

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	MA in English Literature MA in English Literature (Children's Literature)
5	Programme Code	4022F/P 4168 F/P
6	Programme Accreditation	English Literature
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	July 2021

10 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 Medieval period to the present;
2. To enable students to develop a critical awareness of current thinking at the forefront of the discipline about the relationships between literature, theory 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, including mature applicants and international 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 Level 7 award as laid out in the QAA's Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ);
8. To comply with prevailing 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 at Masters level.

Knowledge and Understanding

Through study on the programme students should:

A1 – Gain advanced knowledge of a range of literary and cultural texts across periods.
A2 – 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, postcolonial theory, feminist theory).
A3 – Gain in-depth understanding of specific texts, genres, and contexts.
A4 – Gain knowledge and understanding of working methods appropriate to Masters level research in literary studies.

Teaching and Learning Methods
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.
Assessment Strategy
<i>A – Knowledge and Understanding</i> The primary method of assessing knowledge and understanding (A1-4) is through submitted written work (primarily essays, dissertation outlines, and small projects). The small element of formal assessment of oral work in research training modules tests A2 and A4 in particular.
Intellectual Skills
On completing the programme students should: B1 – Students will acquire and develop critical and analytical skills to level 7. B2 – Students will acquire and develop a range of level 7 research skills. 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 theory, historical context and ideas of history, book history and editing practice, postcolonial and/or feminist theory.
Teaching and Learning Methods
<i>B – Subject-specific/Intellectual Skills</i> Subject specific skills (B1-B3) are acquired through seminars, the completion of essays attached to the compulsory and optional modules, the dissertation preparation work, and the dissertation itself.
Assessment Strategy
<i>B – Subject-specific/Intellectual Skills</i> Subject-specific skills (B1-B3) are assessed by submitted work and by oral presentations.
Practical Skills
On completing the programme students should: C1 – Students will be able to analyse 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 theoretical, historical and/or cultural, social, and political contexts.
Teaching and Learning Methods
<i>C – Practical Skills</i> Practical skills (C1-C3) are developed through preparing for seminars, supported by learning technology, and the planning and writing of assignments.
Assessment Strategy
<i>C – Practical Skills</i> Practical skills (C1-C3) are assessed by submitted work and by oral presentations.
Transferable/Key Skills
On completing the programme students should:

- 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.

Teaching and Learning Methods

D – Transferable/Key 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).

Assessment Strategy

D – Transferable/Key Skills

D1, D2, D4, D6, D7 are assessed by submitted work. D1, D3, D4, D5, D8 are assessed by oral presentation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The Masters programme is studied over one year full-time or two years part-time. It is divided into modules, each with a value of 20 credits. The exception to this is a dissertation module, which consists of 60 credits, and takes the form of a long-form essay or online exhibition. Each 20-credit module represents 200 hours of student learning. At least a 'Pass' in the course work is required for progression to the dissertation.

Full-time Masters students take research methods I and II modules. Six further modules will be offered (see MOFs, Annex and Programme Regulations for details) and students must choose four of these (two in Semester 1, two in Semester 2). Individual consultations support the assessment strategies of the modules. Each student prepares, under supervision, a dissertation (essay or online exhibition) on a topic of their own devising and which is connected to the staff research interests.

Part-time Masters students take the research module in semester 1 of year 1, and two other modules (one in each semester) in the first year; then in the second year, they take three modules (one in Semester 1; two in Semester 2). After that, they complete the dissertation under supervision.

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

This programme offers a distinctive option for the student to study the history of literature, from the medieval period to the contemporary moment, within a unique cross-period module format. Students can choose to broaden their scope in gaining experience of multiple periods, or may choose to concentrate, in the assessment, on one period.

Programme regulations (link to on-line version)

[4022 Programme Regulations 24-25](#)

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/postgraduate/courses/>

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.