

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in English Literature

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	Q300
<b>JACS Code</b>	Q300
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	English
<b>Programme accredited by</b>	N/A
<b>Description of accreditation</b>	N/A
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in English Literature Diploma of Higher Education in English Literature Certificate of Higher Education in English Literature
<b>Programme Leader</b>	Kathryn Walchester

### 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 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 complexities 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 develop 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.
10. To equip students with advanced verbal and written communication skills

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

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

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;

Demonstrate enhanced competence in writing structured and coherent arguments;  
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;  
Participate actively in group work and discussion;  
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;  
Understand how critical, analytical and creative approaches produce knowledge.

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

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

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.

### **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 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;
2. Show understanding of the implication of texts in historical processes;
3. Demonstrate awareness of changing literary and cultural forms, themes, and representations in different socio-historical contexts;
4. Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for English Studies;
5. Demonstrate an understanding of and analyse the variety of formal and stylistic aspects of written texts.
6. Bring critical reasoning to bear in a range of contexts;
7. Conduct research and make discriminating use of diverse and appropriate informational materials;
8. Reflect productively on the ideas of others and their own processes of thought;
9. Analyse arguments and make reasoned and independent judgements in a variety of contexts;
10. Sustain a habit of intellectual curiosity and interrogate received opinion.
11. Communicate effectively and persuasively in a variety of written forms, and display the ability to express complex thought and to construct reasoned argument in writing;
12. 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;

13. Work effectively both independently and as part of a team, developing working relationships with others;

14. Approach tasks creatively and in a disciplined manner, and initiate and carry out projects;

15. Discover, assimilate, synthesise and analyse complex information from diverse sources accurately, discerningly and at speed;

16. Think creatively to identify and solve problems;

17. Be literate in digital forms and content and able to use a range of appropriate digital tools, methods and resources.

18. Produce work within specified frameworks such as time limits, word limits and prescribed formats;

19. Appreciate the values of open-mindedness and sensitivity to cultural differences;

20. Demonstrate 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.

## Teaching, Learning and Assessment

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

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 intellectual 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 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 (reading texts in advance and preparing ideas) is, in English 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

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.

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 as a subject, can also be applied in other contexts outside the subject. They are crucially valued by employers in all professional environments.

Assessment of Transferable Skills occurs alongside assessment of other types of skills (knowledge, intellectual and professional) through the same assessment forms. These are described above.

## **Programme structure - programme rules and modules**

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.

The programme begins delivery in September 2022. Written consent will be sought from students who are enrolled on the existing version of the programme and who elect to take a study abroad year in 2023/24 to their being transferred to the new programme for their final year in 2024/25. These students will select modules from the from the options offered in September 2024 and will be selected from the list indicated below (module details).

At level 4, all modules are core and incorporate skills tuition and tutorial guidance to support transition.

At level 5, students must take 'Poetry Matters' and 'Body, Mind and Soul: Seventeenth Century Literature and Culture'. Students may select the work-based/work-related learning option: 5119ENGL. 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.

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 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.

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. In these circumstances students will select modules from the from the options offered, which will be selected from the list indicated below (module details).

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
<a href="#">6100ENGL</a> English Dissertation (20 credits)	<a href="#">6108ENGL</a> English Independent Study (20 credits) <a href="#">6109ENGL</a> Our House: Representing Domestic Space (20 credits) <a href="#">6110ENGL</a> Post-Millennial British Fiction (20 credits) <a href="#">6113ENGL</a> Shakespeare (20 credits) <a href="#">6115ENGL</a> Terrorism and Modern Literature (20 credits) <a href="#">6116ENGL</a> Vamps and Villains: Exploring Gothic Fiction (20 credits) <a href="#">6117ENGL</a> World Literature: Writing from the Periphery (20 credits) <a href="#">6122ENGL</a> Transitions: Identities in the Interwar Years (20 credits) <a href="#">6124ENGL</a> Violence in Nineteenth-Century Literature (20 credits) <a href="#">6125ENGL</a> Green Victorians (20 credits) <a href="#">6126ENGL</a> Mind Readings (20 credits) <a href="#">6127ENGL</a> Space and place: travel writing at home and abroad (20 credits) <a href="#">6128ENGL</a> Developments in Contemporary Writing and Publishing (20 credits) <a href="#">6129ENGL</a> Modern Fiction and Environment Crisis (20 credits) <a href="#">6130ENGL</a> Black Lives in American Literature (20 credits) <a href="#">6131ENGL</a> Migrants to the Screen (20 credits) <a href="#">6132ENGL</a> The Literature of Extinction: American Writing and the Environment (20 credits) <a href="#">6133ENGL</a> Other Worlds (20 credits)	20 core credits at level 6 100 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">5102ENGL</a> Body, Mind & Soul: seventeenth-century literature and culture (20 credits) <a href="#">5108ENGL</a> Poetry Matters (20 credits)	<a href="#">5107ENGL</a> Modernism and Modernity (20 credits) <a href="#">5109ENGL</a> Postcolonial Writing: Power, Art and Protest (20 credits) <a href="#">5111ENGL</a> Romanticism: Revolution, Reaction & Representation (20 credits) <a href="#">5112ENGL</a> Short Cuts: Writing in Brief (20 credits) <a href="#">5114ENGL</a> The Victorians: Realism and Sensation (20 credits) <a href="#">5119ENGL</a> English Work Experience (20 credits) <a href="#">5120ENGL</a> English Independent Study (20 credits)	40 core credits at level 5 80 option credits at level 5

	<a href="#">5125ENGL</a> Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits) <a href="#">5126ENGL</a> Forms of Slavery (20 credits) <a href="#">5127ENGL</a> Gender Trouble (20 credits) <a href="#">5128ENGL</a> Writing Race in Britain (20 credits) <a href="#">5129ENGL</a> Words and Music (20 credits) <a href="#">5130ENGL</a> Working Class Writing (20 credits) <a href="#">5131ENGL</a> Theories 2.0 (20 credits)	
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4101ENGL</a> American Classics (20 credits) <a href="#">4103ENGL</a> Literary & Cultural Theory (20 credits) <a href="#">4105ENGL</a> World, Time and Text (20 credits) <a href="#">4107ENGL</a> Liverpool Legacies (20 credits) <a href="#">4108ENGL</a> Environment, Culture and Technology (20 credits) <a href="#">4109ENGL</a> 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)

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 4109ENGL. Students can choose a work-based and/or work-related learning option 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.

## Criteria for admission

### A/AS Level

104 UCAS points from a minimum of 2 A Levels (maximum of 20 AS points accepted). An English subject is preferred, e.g. English Language, English Literature, English Language/Literature or Creative Writing. Subjects such as Drama, Theatre Studies, Film Studies, Religious Education, History and Media Studies will also be considered.

### BTEC National Diploma

Performing Arts, Production Arts or Creative Media Production are preferred from applicants studying BTEC qualifications.

### Irish Leaving Certificate

104 UCAS points to include a relevant subject at Higher Level.

### Scottish Higher

104 UCAS points to include a relevant subject at Higher Level.

### **International Baccalaureate**

104 UCAS points from IB Composite parts to include a relevant subject at Higher Level (HL).

### **Access**

At least 24 Distinctions and 21 Merits, or any other combination that equates to 104 UCAS 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 • Welsh GCSE in Maths • Welsh GCSE in Numeracy • 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 an essay 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 6.0 (minimum 5.5 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](http://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.*