

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in English Literature

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	Q302
<b>JACS Code</b>	Q300
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	English (2015)
<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 (Fnd) in English Literature Diploma of Higher Education (Fnd) in English Literature Certificate of Higher Education (Fnd) in English Literature
<b>Programme Leader</b>	Kathryn Walchester

## Educational aims of the programme

To provide students with a stimulating, research-informed programme that is concerned with the production, reception and interpretation of written texts in English from diverse literary and cultural forms and genres from the seventeenth century to the present;

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;

To introduce students to the problematics of reading and issues of language, representation and meaning through attention to the dynamics and histories of textual production, reception and interpretation;

To enable students to explore a range of periods, issues and literary texts in relation to the formation of social consciousness and individual subjectivities;

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

To equip students with a practice-based knowledge of digital humanities tools, methods and resources;

To enable students to become active and discerning cultural agents in the world beyond the university;

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

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.

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

*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 (Fnd)**

*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 (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 a range of written texts in the English language from diverse literary and non-literary forms and genres, from the seventeenth century to the present;
2. Show understanding of the implication of texts in historical processes;
3. Demonstrate awareness of changing literary and cultural formations in different socio-historical contexts;
4. Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;
5. Demonstrate an understanding of formal and stylistic aspects of written texts.
6. Analyse and criticise writing in its variety of its forms;
7. Engage with a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them;
8. Bring critical reasoning to bear in a range of contexts;
9. Conduct research and make discriminating use of diverse informational materials;
10. Reflect productively on their own processes of thought;
11. Analyse arguments and make reasoned judgements in a variety of contexts;
12. Sustain a habit of intellectual curiosity and to interrogate received opinion.
13. Communicate effectively in a variety of written forms, and display the ability to express complex thought and to construct reasoned argument in writing;
14. 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;

15. Work both independently and as part of a team;
16. Approach tasks creatively and in a disciplined manner, and initiate and carry out projects;
17. Assimilate material accurately, discerningly and at appropriate speed, using a variety of appropriate sources;
18. Think creatively to identify and solve problems;
19. Be literate in digital forms and content and able to use a range of appropriate digital tools, methods and resources.
20. Articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing;
21. Discover, synthesise and analyse complex information and diverse evidence from a variety of resources;
22. Construct reasoned arguments towards a specific conclusion;
23. Develop working relationships with others in teams, especially through constructive dialogue;
24. Produce work within specified frameworks such as time limits, word limits and prescribed formats;
25. Form independent judgements;
26. Understand the scope and complexity of a given problem or issue;
27. Appreciate the values of open-mindedness and sensitivity to cultural differences;
28. Respond creatively and imaginatively to research tasks;
29. Initiate projects of their own.

## 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 (Canvas) 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. 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 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 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.

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.

## Programme structure - programme rules and modules

The programme is taught and assessed within the Academic Framework. Students must take 120 credits 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. Modules on the programme are weighted at 20 credits.

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 'Poetry Matters' and 'Body, Mind and Soul: Seventeenth Century Literature and Culture'. Students may only select one of the work-based/work-related learning options: 5104ENGL, 5117ENGL and 5119ENGL. These modules run year-long. A selection of the validated option modules will run each year. Available options will be communicated to students via module choice meetings.

At level 6 the Dissertation module is core. Again, a selection of the validated option modules will run each year. Available options will be communicated to students via module choice meetings.

The English Independent Study modules (5120ENGL and 6108ENGL) are designed to allow students to pursue established projects or intellectual interests and are reserved for exceptional circumstances. They may be taken only with the agreement of the Subject Leader.

The programme will offer the opportunity to study a 60 credit Study Abroad module (5121ENGL) at Level 5. Students will be enrolled on a 480 credit honours study abroad programme. The 60 credit Level 5 study abroad module will normally replace the semester 2 modules on the standard programme. Students who choose this module cannot take 5104ENGLIS, 5117ENGLIS or 5119ENGLIS. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

The programme will also offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with the study abroad programme. Of those 600 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
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		(Fnd)
Core	Option	Award Requirements
6100ENGL English Dissertation (20 credits)	6101ENGL Art & Writing (20 credits) 6102ENGL Contemporary Poetry (20 credits) 6103ENGL Feminist Fictions: Contemporary Women's Writing & the Politics of Feminism (20 credits) 6104ENGL Genres of Travel (20 credits) 6105ENGL Forgetting and Remembering: Slaves, Soldiers, Strikers (20 credits) 6106ENGL 1660s - 1680s: Cultural Intersections in Restoration England (20 credits) 6107ENGL Locating Madness (20 credits) 6108ENGL English Independent Study (20 credits) 6109ENGL Our House: Representing Domestic Space (20 credits) 6110ENGL Post-Millennial British Fiction (20 credits) 6111ENGL Race in America (20 credits) 6112ENGL Representing Masculinities (20 credits) 6113ENGL Shakespeare (20 credits) 6114ENGL Tales of the Market: Capitalism and Critique (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) 6118ENGL Writing Lives: Collaborative Research Project on Working-Class Autobiography (20 credits) 6119ENGL Writing the Real: Contemporary Non-Fiction (20 credits) 6120ENGL Late Modernism (20 credits) 6121ENGL Neo-Victorianism: The Victorians in Contemporary Literature & Culture (20 credits) 6122ENGL Transitions: Identities in the Interwar Years (20 credits) 6123ENGL The Last Victorians: Literature of the 1890s (20 credits) 6124ENGL Violence in Nineteenth-Century Literature (20 credits)	20 core credits at level 6 100 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5102ENGL Body, Mind & Soul: seventeenth-century literature and culture (20 credits) 5108ENGL Poetry Matters (20 credits)	5100ENGL Adolescence and Writing (20 credits) 5101ENGL The Author (20 credits) 5103ENGL Cultures of Childhood (20 credits) 5104ENGL International Experience (20 credits) 5105ENGL International Perspectives on Literature (20	40 core credits at level 5 80 option credits at level 5

	credits) 5106ENGL Further Perspectives on Theory (20 credits) 5107ENGL Modernism and Modernity (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) 5114ENGL The Victorians: Realism and Sensation (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) 5119ENGL English Work Experience (20 credits) 5120ENGL English Independent Study (20 credits) 5124ENGL Migrants to the Screen (20 credits) 5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits)	
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100ENGL Reading English (20 credits) 4101ENGL American Classics (20 credits) 4102ENGL Digital Victorians: Investigating the Victorians in the 21st Century (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4104ENGL Literature in Context: Britain in the 1950s (20 credits) 4105ENGL World, Time and Text (20 credits)		120 core credits at level 4 0 option credits at level 4

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		120 core credits at level 3 0 option credits at level 3

(20 credits) 3109FNDENG Water-scapes (20 credits) 3110FNDENG Critical Reading and Adaptation (20 credits)		
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## 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. Students can choose from three work-based and/or work-related learning options at Level 5. All students on the programme are encouraged to understand that the goals of their course of study are wider than academic achievement alone, and to appreciate ways in which the work they do supports strong claims to employability. The programme's PDP system is designed to provide students with opportunities (and support) when reflecting on – and documenting – their achievements inside and outside the programme of study, thereby raising their capacity to represent their achievements to others, or to translate what they do during their undergraduate years into a language that appeals to employers. This support is enhanced and extended by the work of colleagues in the University Careers Service.

## 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](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.*