

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in English Literature and Creative Writing

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	WQ83
JACS Code	Q300, W800
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA Creative Writing 2019 QAA English 2019
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in English Literature and Creative Writing Diploma of Higher Education in English Literature and Creative Writing Certificate of Higher Education in English Literature and Creative Writing
Programme Leader	Sarah MacLennan

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 sixteenth century to the present.
2. To enable students to produce clear, artistically coherent, and original creative work, which articulates a combination of research and creative ideas and to understand the technical requirements of the form in which they are writing.
3. To understand the role of readers and audiences in realising texts and performance/broadcasts as imaginative experience.
4. 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.
5. To introduce students to the complexities of reading and issues of language, representation and meaning through attention to the dynamics and histories of textual production, reception, and interpretation.
6. To equip students to read as a writer – with an ability to analyse texts, performances, and broadcasts, and respond to the effective power of language using appropriate approaches, terminology, and creative strategies and to apply scholarly bibliographic skills where and when necessary.
7. To enable students to become rigorous, critical, and analytical in their thinking, while nurturing their intellectual and creative potential.
8. To develop students' ability to contextualise their own work within the writing traditions that precede and surround them and to gain a critical awareness of the context in which writing is produced and how individual practice relates to that of predecessors and contemporaries, peers, and established practitioners.
9. To employ an imaginative and divergent mode of thinking which is integral to identifying and solving problems, to the making of critical and reflective judgements, to the generation of alternatives and new ideas, and to

engaging with the broader issue of value.

10. To use the views of others in the development and enhancement of practice; formulate considered responses to the critical judgements of others, while developing a generous yet rigorous scrutiny in peer review and workshop activities.

11. To interact effectively with others, in team or group work, for example through collaboration or in workshop and seminar situations.

12. To edit their own work and that of peers with a high level of scrutiny, at the various levels of clause, line, sentence, stanza, paragraph but also at the structural level of overall scene, chapter, collection, book.

13. To initiate and take responsibility for their own work and gain the ability to self-manage and show a distinct ability to work independently, set goals, manage workload, and meet deadlines, viewing themselves as critical and creative practitioners.

14. To encourage students to recognise the skills and insights they develop through the course and help them identify career opportunities to use them.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Recall the processes and good practice required of the practitioner in creating original work. Describe rudimentary techniques demonstrated by published and performed practitioners in the canon;

Discuss their own original work and the original work of peers;

Respond to a range of stimuli and originate work, both in ensemble and individual contexts, as a creative practitioner specialising in poetry, prose and script or creative non-fiction;

Participate actively in group work and discussion;

Communicate effectively, orally, in writing and in a group context;

Show understanding of major theoretical concepts, critical terms and approaches to the reading of literary and cultural texts;

Show competence in referencing and bibliographic procedures;

Demonstrate knowledge of a variety of genres, literary periods, texts and contexts;

Demonstrate basic research, library and web-based ICT skills;

Gather, analyse and present relevant information from a range of sources;

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;

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.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Compare and contrast published texts from a range of critical and theoretical perspectives;

Differentiate the approach of key current and historical practitioners, theorists and associated methodologies;

Conceive, select and amend original ideas for creative writing and formulate a plan for completing their work;

Distinguish and select the technical skills contingent to engaging readership/audience and/or market;

Appraise and criticise their own original work and the original work of peers, and evaluate the criticism their own original work receives;

Develop a plan for redrafting original creative writing, demonstrating an awareness of the requirements of audience;

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;

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 forms of writing, genres, historical periods, cultures and literacies;

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.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. • Demonstrate the ability to produce original creative writing which is artistically coherent
2. • Show understanding of the writerly techniques demanded by the form
3. • Demonstrate awareness of the role of the reader/viewer in the creative work produced.
4. • Show knowledge of appropriate concepts, approaches and terminology which provide a critical and theoretical framework for reading as a writer.
5. • Demonstrate knowledge of a range of written texts in the English language from diverse literary and non-literary forms and genres, from the sixteenth century to the present
6. • Demonstrate a critical and reflective awareness of the context in which their own work is produced, evidencing a critical understanding of an historically and culturally broad range of reading and/or broadcast materials showing an understanding of the variety of formal and stylistic aspects of written/broadcast texts.
7. • Demonstrate awareness of changing literary and cultural forms, themes, and representations in different socio-historical and creative contexts, showing an understanding of the ways in which specific aspects of identity including race, gender, sexuality and class, and the ways in which these have been understood historically, affect the production and reception of texts.
8. • Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for English Studies.
9. • Demonstrate research and referencing skills and the ability to make discriminating use of diverse and appropriate informational materials: discover, assimilate, synthesise and analyse complex information from diverse sources accurately, discerningly and at speed,
10. • Demonstrate analytical, problem-solving, and decision-making skills
11. • Demonstrate the ability to provide and receive feedback and to use the views of others in developing and redrafting work; to edit their own work and that of others with a high level of scrutiny and care.
12. • Demonstrate the ability to contribute to, sustain and lead writing workshops and seminars.
13. • Demonstrate the ability to self-manage and show a distinct ability to work independently, set goals, manage workload, and meet deadlines, viewing themselves as critical and creative practitioners.
14. • Demonstrate articulate and effective spoken and written communication skills with the ability to explain and express ideas, construct reasoned arguments, and to listen actively and respond to the ideas of others.
15. • Be literate in digital forms
16. • Demonstrate the ability to reflect upon personal development and identify career opportunities.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

As English Literature and Creative Writing is essentially a degree about communication, storytelling and the possibilities of language, its impact and significance, all teaching and learning activities will aim to develop these skills. A programme in English Literature & Creative Writing is centrally concerned with how meaning is produced, especially through verbal language. Students are therefore expected to use language sensitively and precisely. All teaching and learning activities involve opportunities for developing and improving communication skills: lectures enable students to develop skills in active listening and assimilating ideas and information; discussions in seminars also facilitate listening skills, spoken communication skills, responsiveness to others, group work and interpersonal skills.

The amount of preparation needed for participation in seminars and workshops (reading texts or marking up

drafts in advance and preparing ideas) is, in English Literature & Creative Writing as in most Humanities subjects, large in relation to the amount of class contact time. Private study (which is guided by tutors and supported by VLE) allows students to work independently, developing their own critical and creative ideas and lines of thought. It also necessitates the development of good time management and organisational

skills. The acquisition of such skills is structured by tutor advice and by suggestions provided in seminars, tutorials, and personal development planning sessions as well as through online supported learning. Issues concerning the appropriate use of ICT systems and digital humanities methods and tools are introduced to

students through Induction, tutorials and seminars. Lectures are used to disseminate knowledge and all aim to involve some element of interactivity. These are backed up by smaller group workshops and seminars for further discussion, creative writing exercises (which embed learning gained in lectures and put theory into practice) and active learning. Learning is taken out of the university and delivered externally via, for example, place-based or site-specific writing exercises, visits to galleries, museums, live literature events or the theatre. Learning is acquired through participation in lectures, seminars and tutorials, private study (which involves reading, thinking, writing and researching topics with guidance from tutors) and undertaking exercises and formal assessment tasks which serve to structure thought and creativity and to encourage the assimilation of ideas and knowledge.

In general:

Lectures introduce issues, explain particular concepts or outline theoretical approaches; to situate a particular topic, text or issue in the context of the wider concerns of a module; to present a series of alternative readings, arguments or critical and creative approaches; to locate arguments and readings within the context of intellectual debate in the field; and to stimulate the student to respond creatively.

Seminars provide an interactive forum in which students can: expand on, investigate and debate issues raised in lectures and in a module overall; undertake detailed reading, original writing and discuss original and/or published texts; grow in confidence and skill in participating in discussion and exchanging ideas; develop their articulacy, quickness of thought, ability to communicate with others and produce original ideas; and learn ways of dealing with disagreement or difference of opinion, particularly in workshops where ideas and original writing will be challenged.

At Level 4 students may not have studied creative writing previously, therefore, the introductory year also aims to bring the whole cohort to a comparable level of subject knowledge and competence using smaller, confidence-building assessment items and using formative and summative feedback. The smaller, regular assessment points encourage students to engage with their programme and develop 'the habit' of writing – writing creatively as regular practice. All students belong to tutorial groups where a tutor works with personal tutees to offer an integrated series of intellectual discussions, advice and information sessions, skills teaching, and a structure for personal and academic development.

Modules in Levels 5 and 6 provide different forums for learning: workshops where students take greater responsibility for selection and presentation of materials than in a lecture + seminar format; and individual tutorials and supervisions where students have an opportunity to work on a particular topic, or on a particular knowledge - or skills - related issue with a tutor.

Students are encouraged to extend their reading and writing range and develop individual specialisms as both their practice and critical responses become increasingly sophisticated. The final honours degree year is characterised by an increased focus on the writers' workshop; a collaborative exercise that accelerates and consolidates student learning. In a writers' workshop the participants read and critically respond to each other's work, operating in a small group in which the role of the tutor is mainly to steer, inform and moderate discussion. The learning outcomes of a workshop broadly include technically improved writing, an expanded critical vocabulary, and preparation for the drafting and editing work required of a professional writer. The students' skill in judging work-in-progress is both a means and an end in itself: independent or self-directed work, providing a strong foundation for employment (for example, readers' reports, script editing etc.), for postgraduate study, and for continuing creative work in adult life.

In English Literature modules, 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).

Throughout the English Literature and Creative Writing programme, varied assessments are used to measure understanding and knowledge, including posters, blogs, essay writing, presentations and creative work in various forms. These skills can also be demonstrated both implicitly and explicitly by the production of artefacts such as websites and podcasts, through written treatments, scripts, poems and creative prose, and through presentations either individually or in groups. Portfolios which consist of both practical creative work and a reflection on that work are used to promote critical analysis and deep learning. Throughout, the programme interweaves both creative practice and critical/theoretical analysis to promote deep learning and to avoid modules, forms or content being studied in isolation. As many of these intellectual skills develop in tandem with understanding and knowledge, a wide range of assessments is used including poster and website creation (showcasing IT skills), reflective analysis, market research reports, script bibles and pitch documents. The final

Level 6 workshops and dissertation module allow detailed research, peer and tutor evaluation, analysis, creative problem-solving and constructive criticism.

All forms of assessment used on the programme aim to encourage students to develop good communication skills. Correspondingly, the ability to communicate with precision, good style and appropriateness is a criterion in the grading of all forms of assessment. Forms of written assessment (examinations, essays, projects, portfolios of exercises, journals) obviously demand good skills in writing. Feedback on such work, plus dedicated teaching in writing skills, allow students to develop their style. Forms of oral assessment (such as presentations and seminar contribution) are used to develop and measure students' ability to communicate effectively in spoken forms. Achievement of good time management and organisational skills is demonstrated by students' successful, timely submission of well-prepared work.

These skills and abilities are integrated into the teaching and learning activities and methods described above.

They are central to every activity that is undertaken as part of study for the degree. Likewise, these skills are integral to production of all forms of assessed work for the programme. The abilities identified here as Transferable or Key Skills are those which, while central to the particular study of English Literature and Creative Writing as a subject, can also be applied in other contexts outside the subject. They are crucially valued by employers in all professional environments.

English Literature and Creative Writing students are encouraged to engage in both primary and secondary research, often speaking to experts in the field as well as reading their work. The practice of actively seeking story ideas and researching characters or themes is immersive and encourages students to expand their thinking aesthetically, culturally and politically. There are ethical issues about whose story is being told, cultural assimilation and how one approaches specific subject matter with respectfully and responsibly. However, we still see value in the formal lecture/workshop and discussion model, particularly in the early stages of knowledge acquisition and analysis.

The researching and presentation skills required for group presentations allow students to gain confidence in a safe environment with tutor guidance. Group work, while not always formally assessed, gives students experience of communicating and negotiating while developing interpersonal skills.

Programme structure - programme rules and modules

The programme is taught and assessed within the Academic Framework. Students must take 120 credits of modules at each level of the programme. In Level 4, students take 60 credits in Creative Writing and 60 credits in English Literature. In levels 5 and 6, students may also split their modules equally between both areas of their dual honours programme or they may choose to major or minor in English Literature or Creative Writing, with a minimum of 40 credits in the minor subject. For example, 4 x 20 credit modules in Creative Writing and 2 x 20 credit modules in English Literature (or vice versa). Under the Academic Framework, students will need to balance credit equally across S1 and S2 of each year. (In practice, 60 credits/3 modules in each semester.) Students are notified of this requirement during module choice meetings and in module choice booklets.

Students beginning the programme prior to September 2022 will remain on the previous validated versions of the modules on their programme unless going on a Leave of absence / have been awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

All Level 4 modules are core.

All Level 5 modules are option.

All Level 6 modules are option.

All the option modules within Creative Writing will run every year. In English Literature a selection of the validated option modules will run each year with an equal number of modules offered in each semester. The full list of indicative modules is shown below (module details). Available options will be communicated to students via module choice meetings.

To study a specific form of writing at Level 6, the student must have studied a related module at Level 5. For example, to study Prose Portfolio 1, the student must have studied a prose module (Short Story One, Short Prose, Approaching Your Novel, or The Fantastic) at Level 5. To study Advanced Script at Level 6, the student must have completed a script module at Level 5. To study Advanced Poetry at Level 6, the student must have studied Poetry at Level 5.

In Level 6, students cannot study the semester 2 modules in Script, Prose, Poetry or The Writer at Work without first studying the related semester 1 module.

L6 students have the opportunity to produce a project plan and project evaluation report in 6034CRWRI Writer at Work: The Project, or to choose 6032CRWRI Independent Study, both of which offer the chance to generate an independently initiated piece of work, practice-driven and based in research. 6032CRWRI Independent Study allows

a student to study and develop a form of writing that is not covered in any of the taught modules. The student must provide a project proposal and may be enrolled on the module only with the permission of the Creative Writing Programme Leader. Students taking this option will be required to complete a reflective essay to accompany their artefact, demonstrating critical reflection of their own work and contextual analysis.

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 English Literature.

Students will be allocated a Personal Tutor who 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. 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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
	6030CRWRI PROSE PORTFOLIO 1 (20 credits) 6031CRWRI PROSE PORTFOLIO 2 (20 credits) 6032CRWRI INDEPENDENT STUDY IN CREATIVE WRITING (20 credits) 6033CRWRI THE WRITER AT WORK (20 credits) 6034CRWRI THE WRITER AT WORK: THE PROJECT (20 credits) 6035CRWRI POETRY WRITING WORKSHOP : ADVANCED POETRY 1 (20 credits) 6036CRWRI POETRY WRITING WORKSHOP:ADVANCED POETRY 2 (20 credits) 6039CRWRI Digital Writing (20 credits) 6040CRWRI Advanced Scriptwriting (20 credits) 6041CRWRI Script Portfolio (20 credits)	0 core credits at level 6 120 option credits at level 6

	6100ENGL English Dissertation (20 credits) 6108ENGL English Independent Study (20 credits) 6109ENGL Our House: Representing Domestic Space (20 credits) 6110ENGL Post-Millennial British Fiction (20 credits) 6113ENGL Shakespeare (20 credits) 6115ENGL Terrorism and Modern Literature (20 credits) 6116ENGL Vamps and Villains: Exploring Gothic Fiction (20 credits) 6117ENGL World Literature: Writing from the Periphery (20 credits) 6122ENGL Transitions: Identities in the Interwar Years (20 credits) 6124ENGL Violence in Nineteenth-Century Literature (20 credits) 6125ENGL Green Victorians (20 credits) 6126ENGL Mind Readings (20 credits) 6127ENGL Space and place: travel writing at home and abroad (20 credits) 6128ENGL Developments in Contemporary Writing and Publishing (20 credits) 6129ENGL Modern Fiction and Environment Crisis (20 credits) 6130ENGL Black Lives in American Literature (20 credits) 6131ENGL Migrants to the Screen (20 credits) 6132ENGL The Literature of Extinction: American Writing and the Environment (20 credits) 6133ENGL Other Worlds (20 credits)	
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Level 5	Potential Awards on completion	
Core	Option	Award Requirements
	5030CRWRI SCREEN 1 (20 credits) 5031CRWRI TREATMENT & SCREENPLAY (20 credits) 5032CRWRI THE FANTASTIC (20 credits) 5033CRWRI APPROACHING YOUR NOVEL (20 credits) 5034CRWRI SHORT PROSE (20 credits) 5035CRWRI POETRY WRITING WORKSHOP: FORM AND SUBSTANCE (20 credits) 5036CRWRI SHORT STORY ONE (20 credits) 5037CRWRI DRAMATIC WRITING FOR RADIO AND STAGE (20 credits) 5102ENGL Body, Mind & Soul: seventeenth-century literature and culture (20 credits) 5107ENGL Modernism and Modernity (20 credits)	0 core credits at level 5 120 option credits at level 5

	5108ENGL Poetry Matters (20 credits) 5109ENGL Postcolonial Writing: Power, Art and Protest (20 credits) 5111ENGL Romanticism: Revolution, Reaction & Representation (20 credits) 5112ENGL Short Cuts: Writing in Brief (20 credits) 5114ENGL The Victorians: Realism and Sensation (20 credits) 5119ENGL English Work Experience (20 credits) 5120ENGL English Independent Study (20 credits) 5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits) 5126ENGL Forms of Slavery (20 credits) 5127ENGL Gender Trouble (20 credits) 5128ENGL Writing Race in Britain (20 credits) 5129ENGL Words and Music (20 credits) 5130ENGL Working Class Writing (20 credits) 5131ENGL Theories 2.0 (20 credits)	
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4030CRWRI Introduction to Poetry (20 credits) 4031CRWRI INTRODUCTION TO SCRIPTWRITING (20 credits) 4032CRWRI INTRODUCTION TO PROSE (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4107ENGL Liverpool Legacies (20 credits) 4109ENGL Critical Keywords for English (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Throughout the Creative Writing programme many exciting opportunities will arise. We inform students of placements, volunteering and paid internship possibilities. All Creative Writing modules have professional practice embedded through them – whether it is presenting work correctly so that an agent or editor will take it seriously or researching a 'script bible' and writing a pitching document. Level 6 networks students with editors and agents, providing tuition on how to pitch articles to online or print media. The Writer at Work Project provides the skills and knowledge to devise, plan and manage a writing-related project. The skills gained during your course are also in demand in such areas as public relations, advertising, corporate communications, cultural journalism, research and the film and television service industries. Alternatively, you may want to pursue postgraduate study at MA and PhD level or go into teaching. Our graduates have gone on to work in publishing, corporate communications and in the film and television industries as writers, directors, researchers and actors. Employers include the BBC, Channel 4, FACT, L.A. Productions and Lime Pictures.

Students have the opportunity to engage in work-based learning either via placements or via professionally set briefs – for example, writing a short script based on the current BAFTA funding criteria, or writing poems on a theme set by a magazine. Departmental staff offer support and make use of their extensive professional and industry contacts as needed to ensure that students are supported in their ambitions. The work placement coordinator agrees and monitors the placements and, along with the Screen School Student Development co-ordinator, ensures the placement programme complies with the LJMU Placement Learning Code of Practice. In addition, elements of study designed to assist students to learn about themselves and develop their employment skills are spread throughout the programme. Students are encouraged to apply for additional work-based learning opportunities as they arise. Recent examples include undergraduate involvement in paid internship projects interviewing and capturing the stories of staff and students at the University on the What's Your Story? project.

Criteria for admission

A/AS Level

104 UCAS points from a minimum of 2 A Levels (maximum of 20 AS points accepted).

BTEC National Diploma

At least 24 Distinctions and 21 Merits, or any other combination that equates to 104 UCAS points in a relevant subject.

BTEC National Diploma 112 UCAS Tariff points

Irish Leaving Certificate

112 UCAS Tariff points. Maximum of 20 UCAS Tariff points at Ordinary Level

Scottish Higher

112 UCAS Tariff points to include 2 Advanced Higher

International Baccalaureate

26 IB points

Access

Access

At least 15 Distinctions and 30 Merits or any other combination that equates to 112 UCAS Tariff points in a relevant subject

Other

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

Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit portfolio of original work and/or attend an interview and should demonstrate potential and motivation and/or have relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications

Any applicant whose first language is not English will be required to have IELTS 7.5 (minimum 7.5 in each component) or acceptable equivalent.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.