies on the student meeting the conditions laid down by the university for progression. Each student will take the compulsory modules which together give students an introduction to the aims, theories and critical practices specific to each subject and the research and writing skills needed for their effective application. Students then have the option of selecting up to four survey modules in History and Literature designed to give

them a thorough introduction to a range of texts and historical periods. The accompanying tutorials and study groups give students the opportunity to practise, experiment with and develop these knowledges and skills. Stage One modules also begin the acquisition of knowledge and understanding and the development of intellectual and practical skills (A1-A8, B1-4 and C2-4))

At Stage 2 students begin to specialise within self-selected areas in both subjects. Students can choose history electives from countries and periods as far-ranging as Anglo-Saxon England and The Dark Ages to History and Politics in Colonial India. English electives are period-based at Stage 2 and feature team-taught modules covering a wide range of texts from chronological periods from the sixteenth to the twenty-first century, as well as incorporating electives on theatre and performance and creative writing. Stage 2 modules are mainly on narrower topics than Stage One modules and are studied at a more intensive and demanding level than Stage One. At both Stages 2 and 3 students also have the choice of history and English Literature modules with clear affinities (depending on availability each year). All modules at Stage 2 continue the acquisition of knowledge (A1-9) and the development of intellectual skills (B1-4) and practical skills (C2-4). At Stage 2 students start to learn and practice A9 and acquire B5 and C1 through the compulsory interdisciplinary module.

At Stage 3 students take an interdisciplinary dissertation on a subject of particular interest. In Semester 1 of Stage 3 they will receive preparatory dissertation research training, building on the skills introduced in stage 2, fostering generic independent research skills and culminating in a Dissertation Workshop where students will give a presentation on their research (D2, D4-D5). The dissertation, like all stage 2 and 3 modules develops A1-8, B1-4 and C2-4 but pays especial attention to the refinement and application of A9, B5 and C1.

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

The programme allows students to combine the study of English Literature and History in a manner that gives them both a thorough grounding in each subject but also consistently offers them the opportunity to combine their subject-specific knowledge and skills in their independent research. This is conducted primarily through the interdisciplinary modules, which are co-taught by staff from both schools and specifically encourage students to synthesise their literary-critical and historical skills in their independent research. By basing the stage 2 compulsory module on the rich archival holdings in the university and the North-East, the degree also gives students a valuable grounding in working with original materials and with other cultural institutions in the region and in working with digital archives. This promotes interdisciplinarity, intellectual flexibility and independence in thought and practice, something also fostered by the obvious intellectual affinities between the research areas of both schools, as well as connecting students' own research to the wider community. This commitment to interdisciplinarity makes us unique amongst our comparator institutions who typically do not offer interdisciplinary modules on their English and History degrees.

All undergraduates in the School of English Literature, Language and Linguistics and The School of Classics, History and Archaeology may elect to study abroad for semester one of year two. Currently SELLL and SCHA has links with institutions in Europe and with universities in North America and can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia).

Students at Stage 3 may also apply to take a work-placement module, or may Career Development modules.

Programme regulations (link to on-line version)

[QV31 Programme Regulations 23-24](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

Accreditation reports

n/a

Additional mechanisms

n/a

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

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.