English

Programme Information

2022.01, Approved

Overview

Programme Code	31854
Programme Title	English
Awarding Institution	Liverpool John Moores University
Programme Type	Degree

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	N/A

Alternative Exit	Certificate of Higher Education - CHE	Demonstrate the transition from A Level, Access or other previous study to degree-level study of English; Demonstrate the transition from A Level, Access or other previous study to degree-level study of English; Show understanding of major theoretical concepts, critical terms and approaches to the reading of literary and cultural texts; Show understanding of major theoretical concepts, critical terms and approaches to the reading of literary and cultural texts; Demonstrate enhanced competence in writing structured and coherent arguments; Demonstrate enhanced competence in writing structured and coherent arguments; Show competence in referencing and bibliographic procedures; Show competence in referencing and bibliographic procedures; Demonstrate knowledge of a variety of genres, literary periods, texts and contexts; Demonstrate knowledge of a variety of genres, literary periods, texts and contexts; Demonstrate basic research, library and web-based ICT skills; Demonstrate basic research, library and web-based ICT skills; Gather, analyse and present relevant information from a range of sources; Gather, analyse and present relevant information from a range of sources; Participate actively in group work and discussion; Participate actively in group work and discussion; Demonstrate habits of professionalism, time-management, self-awareness and personal responsibility; Demonstrate habits of professionalism, time-management, self-awareness and personal responsibility; Demonstrate engagement with the development of employability skills by completing a self-awareness statement. Demonstrate engagement with the development of employability skills by completing a self-awareness statement. Evidence an ability to read complex texts accurately and analytically; Evidence an ability to read complex texts accurately and analytically; Show awareness of how to ask critical questions, identify issues and devise different approaches to solving problems; Show awareness of how to ask critical questions, identify issues and devise different approaches to solving problems; Understand how critical, analytical and creative approaches produce knowledge. Understand how critical, analytical and creative approaches produce knowledge.
Alternative Exit	Diploma of Higher Education - DHE	Demonstrate enhanced independence in their approach to study; Evidence a more advanced critical vocabulary and understanding of theoretical concepts, terms and approaches, and the way in which these have developed through time; Evaluate different approaches; Write sustained pieces of work with a coherent argument in a lucid style; Construct arguments and engage with specialist and non-specialist audiences in different contexts and forms; Show application of the skills of research design in preparation for independent research; Demonstrate an increased depth of knowledge of particular historical periods, cultures and literatures; Make informed and constructive contributions to group work and discussion; Show an understanding of the limits of their knowledge, and how this influences interpretations based on this knowledge; Evidence the further development of subject-specific skills, and an increased awareness of the application of those skills in an employment context.

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	UG-English (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	LJMU Taught	5 Years
Full-Time, Face to Face	September	LJMU Taught	3 Years

Aims and Outcomes

Educational Aims of the Programme	1. To provide students with a stimulating, research-informed programme that is concerned with the production, reception and interpretation of written texts in English from diverse literary and cultural forms and genres from the seventeenth century to the present; 2. To enable students to acquire skills in analysing a range of forms of writing and exploring ways in which meanings and cultural identities are informed by historical, social, political, regional and global processes; 3. To introduce students to the problematics of reading and issues of language, representation and meaning through attention to the dynamics and histories of textual production, reception and interpretation; 4. To enable students to explore a range of periods, issues and literary texts in relation to the formation of social consciousness and individual subjectivities; 5. To enable students to become rigorous, critical and analytic in their thinking, while nurturing their intellectual and creative potential; 6. To equip students with a practice-based knowledge of digital humanities tools, methods and resources; 7. To enable students to become active and discerning cultural agents in the world beyond the university; 8. To encourage students to engage with the development of employability skills by completing a self-awareness statement; 9. To support students in the effective focussing of their career aspirations and the identification and development of a range of subject-specific and generic skills of value in graduate employment.

Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate knowledge of a range of written texts in the English language from diverse literary and non-literary forms and genres, from the seventeenth century to the present;
PLO2	2	Reflect productively on their own processes of thought;
PLO3	3	Analyse arguments and make reasoned judgements in a variety of contexts;
PLO4	4	Sustain a habit of intellectual curiosity and to interrogate received opinion.
PLO5	5	Communicate effectively in a variety of written forms, and display the ability to express complex thought and to construct reasoned argument in writing;
PLO6	6	Demonstrate articulate and effective spoken communication skills with the ability to explain and express ideas and to listen actively and respond to the ideas of others;
PLO7	7	Work both independently and as part of a team;
PLO8	8	Approach tasks creatively and in a disciplined manner, and initiate and carry out projects;
PLO9	9	Assimilate material accurately, discerningly and at appropriate speed, using a variety of appropriate sources;
PLO10	10	Think creatively to identify and solve problems;

PLO11	11	Be literate in digital forms and content and able to use a range of appropriate digital tools, methods and resources.
PLO12	12	Show understanding of the implication of texts in historical processes;
PLO13	13	Articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing;
PLO14	14	Discover, synthesise and analyse complex information and diverse evidence from a variety of resources;
PLO15	15	Construct reasoned arguments towards a specific conclusion;
PLO16	16	Develop working relationships with others in teams, especially through constructive dialogue;
PLO17	17	Produce work within specified frameworks such as time limits, word limits and prescribed formats;
PLO18	18	Form independent judgements;
PLO19	19	Understand the scope and complexity of a given problem or issue;
PLO20	20	Appreciate the values of open-mindedness and sensitivity to cultural differences;
PLO21	21	Respond creatively and imaginatively to research tasks;
PLO22	22	Initiate projects of their own.
PLO23	23	Demonstrate awareness of changing literary and cultural formations in different socio-historical contexts;
PLO24	24	Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;
PLO25	25	Demonstrate an understanding of formal and stylistic aspects of written texts.
PLO26	26	Analyse and criticise writing in its variety of its forms;
PLO27	27	Engage with a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them;
PLO28	28	Bring critical reasoning to bear in a range of contexts;
PLO29	29	Conduct research and make discriminating use of diverse informational materials;

Course Structure

Programme Structure Description	The programme is taught and assessed within the Academic Framework. Students must take 120 credits of English modules at each level of the programme (Levels 4, 5, and 6). Each level should normally be completed in one academic year. Modules are of two types: core or option. All modules on the programme are weighted at 20 credits. At level 4, all modules are core and incorporate skills tuition and tutorial guidance to support transition. All students are taught in at least one seminar by their Personal Tutor. At level 5, students must take 'Poetry Matters' and 'Body, Mind and Soul: Seventeenth Century Literature and Culture'. Students may only select one of the work-based/work-related learning options: 5104ENGL, 5117ENGL and 5119ENGL. These modules run year-long. A selection of the validated option modules will run each year. Available options will be communicated to students via module choice meetings. At level 6 the Dissertation module is core. Again, a selection of the validated option modules will run each year. Available options will be communicated to students via module choice meetings. The English Independent Study modules (5120ENGL and 6108ENGL) are designed to allow students to pursue established projects or intellectual interests and are reserved for exceptional circumstances. They may be taken only with the agreement of the Subject Leader. Students will be allocated a Personal Tutor who will teach them in a seminar at Level 4, and will usually remain their Personal Tutor throughout their time at LJMU. Personal Tutors will invite tutees to an individual meeting at least once a semester to discuss academic progress, personal development and planning (PDP) and any other issues raised by the tutee. Personal Tutors and other academic staff will be available outside of these meetings by appointment, during their Office Hours or by telephone or e-mail. Study trips are offered to all students via core and option modules. The programme will offer the opportunity to study a 60 credit Study Abroad module (5121ENGL) at Level 5. Students will be enrolled on a 360 credit honours study abroad programme. The 60 credit Level 5 study abroad module will normally replace the semester 2 modules on the standard programme. Students who choose this module cannot take 5104ENGLIS, 5117ENGLIS or 5119ENGLIS. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5. The programme will also offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with the study abroad programme. Of those 480 credits, 120 will be taken via (5122ENGL) Level 5 Study Year Abroad module. The modules to be studied in the host institution must be agreed in advance The level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Programme Structure - No credit points

Approved variance from Academic Framework Regulations

Variance
• 5104ENGL 'International Experience' (20 credit option module) – Module to run September to August, with consideration at September Assessment Board. • 5119ENGL 'English Work Experience' (20 credit option module) – Module to run September to May, with consideration at June Assessment Board. • 5117ENGL 'Working in the USA' (20 credit option module) – Module to run September to August, with consideration at September Assessment Board.

Teaching, Learning and Assessment

Teaching, Learning and Assessment	Teaching is through lectures, seminars, workshops, tutorials, personal supervision, online activities, attendance of performances and screenings, and study trips. The programme asks students to work with a diverse range of textual materials, including literary and non-literary works, manuscripts, and filmic, journalistic, and visual texts. Learning is acquired through participation in classroom and fieldtrip activities, and underpinned by collaborative and individual independent study (which involves reading, thinking, and researching topics with guidance from tutors). Students undertake exercises and formal assessment tasks which serve to structure thought and to encourage the assimilation of ideas and knowledge. The University's Virtual Learning Environment is used extensively by tutors on all modules to provide supplementary materials, links to resources and to support and communicate with students outside seminars, lectures and workshops. Modes of assessment used in the programme are: essays, examinations (including unseen, pre-released, and 'take-away' exams),independent research projects and a dissertation, oral and interactive activity (including formal presentations, seminar leads and online discussion),external placements or work-related learning activities, tasks aimed at developing specific skills (including digital literacies, bibliographical and curatorial exercises, and editing tasks),reflective journals, essay plans, abstracts, literature reviews, and the production of online materials for websites and blogs. This variety, however, has been carefully managed in order not to detract from the development of students' abilities to produce formal, sustained, coherent and engaging written arguments. When required, alternative assessment is designed to maintain learning objectives in accordance with students' Individual Learning Plans, and approved by HSS SMT. The process is SENDA compliant. In this programme the teaching and learning of intellectual skills are inseparable from the acquisition of knowledge and understanding. Lectures provide models of intellectual skill; workshops, seminars and tutorials allow students to practice intellectuals skills in a collaborative environment through structured discussions of written texts and of ideas; independent study gives students the opportunity to absorb and reflect on what is learned in taught sessions, while practising their developing skills through personal engagement with reading, writing and researching. The intellectual skills fostered by the programme are deeply intermeshed with the knowledge and understanding it provides. The forms of assessment used across the programme (essays, examinations, portfolios of short exercises, bibliographic exercises, individual and group presentations, reflective journals, production of wikis, blogs and contributions to online discussions; position and response statements; editorial exercises; reports; projects; adaptations; literature reviews; and debate contributions) develop and measure students' intellectual skills as well as their knowledge and understanding. In particular, because the ability to recognise, construct and defend arguments is a key feature of the subject, the assessment pattern includes an opportunity for students to undertake critical analyses, the academic essay, and the examination: forms that focus directly on an ability to construct rigorous argument. But students are also encouraged to think creatively in identifying and solving intellectual problems. A wide range of assessment forms enable students to approach intellectual development more laterally, for instance through reflective journals, oral work, production of digital text, or participative group projects. Assessment practices take account of students with particular needs (SENDA Compliant). A programme in English is centrally concerned with how meaning is produced, especially through verbal language. Students are therefore expected to use la

Opportunities for work related learning

Opportunities for work related learning
All LJMU undergraduate programmes are required to incorporate into a L4 module an assessment item of the submission of a personal Self Awareness Statement: this is administered through 4104ENGL. Students can choose from three work-based and/or work-related learning options at Level 5. All students on the programme are encouraged to understand that the goals of their course of study are wider than academic achievement alone, and to appreciate ways in which the work they do supports strong claims to employability. The programme's PDP system is designed to provide students with opportunities (and support) when reflecting on – and documenting – their achievements inside and outside the programme of study, thereby raising their capacity to represent their achievements to others, or to translate what they do during their undergraduate years into a language that appeals to employers. This support is enhanced and extended by the work of colleagues in the University Careers Service. Students have the opportunity to choose from work-based/related/transferrable skills modules at L5 and L6, while the programme's PDP system provides opportunities for students to reflect on and document their achievements inside and outside of university and think about future employability paths.

Entry Requirements

Type	Description
Alternative qualifications considered	Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification: • Key Skills Level 2 in English/ Maths • NVQ Level 2 Functional skills in Maths and English Writing and or Reading • Skills for Life Level 2 in Numeracy/English • Higher Diploma in Maths/ English • Functional skills Level 2 in Maths/ English • Northern Ireland Essential Skills Level 2 in communication or Application of Number • Wales Essential Skills Level 2 in Communication or Application of Number
Other international requirements	International applications will be considered in line with UK qualifications. Any Applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component) or acceptable equivalent.
International Baccalaureate	24 IB points, to include Studies in language and literature at higher level (HL)
BTECs	112 UCAS points accepted in combination with A Level Grade C in English Literature, English Language, or English Language & Literature
A levels	104 UCAS points from a minimum of 2 A Levels to include a Grade C in English Literature, English Language, or English Language & Literature. Maximum of 20 AS points accepted.

Programme Contacts