

# PROGRAMME SPECIFICATION

---

## Bachelor of Arts with Honours in English Literature and Creative Writing

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	WQ83
<b>JACS Code</b>	Q300, W800
<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 2007 Creative Writing 2016
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in English Literature and Creative Writing  Diploma of Higher Education in English Literature and Creative Writing  Certificate of Higher Education in English Literature and Creative Writing
<b>Programme Leader</b>	Sarah Maclennan

## Educational aims of the programme

1. To provide a programme that is concerned with the study of the production, reception and interpretation of written and performed texts in English from diverse literary and cultural forms, styles and genres from the seventeenth century to the present;
2. To introduce students to the problematics of reading and dynamics of textual production and engagement with audience, specifically with regard to style and genre, and in doing so develop their ability to find audiences and markets for their writing in the world of work;
3. To enable students to acquire skills in analysing a range of forms of writing and explore ways in which meaning and cultural and individual identities are informed by historical, social and political processes;
4. To enable students to acquire skills in analysing and exploring ways in which narrative, language, theme, character and milieu can be effective in the student's own original creative writing;
5. To deploy an understanding of the techniques employed in the published canon and demonstrate an awareness of the professional standards required to attain publication, production or performance in the world of work;
6. To enable the student to become rigorous, critical and analytical in their thinking while nurturing their intellectual and creative potential, particularly developing an individual's ability to contribute to group sessions in a constructive fashion, giving and receiving criticism and responding with redrafted texts and to support this learning through a diversity of teaching methods and forms of pastoral care.
7. 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

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

Understand and use a subject-based technical vocabulary appropriate to the reading of literary and cultural texts in a variety of genres and contexts;

Write with enhanced competence;

Demonstrate basic research skills, asking appropriate questions, using library and digital resources effectively

and deploying appropriate referencing and bibliographic procedures;

Read complex texts accurately and analytically;

Recall the process and good practice required of the practitioner in creating original work;

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

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

Work co-operatively and effectively as a member of a team;

Have acquired habits of professionalism, time-management, self-awareness and self-discipline;

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

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

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

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

Use the skills of research design that will equip them for independent research;

Demonstrate increased depth of knowledge of particular historical periods, cultures and literatures;

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

Conceive, select and amend original ideas for scripts and formulate a plan for completing a script;

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

Appraise and criticise their own original work and the original work of peers, and judge the criticism their own original work receives.

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

Be able to make informed and constructive contributions to group work and discussion.

### **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. Have 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 and representing all forms of publishing media;

2. Understand the implication of texts in historical processes and the impact of writing technique on the writer's achievement;

3. Be aware of changing literary and cultural formations in different socio-historical contexts, with particular reference to genre and audience;

4. Have knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study;

5. Understand formal and stylistic aspects of written texts and a wide variety of stimuli which can be used in creating original writing.

6. Analyse and criticise both published and original writing of both the student and peers;

7. Research and make discriminating use of informational and stimulating materials;

8. Reflect productively on their own processes of thought and creativity;

9. Sustain a habit of intellectual curiosity and interrogate received opinion;

10. Engage with a range of stimuli to original writing, and a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them;

11. Analyse arguments and make reasoned judgements in a variety of contexts;

12. Communicate effectively in a variety of forms, and especially to display the ability to express abstract thought and to construct reasoned argument in writing;

13. Gain effectiveness in oral communication, including the ability to articulate ideas to other members of small groups of peers, and to listen actively and respond to the ideas of others;

14. Work both independently and as part of a team;

15. Organise tasks and manage time, producing work of a professional standard

16. Assimilate material accurately and at appropriate speed, managing workload with a view to acquitting themselves in the World of Work.
17. Use appropriate ICT systems and methods, and conduct independent research in the fashion of a practising writer.
18. Interact constructively with other members of work groups, with sensitivity to the group dynamic and achieving pre-determined goals from group sessions in preparation for the collaborative practices encountered in the World of Work;
19. Work independently in formulating long term plans and managing their strategies to complete a self determined project, producing work for a chosen audience or market within specified frameworks such as time limits, word limits and prescribed formats, and with an awareness of financial realities;
20. Construct methods for generating original ideas, for selecting projects, and for judging outcomes;
21. Rigorously appraise the extent to which their intentions have been achieved and adapt their behaviour and goals, at all times maintaining a heightened sense of pride and ownership in and of their writing;
22. Communicate persuasively;
23. Analyse, form assessments of, and be able to construct reasoned arguments about a variety of material including given problems or issues;
24. Appreciate the values 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 is through lectures, seminars, workshops and tutorials. Learning is acquired through participation in lectures, seminars and tutorials, private study (which involves reading, thinking, writing and researching topics with guidance from tutors) and undertaking exercises and formal assessment tasks which serve to structure thought and creativity and to encourage the assimilation of ideas and knowledge. 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.

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

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

At Level 4 all students belong to tutorial groups where a tutor works with personal tutees to offer an integrated series of intellectual discussions, advice and information sessions, skills teaching, and a structure for personal and academic development. Students will also attend an intensive and partly residential module which develops their teamwork skills and increases levels of trust amongst the peer group.

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

A variety of forms of assessment are used both formatively to develop learning and summatively to measure achievement. These include: essays, examinations, portfolios of long and short exercises, bibliographic exercises, individual and group presentations, seminar journals, production of blogs and contributions to online discussions; position and response statements; editorial exercises; reports; projects; adaptations; literature reviews and debate contributions.

Each level of the programme offers a varied range of forms of assessment so that students can explore different styles of working and gain self-awareness about their preferred ways of acquiring knowledge and understanding and their overall learning styles. In some modules students may choose between forms of assessment.

In this programme the teaching and learning of intellectual skills are inseparable from the acquisition of knowledge and understanding. Lectures provide models of intellectual skills; workshops, seminars and tutorials allow students to practice intellectual skills in an open and communicative environment through structured discussions of written texts and of ideas; private 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 workshop is used progressively throughout the degree and allows the tutor to closely monitor the student's ability to read original texts, be they the student's own writing or peer's texts, closely and carefully, with attention to the importance of verbal detail, structure and form and of the role of the

reader in the process of communication and interpretation.

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 develop and measure student's intellectual skills alongside their knowledge and understanding.

In particular, because the ability to recognise, construct and defend argument are key features of the subject, the assessment pattern at each level includes an opportunity for students to undertake critical analyses, the academic essay, and the examination: forms that focus directly on an ability to construct a 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 diaries and journals, oral work, production of electronic media forms, portfolios of original work or participative group projects.

Transferable skills are developed through seminars, group work, tutorials, independent study and work-based learning. Sustained independent learning (progressively developed through, for example, 20 credit modules at Levels 5 and 6; the Independent Study modules; the Dissertation) is supported by, for example, one-to-one and group supervision, and the formulation of learning agreements. Students receive induction into basic IT skills at

Level 4, and are encouraged to use these skills throughout the levels. Canvas is used to support students learning on some modules.

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 (such as examinations, creative portfolios, essays, projects, portfolios or exercises, journals and commentaries) obviously demand skills in writing.

Feedback on such work, plus specialist teaching in writing skills, allow students to develop their style. Class contribution assessments develop the student's awareness of the importance of working as part of a community of writers.

Learning logs and commentaries develop the student's ability to self evaluate, augmenting their awareness of audience. Forms of oral assessment (such as presentations and seminar contribution) are used to develop and measure student's 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 in A, B and C 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 and Creative Writing as subjects, can also be applied in other contexts outside the subjects. 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 lasts three years and leads at the end of the third year to the award of a BA (with Honours).

Students must take 120 credits in total of English and Creative Writing modules at each Level of the programme (Levels 4, 5 and 6). Each Level of the programme should be completed in one academic year.

Modules are of two types; core and options. Modules can be 10, 20, 30 or 40 credits as specified though within university defined limits. All of the modules in the programme are 20-credit and semester long, with the exceptions of 6100ENGL English Dissertation and 6108ENGL English Independent Study, which are year-long (but still 20 credit).

Students must study 60 credits of each element of this joint programme at Level 4.

In the Creative Writing element, a related module in Poetry, Prose and Script is a prerequisite at Level 5 for continuing with the form at Level 6. Similarly, students wishing to take a Level 6 Semester 2 module would have to take the related Semester 1 module. A work-based or work-related module may be taken from the English portfolio.

All Level 5 and Level 6 modules are optional. Here, a student may opt to take 80 credits in one element and 40 in the other, but should they choose to do so, they may not study more than 3 modules in a semester, and will have to choose their modules accordingly.

Students will be offered the opportunity of study abroad at Level 5.

Option A: Replacement of 60 credits of Level 5 with appropriate study abroad

The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5030ENGCW 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.

or Option B: Additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5031ENGCW. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

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

	<p>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 &amp; Culture (20 credits)  6122ENGL Transitions: Identities in the Interwar Years (20 credits)  6123ENGL The Last Victorians: Literature of the 1890s (20 credits)</p>	
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
	<p>5030CRWRI SCREEN 1 (20 credits)  5030ENGCW STUDY SEMESTER ABROAD - English and Creative Writing (60 credits)  5031CRWRI TREATMENT &amp; SCREENPLAY (20 credits)  5031ENGCW STUDY YEAR ABROAD - English and Creative Writing (120 credits)  5032CRWRI THE FANTASTIC (20 credits)  5033CRWRI APPROACHING YOUR NOVEL (20 credits)  5034CRWRI SHORT PROSE (20 credits)  5035CRWRI POETRY WRITING WORKSHOP:FORM AND SUBSTANCE (20 credits)  5036CRWRI SHORT STORY ONE (20 credits)  5037CRWRI DRAMATIC WRITING FOR RADIO AND STAGE (20 credits)  5100ENGL Adolescence and Writing (20 credits)  5101ENGL The Author (20 credits)  5102ENGL Body, Mind &amp; 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)</p>	<p>0 core credits at level 5  120 option credits at level 5</p>

	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)	
--	--	--

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4030CRWRI Introduction to Poetry (20 credits) 4031CRWRI INTRODUCTION TO SCRIPTWRITING (20 credits) 4032CRWRI INTRODUCTION TO PROSE (20 credits) 4100ENGL Reading English (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4104ENGL Literature in Context: Britain in the 1950s (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)

As part of the institution-led initiative to make a module of this type compulsory for all LJMU students, this programme promotes and develops employability, and it is embedded within the curriculum in a variety of ways.

The L5 Work-Based/Work-Related/Placement Learning options have been developed in order to account for the wide variety of employment opportunities and career aspirations encountered when studying a largely non-vocational subject. 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 documenting and reflecting on their achievements inside and outside the programme of study. This process raises 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.

Both the English Work Experience and Working in the USA modules can involve work-based learning, as well as offering the opportunity of work-related learning. In the case of the former, students are responsible for obtaining their own placements, which are approved by the module tutor before commencement. Support is available from the HSS's Work Related Learning co-ordinator for students looking for placements. This includes specially arranged fairs and guest speaker events with potential placement providers, as well as one-to-one support. HSS and LSS also provide DBS applications to students free of charge.

For English Work Experience, each student has a workplace supervisor, as confirmed by the provider on the placement provider form. The provider assigns this supervisor to the student. The supervisor is required (by LJMU, through the provider form they are required to complete and sign) to agree to a plan for the student's learning and activities on placement. Supervisors ensure that the placement affords the student the opportunity to achieve their learning outcomes for the placement, and that the placement is completed. Tutors are available via email, phone, and in-person contact, at the request of the student, to discuss any issues arising. Placements are usually short (a week to ten days) and may be undertaken in limited slots spread over a longer period (e.g. 3 hours a week), rather than in one block of time.

For Working in the USA, all paid work and paid and unpaid internships require a J1 visa. Therefore the student needs the services of a legal sponsor organisation such as Smaller Earth, 1st-Plus or BUNAC to undertake such work. In this case, the legal sponsor organisation is responsible to the US government for approving the placement. LJMU has entered into partnership with Smaller Earth in 2015, and many students will obtain their placements with the support of that company's specialist expertise in future. These placements will be mostly at summer camp and in summer resorts, but some may be internships. As for 'English Work Experience', each student will have a workplace supervisor, with a role as detailed above. Students who are using the services of a legal sponsor organisation also usually receive an induction and training programme of a week or more at the start of their placement in America. The tutor contacts all students on the module by email while they are on placement, and also offers them at least one Skype conversation, should they wish to have it. At a minimum, the tutor will have the 'two detailed conversations with the student in their placement or by telephone/email/Skype', which are required by the Code of Practice. The tutor also provides students with their telephone contact details, and those of other staff at the university (the English Programme Administrator and School Work-Based Learning Co-Coordinator in the first instance). If the student is using the services of a legal sponsor organisation, they also have the support of that organisation, which usually includes a 24-hour helpline they can contact in the States.

Due to the varied and ambitious nature of placement experiences on these modules, module leaders are required regularly to review the efficacy of particular types and sites of placement learning, drawing upon feedback from students, supervisors and the School's Work-Related Learning coordinator. These reflections form part of the Module Reports submitted to External Examiners at the end of each iteration of the modules, and, together with scrutiny of the requisite sample of work produced by students, ensure on-going and effective monitoring of this dynamic learning opportunity.

It is a stipulation of the programme that students who opt for a WBL module in English are not permitted to take Creative Writing's L6 Writer at Work: Case Study and Writer at Work: Project.

The Writer at Work modules are where students develop practical and community-based projects based around the world of freelance writing; they receive expert tuition and a variety of highly-acclaimed guest speakers and a number of graduates have used their projects to secure work in their desired career after leaving LJMU. The Writer at Work projects are devised and developed by students themselves, though helped and supported by the staff and enterprise departments during the course of the year.

Work-related learning occurs throughout the Creative Writing elements of the programme. In all modules, students are trained to professional standards in narrative craft, reflective writing, reading as a writer, research skills and in the use of notebooks and journals to record and develop work. Students acquire the ability to access and manage their creativity, which is arguably the most valuable of the many transferable skills they acquire during this programme. Advertising, marketing and the world of commerce especially are looking for graduates who can generate and develop fresh ideas, and our programme turns out graduates of precisely this sort.

Each year, L6 students have the opportunity to participate in a professional publication, In The Red. In the 9 month long project, the editors solicit and edit creative work from peers and professional writers. The anthology is published each spring with a professional book launch organised by students in a stylish venue in the city. Thus students experience two important parts of the writers' professional life: publication and promotion.

Our scriptwriting modules nurture professional, industry-standard skills and graduating students have gone on to develop screenplays for produced feature films, shorts and long-running TV series, or to use transferable skills acquired on the course in fields as diverse as script editing, storylining, directing, producing and teaching in FE, HE and community outreach work.

Guest lecturers feature in most modules, but especially in Writer at Work, which brings in creative practitioners to talk about different areas of employment for writers, from schools to theatres, to film, TV, radio and collaborations with other art forms.

Creative Writing staff are all active practitioners and through their research and creative practice maintain links



with contemporary publishers and agents, radio and television, regional theatre, literary magazines. Staff are widely published and produced, and have professional links inside and outside the university sector. Staff introduce students to their networks and share with them potential outlets for their creative work. Their knowledge of the skills and professionalism needed for creative writing employability is based in this on-going engagement.

We organise author events on campus and in the city, readings and talks that feature writers who are well known to the public, such as Simon Armitage or Bernard MacLaverty, as well as those like Jackie Kay, Alison Moore and Jenn Ashworth who are well known in literary circles and those like David Gaffney and Kerry Hudson who are in the process of breaking through to a wider audience. This provides professional net-working opportunities for our students.

In each academic year, literary agents, editors from major publishing houses, publishing directors come in and speak to our students.

Recent student successes include: one student who has a two-book deal with Hodder & Stoughton; two students who have had novellas published by salt; one who has become an editor with Blank Media Collective; one who is now leading online publishing for Blackwell's; one who has had a play commissioned by the Everyman theatre. These successes and others like them corroborate the validity of our aim to turn out professional writers with a relevant range of transferable skills.

## 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.*