

**Overview**

<b>Programme Code</b>	36045
<b>Programme Title</b>	English Literature
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Programme Leader</b>	James Whitehead
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Bachelor of Arts - BA	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
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.
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Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	UG-English (2019)
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
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 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

### Learning Outcomes

Code	Description
PLO1	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;
PLO2	Sustain a habit of intellectual curiosity and interrogate received opinion.
PLO3	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;
PLO4	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;
PLO5	Work effectively both independently and as part of a team, developing working relationships with others;
PLO6	Approach tasks creatively and in a disciplined manner, and initiate and carry out projects;
PLO7	Discover, assimilate, synthesise and analyse complex information from diverse sources accurately, discerningly and at speed;
PLO8	Think creatively to identify and solve problems;
PLO9	Be literate in digital forms and content and able to use a range of appropriate digital tools, methods and resources.
PLO10	Produce work within specified frameworks such as time limits, word limits and prescribed formats;
PLO11	Appreciate the values of open-mindedness and sensitivity to cultural differences;
PLO12	Show understanding of the implication of texts in historical processes;
PLO13	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.

<b>Code</b>	<b>Description</b>
PLO14	Demonstrate awareness of changing literary and cultural forms, themes, and representations in different socio-historical contexts;
PLO15	Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for English Studies;
PLO16	Demonstrate an understanding of and analyse the variety of formal and stylistic aspects of written texts.
PLO17	Bring critical reasoning to bear in a range of contexts;
PLO18	Conduct research and make discriminating use of diverse and appropriate informational materials;
PLO19	Reflect productively on the ideas of others and their own processes of thought;
PLO20	Analyse arguments and make reasoned and independent judgements in a variety of contexts;

## Programme 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. 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).

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4101ENGL American Classics Approved 2022.01 - 20 credit points	
[MODULE] 4103ENGL Literary and Cultural Theory Approved 2022.02 - 20 credit points	
[MODULE] 4105ENGL World, Time and Text Approved 2022.01 - 20 credit points	
[MODULE] 4107ENGL Liverpool Legacies Approved 2022.01 - 20 credit points	
[MODULE] 4108ENGL Environment, Culture and Technology Approved 2022.01 - 20 credit points	
[MODULE] 4109ENGL Critical Keywords for English Approved 2022.01 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 40 credit points	CORE
[MODULE] 5102ENGL Body, Mind and Soul: seventeenth-century literature and culture Approved 2022.01 - 20 credit points	
[MODULE] 5108ENGL Poetry Matters Approved 2022.01 - 20 credit points	

<b>Level 5 Optional - 80 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5107ENGL Modernism and Modernity Approved 2022.01 - 20 credit points	
[MODULE] 5109ENGL Postcolonial Writing: Power, Art and Protest Approved 2022.01 - 20 credit points	
[MODULE] 5111ENGL Romanticism: Revolution, Reaction and Representation Approved 2022.01 - 20 credit points	
[MODULE] 5112ENGL Short Cuts: Writing in Brief Approved 2022.01 - 20 credit points	
[MODULE] 5114ENGL The Victorians: Realism and Sensation Approved 2022.01 - 20 credit points	
[MODULE] 5119ENGL English Work Experience Approved 2022.01 - 20 credit points	
[MODULE] 5120ENGL English Independent Study Approved 2022.01 - 20 credit points	
[MODULE] 5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing Approved 2022.01 - 20 credit points	
[MODULE] 5126ENGL Forms of Slavery Approved 2022.01 - 20 credit points	
[MODULE] 5127ENGL Gender Trouble Approved 2022.01 - 20 credit points	
[MODULE] 5128ENGL Writing Race in Britain Approved 2022.01 - 20 credit points	
[MODULE] 5129ENGL Words and Music Approved 2022.01 - 20 credit points	
[MODULE] 5130ENGL Working Class Writing Approved 2022.01 - 20 credit points	
[MODULE] 5131ENGL Theories 2.0 Approved 2022.01 - 20 credit points	
<b>Optional placement - 120 credit points</b>	<b>OPTIONAL</b>
<b>Study Abroad - 120 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5122ENGL Study Year Abroad-English Approved 2022.02 - 120 credit points	
<b>Optional Study Semester - 60 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5121ENGL Study Semester Abroad - English Approved 2022.02 - 60 credit points	
<b>Level 6 - 120 credit points</b>	
<b>Level 6 Core - 20 credit points</b>	<b>CORE</b>
[MODULE] 6100ENGL English Dissertation Approved 2022.01 - 20 credit points	
<b>Level 6 Optional - 100 credit points</b>	<b>OPTIONAL</b>
[MODULE] 6108ENGL English Independent Study Approved 2022.03 - 20 credit points	
[MODULE] 6109ENGL Our House: Representing Domestic Space Approved 2022.01 - 20 credit points	
[MODULE] 6110ENGL Post-Millennial British Fiction Approved 2022.01 - 20 credit points	
[MODULE] 6113ENGL Shakespeare Approved 2022.01 - 20 credit points	
[MODULE] 6115ENGL Terrorism and Modern Literature Approved 2022.01 - 20 credit points	
[MODULE] 6116ENGL Vamps and Villains: Exploring Gothic Fiction Approved 2022.01 - 20 credit points	
[MODULE] 6117ENGL World Literature: Writing from the Periphery Approved 2022.01 - 20 credit points	
[MODULE] 6122ENGL Transitions: Identities in the Interwar Years Approved 2022.01 - 20 credit points	
[MODULE] 6124ENGL Violence in Nineteenth-Century Literature Approved 2022.01 - 20 credit points	
[MODULE] 6125ENGL Green Victorians Approved 2022.01 - 20 credit points	
[MODULE] 6126ENGL Mind Readings Approved 2022.01 - 20 credit points	
[MODULE] 6127ENGL Space and place: travel writing at home and abroad Approved 2022.01 - 20 credit points	
[MODULE] 6128ENGL Developments in Contemporary Writing and Publishing Approved 2022.01 - 20 credit points	
[MODULE] 6129ENGL Modern Fiction and Environment Crisis Approved 2022.01 - 20 credit points	
[MODULE] 6130ENGL Black Lives in American Literature Approved 2022.01 - 20 credit points	

[MODULE] 6131ENGL Migrants to the Screen Approved 2022.01 - 20 credit points
[MODULE] 6132ENGL The Literature of Extinction: American Writing and the Environment Approved 2022.01 - 20 credit points
[MODULE] 6133ENGL Other Worlds Approved 2022.01 - 20 credit points

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Approved variance from Academic Framework Regulations

Variance
<ul style="list-style-type: none"> <li>• 5104ENGL 'International Experience' (20 credit option module) – Module to run September to August, with consideration at September Assessment Board.</li> <li>• 5119ENGL 'English Work Experience' (20 credit option module) – Module to run September to May, with consideration at June Assessment Board.</li> <li>• 5117ENGL 'Working in the USA' (20 credit option module) – Module to run September to August, with consideration at September Assessment Board.</li> </ul>



## 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 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 (SEDA 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

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.

## Entry Requirements

Type	Description
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BTECs	Performing Arts, Production Arts or Creative Media Production are preferred from applicants studying BTEC qualifications.
A levels	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.
International Baccalaureate	104 UCAS points from IB Composite parts to include a relevant subject at Higher Level (HL).
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 • Welsh GCSE in Maths • Welsh GCSE in Numeracy • 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.