

**PROGRAMME SPECIFICATION  
(Undergraduate)**



<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>	BA (Hons)
<b>4</b>	<b>Programme Title</b>	Classical Studies and English
<b>5</b>	<b>UCAS/Programme Code</b>	QQ83
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Classics, English
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Last updated</b>	February 2024

<b>10</b>	<b>Programme Aims</b>
	<ol style="list-style-type: none"> <li>1. To enable students to develop knowledge of and insight into the classical world, and the influence which that world has had on subsequent historical cultures, with a special emphasis on English literature.</li> <li>2. To enable students to develop knowledge of and insight into a wide range of literature written in English.</li> <li>3. To promote students' insight into and ability to analyse the interrelationships between literature written in English (and, optionally, other aspects of culture) and the literature and other cultural products of the classical world.</li> <li>4. To foster students' intellectual and core skills and thus to equip them for further, independent intellectual and personal development to enhance their employability.</li> <li>5. To encourage students to approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding.</li> <li>6. To provide a programme: <ul style="list-style-type: none"> <li>• in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;</li> <li>• which promotes the study of the classical languages and provides the opportunity to pursue and apply that study;</li> <li>• which complies with prevailing University policies and meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement and codes of practice for Classics and English degrees;</li> <li>• which fully meets the criteria for a level 6 award laid down in the QAA's FHEQ.</li> </ul> </li> </ol>

<b>11</b>	<b>Learning Outcomes</b>
	<p>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 Classics and English.</p>
	<b>Knowledge and Understanding</b>
	<p>On completing the programme students should have acquired:</p> <ol style="list-style-type: none"> <li>A1. a broad knowledge of and insight into the classical world</li> <li>A2. a thorough knowledge of and insight into a range of specific classical texts and of disciplines concerned with the classical world on which students have specialised</li> <li>A3. a knowledge of the ways in which the ancients, and English writers of various periods, thought about and presented their world in literary texts</li> </ol>

A4.	a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies
A5.	a particular knowledge of aspects and periods of English literary studies in which classical influence is most apparent

### **Teaching and Learning Methods**

A1–A4: The primary method of imparting knowledge and understanding is through lectures and language classes, backed up by handbooks and/or lecture handouts and recommended reading. Knowledge and understanding of both classical and English topics are reinforced by interactive sessions within lectures and classes, seminars and discussion groups, and assignments.

The proportion of sessions involving interactive learning, particularly seminars, increases from Stage 1 to Stages 2 and 3. In Stages 2 & 3 there is increasing emphasis on students' independent development of knowledge and understanding, in independent study projects and in the Classics Stage 3 modules where the assessment requirements are designed to involve an enhanced element of independent study.

A5: Knowledge of classical influence in English literature and related fields is imparted through lectures etc. in certain modules, but the primary teaching and learning method here is through the Stage 2 and 3 independent study projects, backed up by individual guidance from the modules leaders.

### **Assessment Strategy**

In order to assess the students' attainment in the objectives of the Classical Studies and English programme, a combination of types of assessment is employed:

- ❖ examinations
- ❖ submitted essays and other assignments
- ❖ independent study projects

A broad knowledge of and insight into the classical world (A1), a thorough knowledge of and insight into certain specific aspects of the classical world (A2), a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies (A4), and the other objectives which involve the grasp of essential issues involved in Classics and English Literature (A3, A5), are assessed by all the assessment methods used. A1-4 are particularly assessed by examination and submitted assignments:

- ❖ Examinations are used to assess retention of knowledge (the students' unassisted retention of the essential facts and features of their subject area) and their grasp of a range of the issues in the module, as well as their skills of interpretation and analysis.
- ❖ Submitted assignments are used to assess students' understanding of and skills in collecting and assessing relevant information and evidence for themselves in support of their arguments.
- ❖ Independent Study Projects assess similar attributes to those required for submitted assignments, but are also designed to enable students to demonstrate subject knowledge and understanding, which either goes beyond that of other modules or is more detailed and explored at length. This method is particularly important in assessing learning outcome A5.

### **Intellectual Skills**

On completing the programme students should have:

- B1 developed skills of comprehension, analysis and interpretation of:
- ❖ texts by classical authors and by authors writing in English
  - ❖ aspects of visual culture (e.g. film, classical art and architecture)
- B2 acquired the ability to relate such texts to their literary and historical context

- B3 developed an awareness of a range of different possible methodologies for approaching the subjects studied, and the capacity for critical analysis of various methodologies
- B4 acquired the ability to approach the study of the classical world from a range of perspectives
- B5 developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity
- B6 acquired an appreciation of and the ability to explore the significance of the Classical tradition in subsequent historical periods
- B7 acquired the ability to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures
- B8 developed skills and interpretative tools involved in assessing the influence of one culture upon another

**Teaching and Learning Methods**

Skills B1–B4, and in certain modules B6–B8, are demonstrated and promoted in lectures, language classes and seminars. Students' application of skills is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.

Development of an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity (B5) is encouraged by the range of approaches to classical topics demonstrated in lectures, and by tasks (for seminars, discussion sessions, assignments etc.) requiring students to reflect for themselves on such topics. Optional study of the classical languages makes a particular contribution to students' development of such an approach.

Skills relating to the study of classical influence operating in English literature and related fields (B6–B8) are primarily developed through the Stage 2 and 3 independent study projects, backed up by individual guidance from the module leaders.

**Assessment Strategy**

Skills B1–B.8 are again assessed, in the context of different topics, by a variety of the methods of assessment listed. There is, however, often particular (although not exclusive) emphasis for each method on particular aspects.

Examinations are used in particular to assess students' ability to apply skills of comprehension, analysis and interpretation to texts, language tasks and visual culture (B1–2).

Submitted assignments, including language-based exercises, and independent study projects are used in particular to assess awareness of a range of possible different viewpoints and methodologies (B3) and flexibility in the application of skills to new material.

The Special Studies at Stages 2 and 3 aim to assess especially the analytical and interpretative skills involved in studying the influence of one culture on another (B8), and students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (B7).

**Practical Skills**

On completing the programme students should have:

- C1. acquired a range of applied intellectual skills, including skills in identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought
- C2. developed the independence of judgment required critically to analyse various points of view, approaches and methodologies
- C3. developed skills of comprehension, analysis and interpretation of literary texts

**Teaching and Learning Methods**

Skills C1–C3 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students enhance their skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments.

### **Assessment Strategy**

Skills C1–C3 are again assessed, in the context of different topics, by a variety of the methods of assessment listed. There is, however, often particular (although not exclusive) emphasis for each method on particular aspects:

Examinations are used in particular to assess students' capacity for analytical thought and flexibility (C1), and the ability to apply skills of comprehension, analysis and interpretation to texts, language tasks and visual culture (C3).

Submitted assignments, including language-based exercises, and independent study projects are used in particular to assess independence of judgement (C2), awareness of a range of possible different viewpoints and methodologies (C2) and flexibility in the application of skills to new material.

The Special Studies at Stages 2 and 3 assess students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (C3).

### **Transferable/Key Skills**

On completing the programme students should have acquired skills of:

- D1. written communication
- D2. interpersonal communication
- D3. oral presentation
- D4. problem-solving
- D5. organisation & time management
- D6. initiative
- D7. use of information technology (word processing, information tools)
- D8. flexibility in applying skills learnt to new material and in different contexts.
- D9. Teamwork

### **Teaching and Learning Methods**

Key aspects of skills D1 and D4–7 are introduced to students through induction sessions, supported by the Student Handbooks and by materials on the School web-sites.

D1 Skills of written communication are particularly promoted at Stage 1 in the English and Classics modules. In Stages 2 & 3 these skills are further promoted through assignments and the guidance and feedback given on these.

D2 Skills of interpersonal communication are promoted by all types of interactive learning.

D3 Oral presentation skills are introduced and practised in Stage 1 English modules and are further promoted through all seminars.

D4 Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.

D5 Time management is encouraged by class preparation and the assignment work-load; it is particularly developed by the independent 'Special Study' project modules and by the optional advanced language modules.

D6 Initiative is promoted by all modules involving an assessed assignment, and particularly by independent study projects.

D7 I.T. skills are promoted through the requirement for all submitted assignments to be word-processed. Certain optional modules include assessed elements which require use of the internet and of on-line technology (especially Canvas).

D8 Flexibility in applying skills is promoted by setting tasks (for discussion sessions, seminars

and/or assignments) where students are required to apply skills and approaches encountered in their degree to passages, topics etc. not explicitly covered in the taught syllabus  
D9 Teamwork skills are introduced and practised in group-work/seminar activities within certain modules

### **Assessment Strategy**

Skills of written communication, adaptability, and initiative (D1, 6, 8) are also assessed by all methods described above:

Examinations require in particular skills of selection and conciseness in assembling arguments or exposition, and the ability to 'think on one's feet' and to be flexible in applying knowledge (D8). They also require students to exercise skills of time-management and organisation (D5). Submitted assignments in particular are used to assess initiative and skills in independent investigation (D4, D6) and in correlating a discrete range of approaches and evidence (D8). Independent study projects lay particular emphasis on initiative in choosing and researching topics independently (D6)

All independent study projects, and Stage 2 and 3 translation modules, involve planning and organisational skills (D5). Information technology skills (D7) are not in most cases assessed separately, but are involved wherever modules are assessed in whole or in part by submitted assignments, independent study projects etc. since all such work must be word-processed. Teamwork skills (D9) are assessed in the compulsory Transformations English module in Stage 1. Skills of oral and interpersonal communication (D2–3) are introduced and practised in many modules throughout the degree, but are not in most cases currently assessed.

Skills of interpersonal communication do not in any case lend themselves to formal methods of assessment. With oral presentation skills, the assessment question is kept under review by School teaching and learning committees. In general, it is felt that the opportunity for students to develop and practice oral skills in a non-threatening environment is more important than that such skills should be comprised in the assessment procedure at Honours level. Current practice is determined by the widely-recognised difficulties in evolving, for Honours-level modules, a system for assessing oral skills which is objective, fair to the students, and does not inhibit students' willingness to contribute to debate. In some modules submitted assignments are directly based on a student's presentation in a seminar. Similarly, teamwork skills are introduced and practised in some modules, but at the moment these are not assessed within Classics.

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

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

Duration: 3 years  
Stages: 3  
Number of credits per stage: 120

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

Classical Studies and English is an exciting degree which allows students to combine the study of the rich variety of texts written in English with study of the culture of the classical world, and at the same time to explore the connections between the two. The degree is designed to be flexible, especially in Stages 2 and 3, permitting students to choose topics to suit their own particular interests. There is a wide range of modules to choose from, covering English literature of all genres and periods, film, creative writing, classical literature, material culture, thought, history, historiography and classical influences on later culture.

A key feature of the degree, and one which assures study of the close relationship between the two parts of the programme, are the independent projects which students undertake in each of Stages 2 and 3, exploring the influence of the classical world on English literature with regard to specific writers, texts, films etc.

Issues and illustrative material relevant to studying the classical tradition are introduced in Stage 1 and in certain optional Classics modules throughout the degree. In all of these students have the opportunity to explore this aspect within at least some aspects of the assessment.

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

[QQ83 Programme Regulations 2024-25](#)

**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](#).

specialist and a student representative. Following the review a report is produced, which forms

*Accreditation reports*  
N/A

*Additional mechanisms*  
None

**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.