

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	English Literature with Creative Writing English Literature with Creative Writing (with Placement Year)
5	UCAS/Programme Code	QW38 1546U
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	English
8	FHEQ Level	6
9	Date written/revised	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 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 those practices
 - vii. an ability to reflect on the processes of creative writing and to foster an
 - viii. understanding of the traditions from which their own writing emerges.
- (b) To provide a programme:
- i. attractive to students with an interest in creative writing who would like to combine it
 - ii. with a more traditional English literature discipline
 - 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 relevant Quality Assurance Agency (QAA) Benchmark statement, and
 - vi. which fully meets the criteria for a level 6 award within the Framework for Higher Education Qualifications.
 - vii. which complies with prevailing University policies and QAA codes of practice.
- 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 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
- A3. The cultural and political contexts in which texts are produced and read
- A4. The complex relationship between text and context
- A5. A range of critical practices
- A6. Genre and generic conventions
- A7. The vocabulary of textual and theoretical analysis.
- A8. A range of creative practices, including self-reflexive writing on the creative process

For Students Undertaking a Placement Year

- A9. Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.
- A10. Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A11. Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A12. 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 – 8) 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, and tutorials (A1 – 8). At Stage 3, a third of a student's time is dedicated to independent work, which will normally take the form of a file of original creative work (A1 - 8). 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 of 4000, 4500 or 10,000 words in length. In the case of creative work, for example, poetry, the submission will be of a portfolio of poems the number and length to be set out in module guides, normally 10-12 or 20 poems, plus a self-reflexive essay. Many modules have mixed forms of assessments. 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. To ensure these elements of the degree are assessed, all students will be required to take at least one examination during Stage 1 (A1 – 7).

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. At Stage 2 all creative writing students will also have produced an independent piece of creative work in the form of prose, poetry or drama. At Stage 3 they will be asked to demonstrate deeper knowledge and understanding in the assessment of both specialised option modules and when producing original work.

Intellectual Skills

On completing the programme students should be able to:

- B1. critically evaluate arguments and evidence
- B2. develop an awareness of the complex interplay between text and context
- B3. organise and present ideas as part of a structured written argument
- B4. organise and present ideas as part of a structured oral presentation
- B5. design a creative project and select and employ appropriate compositional 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. Skills B1, 2, and 3 are introduced and practised in stage 1. These skills are developed further at Stage 2. At Stage 3, more specialised modules and the greater emphasis on independent work focus students on developing the skills identified in B5.

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. The degree's assessment strategy means that all students will be assessed by exams at least once at Stage 1 (B1 and B3).

Submitted work is also key to the assessment strategy for intellectual and creative skills. Submitted work 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). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have completed creative work in the form of prose, poetry or drama.

At Stage 3 they will be asked to demonstrate more advanced intellectual and creative skills in the assessment of their original work.

Practical Skills

On completing the programme students should be able to:

- C1. practise critical skills in the analysis of texts (literature, film and other media as appropriate)
- C2. engage imaginatively and critically in the reading of complex texts
- C3. exercise and develop a sensitivity to verbal creativity
- C4. analyse a range of texts employing relevant theoretical perspectives.

Teaching and Learning Methods

At Stage 1 practical skills are acquired via lectures, seminars, study-groups and tutorials (C1 – 4). 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 creative work (C1 – 4). At Stage 3 more

specialised modules and the increased emphasis on independent study offers students the chance to further refine all of these 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. The degree's assessment strategy means that all students will sit an exam at least once at Stage 1 and again at Stage 2, ensuring that practical skills, particularly C1 – 3 are assessed.

Submitted work enables students to expand on these practical skills; it also enables them to demonstrate their employment of appropriate research techniques (C4). 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 begin stage 3.

At Stage 3 they will be asked to demonstrate more advanced practical skills in the assessment of both specialised option modules and original work.

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.
- D12. display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.

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- D13. Reflect on and manage own learning and development within the workplace.
- D14. Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
- D15. 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 - 12 are introduced and practised in stage 1.

All of these skills are promoted further at Stage 2 with continued emphasis on small group work, and with increased opportunity for independent study.

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 (D1, D5, D8). The option to take work placement modules at Stage 3 gives students the chance to further refine their key/transferable Skills. The Career Development modules offered by the University Careers Service further enhance employability skills if the students opt to take them.

Assessment Strategy

Assessment of key/transferable skills is implicit in course work at all levels, although compulsory modules focus on these particularly at Stage 1. At Stage 3 the independent work in particular assesses D1, D6 and D8.

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 20 credits, or, in the case of the File of Original Work, 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) and the skills required for their study at stage 1. They are also introduced to ways of approaching creative writing and to reading and making performance. 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. Working alongside these modules, stage 1 compulsory modules give students a broader view of the inter-relationships between texts and a sense of the significance of mythologies and traditions in shaping literary discourses.

At Stage 2, students are required to take compulsory modules which give students the chance to develop their experience in their preferred mode and also to explore the relationship between critical and creative writing. They also choose from a range of modules that are aimed at developing their knowledge of key areas of literary study in terms intended to give them a broad, contextual knowledge of particular areas. Required to take at least two modules from before 1900 and at least two post 1900, they will study a range of literature from across the periods in their work.

At Stage 3, students choose four taught modules from a wide menu of specialist options. 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 based on 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 only restriction imposed upon students is that some of their choices must focus on the earlier periods, a requirement that ensures they have coverage of the subject. The menu of options is further enhanced a placement module that allows student to take up a work placement as part of their studies.

In addition to their 80 credits of taught modules, Stage 3 students take 40 credits of independent study.

Students have the option to take part in a Careers Placement Year in-between Stage 2 and 3 of the programme. They will be transferred to programme code 1546U.

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 or the first semester of year three. 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).

Students in Stage 3 of QW38 may also apply to take a work-placement module, or may take Career Development modules.

Programme regulations (link to on-line version)

[QW38 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.