

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in English, Media and Cultural Studies

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	Q301
JACS Code	P300, Q300
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	English (2015); and Communication, Media, Film and Cultural Studies (2016)
Programme accredited by	N/A
Description of accreditation	N/A
Validated target and alternative exit awards	Bachelor of Arts with Honours (Fnd) in English, Media and Cultural Studies Diploma of Higher Education (Fnd) in English, Media and Cultural Studies Certificate of Higher Education (Fnd) in English, Media and Cultural Studies
Programme Leader	Kathryn Walchester

Educational aims of the programme

To provide students with a stimulating, research informed programme that equips them with the knowledge and skills to reflect critically on literary and media texts, cultural institutions, communication practices and the contemporary, historical and international contexts in which they are produced and circulated;

To enable students to become rigorous, critical and analytic in their thinking while nurturing their intellectual and creative potential;

To deliver an academic programme that focuses on key analytical and critical issues in literary studies as well as the relationship between media, culture and communication;

To develop subject knowledge and transferable skills sensitive to the changing needs of communication, creative and cultural industries which provide the basis for students to pursue a variety of careers;

To support students' learning through diverse teaching and assessment practices, underpinned by staff development and research informed teaching;

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

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

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

have made the transition from L3 to L4 study of English, Media and Cultural Studies;

have developed a subject based technical vocabulary appropriate to the analysis of literary, media and cultural texts;

have acquired competence in academic literacy, referencing, bibliographic procedures;

be able to identify and explain key issues, themes and substantive areas in Media, Culture and Communication Studies;

have become familiar with the principles and practice of Personal Development Planning;

have gained awareness of how to ask appropriate questions, identify issues and devise different approaches to solving problems.

have acquired enhanced competence in writing;
participate actively in group work and discussion;

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

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

have further developed a technical vocabulary and understanding of theoretical concepts, terms and approaches;
construct arguments and engage with audiences in different contexts, forms and media;
have developed the skills of research design in preparation for independent research;
make informed and constructive contributions to group work and discussion;
have developed professional skills, self-reflexivity and organisational awareness through work-related learning.
write sustained pieces of work with a coherent argument in a lucid style;

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

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 historical and critical debates in the field of literature, media, culture and communication;
2. Show awareness of the variety of media forms, cultural practices and industrial contexts in which texts are produced, disseminated and received;
3. Understand the nature of differentiated access, participation and modes of representation in media and cultural texts;
4. Demonstrate awareness of the development of communication forms and changing literary and cultural formations in different socio-historical contexts;
5. Show understanding of media and cultural consumption and its role in identity formation;
6. Evidence knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;
7. Demonstrate understanding of formal and stylistic aspects of written and audiovisual texts.
8. Critically engage with theoretical perspectives and be able to apply them;
9. Analyse literary, media, communication and cultural forms and demonstrate critical judgement in their evaluation;
10. Examine forms of literature, media, culture and communication with reference to social contexts, interactions and processes differentiated by cultural participation and the relations of social and political power;
11. Consider and evaluate their own work in a reflexive manner with reference to academic debates and personal development;
12. Synthesise information, conceptual ideas, critical perspectives and conceptual insight;
13. Formulate and investigate problems/issues.
14. Communicate effectively in a variety of written forms, and display the ability to express complex thought and to construct reasoned argument in writing;
15. Critically evaluate the texts and practices of the media, communication and cultural industries;
16. Critically appraise popular understanding of debates in the field of media, culture and communication;
17. Design, carry out and present various forms of research;
18. Apply key methods and concepts for the purpose of literary, media, communication and cultural analysis;
19. Evaluate and draw upon a range of sources and appropriate conceptual frameworks in carrying out independent study;
20. Be literate in digital forms and content and able to use a range of appropriate digital tools, methods and resources.
21. Approach tasks in a flexible, independent and disciplined manner;
22. Communicate persuasively;

23. Undertake critical research: formulate a topic; gather, organise and make use of ideas and written information in order to formulate arguments; express them effectively in written, oral, digital and other forms;
24. Demonstrate skills of self-organisation, time management, the ability for self-reflection and self-improvement;
25. Collaborate with others to achieve collective goals;
26. Use ICT and traditional methods for the retrieval and presentation of information (word processing, spreadsheets, databases etc);
27. Communicate ideas verbally in an effective and fluent manner;
28. Communicate ideas coherently in written form, utilising appropriate academic styles;
29. Develop graduate skills (e.g. the exercise of initiative, personal responsibility, decision-making, problem solving and the ability to pursue further training) necessary for future employment;
30. Appreciate the value of open-mindedness and sensitivity to difference.

Teaching, Learning and Assessment

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

Teaching and learning includes both formal and interactive lectures and seminars which provide opportunities to present, discuss and reflect upon ideas and case studies. In addition there are: workshops, tutorials, screenings, small group work, independent study, on-line supported study; enquiry-based learning and work based learning.

These methods are designed to: foster student progression; stimulate interest, critical reflection and encourage participation; provide equal opportunities to develop learning skills at all levels; encourage critical analysis and the application of theory; and utilise ICT and the Virtual Learning Environment, Canvas.

Knowledge and understanding is acquired through both staff-led and student-centred strategies with a progressive emphasis on the latter as students develop as independent learners. Knowledge and understanding is assessed by coursework and examinations. Assessment across the programme is designed to be coherent and balanced in order to facilitate the achievement of learning outcomes. Assessment meets the criteria (QAA, School and LJMU) of validity, reliability and consistency. Assessment takes account of students with particular needs (SENDA compliant). When required, alternative assessment is designed to maintain learning objectives in accordance with students' Individual Learning Plans.

Coursework forms include: individual and group essays based on given titles or titles negotiated with tutors; reviews; individual and group presentations; individual critical reflection; logbooks; portfolios of practical work; research exercises; class tests; annotated bibliographies; work based learning reports; blogs, other online exercises and discussion contributions; independent study projects and dissertations. Seen and unseen examinations are also part of the assessment diet.

Feedback (diagnostic, formative and summative) is timely and constructive and provided by electronic, verbal and written means.

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.

Placement learning experience will be delivered and reviewed and/or assessed in accordance with the LJMU Placement Learning Code of Practice (8.7.15), available at

<https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?id=113&l=1>

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.

Intellectual skills are assessed through the range of forms of assessment used on the English, Media and Cultural Studies programme that are itemised above. The forms of assessment are introduced and developed over the four years of the degree to allow students to: develop the ability to think independently; critically reflect on their work; formulate and research their own topics, and build upon their own knowledge and interests.

A programme in English, Media and Cultural Studies 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 (engaging with texts and

case studies in advance and preparing ideas) is, as in most Humanities programmes, large in relation to the amount of class contact time. Private study (which is guided by tutors and supported by Canvas) 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, 'pitches' 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, Media and Cultural Studies, 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.

The variety of learning experiences and assessment tasks is designed to stimulate interest and encourage participation and to provide opportunities for students with differing capabilities and aptitudes to develop transferable 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 (Levels 3, 4, 5, and 6). Each level should normally be completed in one academic year. Modules are of two types: core or option.

At level 3, all modules are core.

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 5100MEDCUL, 5104MEDCUL and 5105MEDCUL. They must choose three optional English modules. Students may only select one of the optional work-based/work-related learning options: 5104ENGL and 5117ENGL. These variant modules run year-long. A selection of the validated option modules will run each year, and a programme specification submitted annually to quality assurance processes for confirmation prior to students' module selection and timetable submission. Available options will be communicated to students via module choice meetings.

At level 6 students must select one module from English and Media & Cultural Studies Dissertation (6111MEDCUL), Media, Cultural and Creative Industries (6113MEDCUL) (all 40 credits). They must select one module from Mediating Popular Culture (6107MEDCUL), Digital Writing (6109MEDCUL) or Popular Fiction and Publishing (6110MEDCUL). The remaining 60 credits will be constituted by their selections from English optional modules. Again, a selection of the validated option modules will run each year, and a programme specification submitted annually to quality assurance processes for confirmation prior to students' module selection and timetable submission. 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.

The programme will also offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via the Level 5 study abroad module (5123ENGMED). 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 (Fnd)
Core	Option	Award Requirements
	6101ENGL Art & Writing (20 credits)	0 core credits at level 6

	<p>6102ENGL Contemporary Poetry (20 credits)</p> <p>6103ENGL Feminist Fictions: Contemporary Women's Writing & the Politics of Feminism (20 credits)</p> <p>6104ENGL Genres of Travel (20 credits)</p> <p>6105ENGL Forgetting and Remembering: Slaves, Soldiers, Strikers (20 credits)</p> <p>6106ENGL 1660s - 1680s: Cultural Intersections in Restoration England (20 credits)</p> <p>6107ENGL Locating Madness (20 credits)</p> <p>6107MEDCUL Mediating Popular Culture (20 credits)</p> <p>6108ENGL English Independent Study (20 credits)</p> <p>6109ENGL Our House: Representing Domestic Space (20 credits)</p> <p>6109MEDCUL Digital Writing (20 credits)</p> <p>6110ENGL Post-Millennial British Fiction (20 credits)</p> <p>6110MEDCUL Popular Fiction and Publishing (20 credits)</p> <p>6111ENGL Race in America (20 credits)</p> <p>6111MEDCUL English and Media & Cultural Studies Dissertation (40 credits)</p> <p>6112ENGL Representing Masculinities (20 credits)</p> <p>6112MEDCUL MCS Research Project (40 credits)</p> <p>6113ENGL Shakespeare (20 credits)</p> <p>6113MEDCUL Media, Cultural & Creative Industries Project (40 credits)</p> <p>6114ENGL Tales of the Market: Capitalism and Critique (20 credits)</p> <p>6114MEDCUL Archive Research Project (40 credits)</p> <p>6115ENGL Terrorism and Modern Literature (20 credits)</p> <p>6116ENGL Vamps and Villains: Exploring Gothic Fiction (20 credits)</p> <p>6117ENGL World Literature: Writing from the Periphery (20 credits)</p> <p>6118ENGL Writing Lives: Collaborative Research Project on Working-Class Autobiography (20 credits)</p> <p>6119ENGL Writing the Real: Contemporary Non-Fiction (20 credits)</p> <p>6120ENGL Late Modernism (20 credits)</p> <p>6121ENGL Neo-Victorianism: The Victorians in Contemporary Literature & Culture (20 credits)</p> <p>6122ENGL Transitions: Identities in the Interwar Years (20 credits)</p> <p>6123ENGL The Last Victorians: Literature of the 1890s (20 credits)</p> <p>6124ENGL Violence in Nineteenth-Century Literature (20 credits)</p>	<p>120 option credits at level 6</p>
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Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5100MEDCUL Public Communication (20 credits) 5104MEDCUL Public Relations (20 credits) 5105MEDCUL Popular Journalism: Research in Practice (20 credits)	5100ENGL Adolescence and Writing (20 credits) 5101ENGL The Author (20 credits) 5102ENGL Body, Mind & Soul: seventeenth-century literature and culture (20 credits) 5103ENGL Cultures of Childhood (20 credits) 5104ENGL International Experience (20 credits) 5105ENGL International Perspectives on Literature (20 credits) 5106ENGL Further Perspectives on Theory (20 credits) 5107ENGL Modernism and Modernity (20 credits) 5108ENGL Poetry Matters (20 credits) 5109ENGL Postcolonial Writing: Power, Art and Protest (20 credits) 5110ENGL Relating Gender: Fiction from the Nineteenth Century to the Present (20 credits) 5111ENGL Romanticism: Revolution, Reaction & Representation (20 credits) 5112ENGL Short Cuts: Writing in Brief (20 credits) 5113ENGL Stage Worlds: Early Modern Drama and Culture (20 credits) 5115ENGL The Literature of Extinction: American Writing and the Environment (20 credits) 5116ENGL Prison Voices: Narratives of Crime and Punishment in the 19th Century (20 credits) 5117ENGL Working in the USA (20 credits) 5118ENGL Imagined Maps: Space, Place, Land and Time in Irish and Scottish Cultural Imaginations (20 credits) 5120ENGL English Independent Study (20 credits) 5123ENGMED Study Year Abroad - EMCS (120 credits) 5124ENGL Migrants to the Screen (20 credits) 5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits)	60 core credits at level 5 60 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100ENGL Reading English (20 credits) 4102MEDCUL Researching Cinema (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4103MEDCUL Media Institutions and Audiences (20 credits) 4104ENGL Literature in Context: Britain in the 1950s (20 credits)		120 core credits at level 4 0 option credits at level 4

4104MEDCUL Professional Writing (20 credits)		
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3105FNDHSS War: Conflict in the Arts and Humanities (20 credits) 3106FNDHSS Peace: The Pursuit of Harmony in the Arts and Humanities (20 credits) 3109FNDENG Water-scapes (20 credits) 3114FNDMED Communication & Culture (20 credits)		120 core credits at level 3 0 option credits at level 3

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 4104ENGL. At level 5 the assessment for the core module 5100MEDCUL Public Communication requires students to respond to a brief for a public information campaign created with a partner from the media, cultural and communication industries or the public sector and to prepare and evaluate a practical portfolio of persuasive communication. Students also can choose from two (optional) work-based and/or work-related learning options at Level 5 (5117ENGL and 5104ENGL). These modules enables students to develop transferable, intercultural and life skills, and increase their cultural capital, through working abroad during the summer vacation after 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. At level 6 the module 6113MEDCUL Media, Cultural and Creative Industries allows students to take a placement or concentrate on career planning.

Criteria for admission

A/AS Level

72 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

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

Scottish Higher

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

International Baccalaureate

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

Access

At least 24 Merits and 21 Passes, or any other combination that equates to 72 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

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.