**Programme Specification**  
**Postgraduate**

**Applicable to postgraduate programmes**

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Title of programme:</th>
<th></th>
<th>Programme Code:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>MA/ELMAJ</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Entry Award(s):</th>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>MA</td>
<td>180</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>MSc</td>
<td></td>
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<tr>
<td></td>
<td>PGDip</td>
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<td></td>
<td>PGCert</td>
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<td>PG Award</td>
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<td>DPS</td>
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<td></td>
<td>CPS</td>
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<tr>
<td></td>
<td>Other (please specify below):</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Exit Awards:</th>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>PGDip</td>
<td>120</td>
<td>M</td>
</tr>
<tr>
<td>☒</td>
<td>PGCert</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PG Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:
### Programme Specification PG

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td>Date of first intake: September 2007</td>
</tr>
<tr>
<td>6.</td>
<td>Frequency of intake: Annual – September (full-time)</td>
</tr>
<tr>
<td>7.</td>
<td>Duration and mode of study: Full-time, one year</td>
</tr>
<tr>
<td>8.</td>
<td>Applicable framework: University Framework for Full-time and Part-time Modular Postgraduate Programmes</td>
</tr>
</tbody>
</table>

#### Framework exemption required:
- No (please go to section 9)
- Yes (please provide a brief summary below)

| 9. | Applicable Ordinance: Ordinance 42 General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates. |

#### New/revised Ordinance required:
- No (please go to section 10)
- Yes (please provide a brief summary below)

| 10. | Faculty: Humanities and Social Sciences |
| 11. | Level 2 School/Institute: School of the Arts |
| 12. | Level 1 unit: Department of English |
| 13. | Campus: Liverpool |
| 14. | Other contributors from UoL: N/A |
| 15. | Teaching other than at UoL: N/A |
| 16. | Director of Studies: Dr Christian Jones |
| 17. | Board of Studies: Department of English |
| 18. | Board of Examiners: School of the Arts |
20. Department: Professional, Statutory or Regulatory body: N/A
21: QAA Subject benchmark Statements(s): Not applicable. There is not yet a benchmark statement for MA in English
22. Other reference points: English Subject Centre
23. Fees: Standard Home/EU and International Fees for MA
25: AQSC approval: 

Part B: Programme Aims & Objectives

26. Aims of the Programme
The course is intended for language teachers, teacher trainers and materials writers who want to develop their existing skills and to extend the range of professional skills and knowledge at their disposal. All learning outcomes will be covered in all modules. The course aims:

No. Aim:
1 to help students to acquire a deeper knowledge and understanding of language and texts in their contexts of use;
2 to enable students to explore the implications of language analysis for teaching purposes;
3 to allow students to investigate theories underlying current practices in language teaching methodology;
4 to encourage students to engage with theories underlying current views on language learning, including the importance of individual differences amongst learners in their abilities and learning preferences;
5 to enable students to appreciate and view critically the connections made between theory and practice in the field of English language teaching;
6 to develop students’ skills of critical enquiry;
7 to develop students’ personal skills of clear presentation of ideas, effective use of language, and an ability to plan and carry through professionally-related projects.

27. Learning Outcomes
No. Learning outcomes – Master’s degree
1 the linguistic variations which differentiate a wide variety of contemporary genres and text types to be found in both spoken and written discourse;
2 a range of approaches to the analysis of English texts;
3 applications of language and discourse analysis for teaching purposes, including
course, materials and task design;

4 the historical and cultural contexts underlying current trends in language
teaching methodology;

5 recent developments and current issues in language teaching methodology;

6 recent developments in our understanding of the processes involved in
language learning;

At the same time, students will develop the skills of:

7 analysing texts with a critical understanding of how the resources of language
are being deployed to achieve communicative ends;

8 talking and writing about language, texts, language teaching methodology and
language learning process with confidence and clarity, in terms that draw upon
the best practice of the discipline of applied linguistics;

9 reflecting upon the implications of theory for classroom practice in English
language teaching;

10 reflecting upon their own teaching experiences and using this as a basis for
interrogating the theories and approaches encountered during the course;

11 recognising and using appropriate referencing and other bibliographic
conventions;

12 devising, carrying out and writing up a substantial piece of research in the form
of a dissertation appropriate for the field of linguistics and language teaching.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>the linguistic variations which differentiate a variety of contemporary genres and text types to be found in both spoken and written discourse;</td>
</tr>
<tr>
<td>2</td>
<td>some approaches to the analysis of English texts;</td>
</tr>
<tr>
<td>3</td>
<td>Selected applications of language and discourse analysis for teaching purposes, including course, materials and task design;</td>
</tr>
<tr>
<td>4</td>
<td>Some of the historical and cultural contexts underlying current trends in language teaching methodology;</td>
</tr>
<tr>
<td>5</td>
<td>Some recent developments and current issues in language teaching methodology;</td>
</tr>
<tr>
<td>6</td>
<td>Some recent developments in our understanding of the processes involved in language learning;</td>
</tr>
</tbody>
</table>

At the same time, students will develop the skills of:

7 analysing texts with an understanding of how the resources of language are
being deployed to achieve communicative ends;

8 talking and writing about language, texts, language teaching methodology and
language learning process with clarity, in terms that draw upon the best practice of the discipline of applied linguistics;

9 reflecting upon some of the implications of theory for classroom practice in English language teaching;

10 reflecting upon some of their own teaching experiences and using this as a basis for interrogating the theories and approaches encountered during the course;

11 recognising and using appropriate referencing and other bibliographic
conventions;

Learning Outcomes
No. Learning outcomes – Postgraduate Certificate

1 the linguistic variations which differentiate a few contemporary genres and text types to be found in both spoken and written discourse;

2 a limited range of approaches to the analysis of English texts;

3 A few applications of language and discourse analysis for teaching purposes, including course, materials and task design;

4 A few of the historical and cultural contexts underlying current trends in language teaching methodology;

5 A few recent developments and current issues in language teaching methodology;

6 A few recent developments in our understanding of the processes involved in language learning;

At the same time, students will develop the skills of:

7 analysing texts with some understanding of how the resources of language are being deployed to achieve communicative ends;

8 talking and writing about language, texts, language teaching methodology and language learning process, in terms that draw upon the best practice of the discipline of applied linguistics;

9 reflecting upon a few of the implications of theory for classroom practice in English language teaching;

10 reflecting upon a few aspects of their own teaching experiences and using this as a basis for interrogating the theories and approaches encountered during the course;

11 recognising and using appropriate referencing and other bibliographic conventions;

Learning Outcomes

No. Learning outcomes – Postgraduate Award

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27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As listed above</td>
<td>All modules</td>
<td>Coursework</td>
<td>N/A</td>
</tr>
</tbody>
</table>

28. Skills and Other Attributes

No. Skills and attributes:

In line with the English benchmark statement for undergraduate programmes, this MA programme offers a range of transferable skills and subject knowledge developed to Master’s level.

In particular, students will be able to:

contextualise, reflect upon, organise and manipulate their subject specific knowledge of language, language teaching and language learning, so as to be able to arrive at viable questions for investigation and appropriate methods for...
such investigation;
select, analyse and interpret a range of types of evidence;
construct a cogent argument or account, drawing pertinently upon the available evidence;
write in an appropriate academic register;
manage time and work to deadlines;
use a range of information sources;
reflect critically on their own performance, especially in written work, and take informed action in response to constructive criticism;
work independently on a substantial research project;
develop their awareness of their own learning processes and performance, and monitor their own progress during the course.

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes which this will be delivered</th>
<th>Module(s) in which this will be delivered</th>
<th>Learning skills, research skills, employability skills and assessed</th>
<th>Mode of other attributes No.</th>
<th>Mode of other attributes assessing attributes No.</th>
<th>Mode of other attributes assessing attributes No.</th>
<th>Mode of other attributes assessing attributes No.</th>
<th>Mode of other attributes assessing attributes No.</th>
<th>Mode of other attributes assessing attributes No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As above</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Coursework work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29. Career opportunities:

Students completing this course can expect to enhance their career prospects, for example, by taking up teaching posts of responsibility within state or private education systems in this country or abroad. In a number of countries worldwide, an equivalent MA in this subject area is a prerequisite for obtaining a secure long-term post in secondary or tertiary education. An MA is also a key qualification for those wishing to make the transition from classroom teaching to posts in teacher training or government schemes for school inspection, or careers in a variety of related fields such as curriculum development and educational publishing. Moreover, the MA is for some of our graduates the gateway to further study and research, at MPhil/PhD level. A number of our MA graduates have gone on to undertake research within our own department, for example.

Part C: Entrance Requirements

30. Academic Requirements:

All applicants are required to have a 2:1 BA Hons degree from a UK University or degree-awarding HE institution, or the international equivalent of such a qualification, as recognised by NARIC and/or by the University’s International Recruitment Office. The subject of an applicant’s first degree would preferably be English, another language, or a joint/combined degree with English or another language as a significant component. Applicants with a good degree (i.e. 2:1 BA Hons) in other subjects will also be considered. Students for whom English is not a first language will be required to demonstrate proficiency in English through an IELTS or TOEFL qualification, achieving a score of 7.0 (in IELTS, or the equivalent in TOEFL tests) with no component lower than 6.5.
All applicants will be required to submit two academic references and a sample of written work with the application form. Where possible, all applicants will be expected to attend an interview.

31. **Work experience:**

Normally a minimum of one year’s relevant professional experience.

32. **Other requirements:**


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### Part D: Programme Structure

33. **Programme Structure:**

In the course of the programme, students take modules to the value of 180 credits; in each of the three semesters, students take modules worth a total of 60 credits.

A diagrammatic overview of the structure of the programme is given below

<table>
<thead>
<tr>
<th>Sem</th>
<th>Modules</th>
<th>Exit point</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Required modules (15 credits at M level):</strong></td>
<td>Exit point ⇒ PG Certificate (60 credits at Level M)</td>
</tr>
<tr>
<td></td>
<td>• ENGL640 Introduction to Discourse Analysis</td>
<td></td>
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<tr>
<td></td>
<td>• ENGL641 Methods of English Language Teaching</td>
<td></td>
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<tr>
<td></td>
<td><strong>Plus 1 out of 2 options (15 credits at M level):</strong></td>
<td></td>
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<tr>
<td></td>
<td>• ENGL644 Reading and Writing (shared)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ENGL645 Speaking &amp; Listening (shared)</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td><strong>Required modules (both 15 credits at M level):</strong></td>
<td>Exit point ⇒ PG Diploma (120 credits at Level M)</td>
</tr>
<tr>
<td></td>
<td>• ENGL642 Research Design (shared)</td>
<td></td>
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<tr>
<td></td>
<td>• ENGL672 Course/Materials Design (shared)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ENGL670 Lexis and Vocabulary Teaching (shared)</td>
<td></td>
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<td></td>
<td><strong>Plus 2 out of 3 options (all 15 credits at M level):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ENGL647 Functional Grammar (shared)</td>
<td></td>
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<td></td>
<td>• ENGL649 Psychology and Language Learning (shared)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ENGL652 Testing and Assessment of</td>
<td></td>
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<td></td>
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<tr>
<td>III</td>
<td>• ENGL682 Dissertation (60 credits at M level)</td>
<td>Exit point ⇒ MA (180 credits at Level M)</td>
</tr>
</tbody>
</table>
Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

The English postgraduate degree programme operates under the teaching and learning policies of the School of English and the University of Liverpool. The entire teaching, learning and assessment programme is subject to approval from departmental, School and Faculty Committees. Teaching, learning and assessment strategies are outlined in the MA handbook and module outlines.

**Teaching** strategies include a mix of lectures, tutorials, seminars, and individual work under supervision. The material covered increasingly challenges students to engage with current debates, to think critically and to study independently.

**Assessment** strategies are tailored to the specific needs of each module, and are designed to reflect student progression.

Assessment is designed to both motivate and monitor student performance in attaining appropriate standards in the programme specific knowledge and skills outlined in section 27a and 28a.

Whilst the majority of assessment is summative, a number of modules may also use some formative assessment.

Wherever possible, all exams and submitted assessed work are marked and moderated anonymously. The exceptions are: oral presentations; dissertations.

The teaching methodology used throughout the programme will be fundamentally interactive and designed to maximise students’ participation in taught sessions. A particular emphasis of the programme is the relationship between theory and classroom practice, and classroom-based modules such as Methods in English Language Teaching and Materials & Course Design will encourage students to observe and reflect upon classroom practice in relation to the concepts and theories presented to them. The two modules mentioned will in particular provide guided first-hand exposure to appropriate models in action, thus helping students to understand more easily the behaviours that they should be aiming at. This process will be consciously extended to include the teaching methods used in delivering the programme, which will themselves be designed to reflect current good practice in foreign language teaching (discovery learning, groupwork, etc.). This will provide an experiential basis for further reflection on the processes of learning and teaching. Most modules will include unassessed coursework tasks such as analysis of language, evaluation or production of teaching materials, or preparation and delivery...
of a micro-teaching activity, which are designed to be formative and to encourage the development of key skills.

Strong emphasis will be placed throughout the programme on developing the participants’ study skills, extending a practice already in place on the existing M.A. programme. A non-assessed programme of support sessions in study skills will be offered covering areas such as effective reading strategies, academic style, project design, and examination techniques. The Research Design module offers further support for participants in preparing for their dissertation.

All students take **ENGL642: RESEARCH DESIGN (15 CATS Points)** in order to ensure that they have the necessary research and written presentational skills. Teaching is by weekly one-hour sessions and some hands-on training in the use of bibliographical retrieval software. The module is designed to train them in presentational skills, specifically in referencing, bibliography, and style conventions, as a preparation for their dissertations.

The module is assessed through three tasks: an initial exercise designed to get them thinking about a possible research project (15%); the production of an annotated bibliography in accordance with conventions (25%); and the completion of a detailed five-page research plan (60%).

<table>
<thead>
<tr>
<th>36a. Learning, Teaching and Assessment methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning on this programme takes place via a mixture of seminars and lectures. The emphasis is on interactive, reflective practice. In addition, students are expected to undertake guided and self-directed learning outside of class times in the form of reading and class preparation. Assessment types vary in each module but are all by coursework. This includes essays, evaluations, rationales and ‘take-home’ exams.</td>
</tr>
</tbody>
</table>
37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.
Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

### Marking criteria:

#### Marking descriptors

The marking descriptors for the School of English will be used in marking all work on this programme. These are:

1. **Distinction** (70% or over)
   a. Sensitive and sophisticated reading of extensive range of relevant literature; precisely focused and detailed discussion; subtle and creative use of research material.
   b. Compelling and original use of key theories or concepts in the discussion of the relevant issues.
   c. Intelligent and persuasive development of a well-supported argument which goes beyond reiteration of existing views;
   d. Conclusions and interpretations discussed critically, coherently related to earlier discussions, and of interest to other researchers in the field.
   e. Lively and imaginative writing skills; ability to communicate effectively and accurately within the conventions of academic written English and with an exemplary standard of layout, presentation and organisation.

2. **Near-distinction** (65% - 69%)
   a. Strong evidence of critical reading of a good range of relevant literature and research material.
   b. Persuasive and coherent use of key theories or concepts in the discussion of the relevant issues.
   c. Careful development of a supported argument which goes beyond reiteration of existing views;
   d. Conclusions and interpretations discussed critically, coherently related to earlier discussions, and potentially of interest to a wider academic audience.
   e. Good writing skills; ability to communicate effectively within the conventions of academic written English and with a very good standard of layout, presentation and organisation.

3. **Excellent Pass** (60% - 64%)
   a. Evidence of intelligent critical reading of a range of relevant literature beyond the basic texts.
   b. Sound use of key theories or concepts in the discussion of the relevant issues.
   c. Development of an argument which goes beyond the reiteration of existing views;
   d. Conclusions and interpretations discussed critically, and related to earlier theoretical discussions.
   e. Ability to communicate effectively largely within the conventions of academic written English and with a good standard of layout, presentation
and organisation.

4  **Pass** (50% - 59%)
a. Evidence of acquaintance with relevant basic texts and research methods.
b. Some discussion of the chosen issues, though with limited reference to the wider theoretical context.
c. Evidence of reflection and an individual contribution which has added to the student's understanding though not necessarily to the wider pool of knowledge on the subject;
d. Views expressed and judgements made with support from the evidence or from reference to recognised authorities.
e. Ability to communicate clearly and with an adequate command of the conventions of academic writing.

5  **Fail** (49% or below)
a. Inadequate evidence of acquaintance with basic texts and research methods;
b. Uncritical or unclear discussion; little awareness of theoretical context;
c. Little evidence of reflection; no individual contribution to wider pool of knowledge, no development of student’s own understanding; little grasp of analytical approaches; low level of planning; unclear results; lack of organisation;
d. Views expressed without proper evidential support;
e. Inadequate command of academic conventions.

**Final award**

Students who attend for a minimum period of 12 months of full-time study, or for an equivalent period of part-time study, and who achieve a minimum 180 credit points with not more than 30 credit points at Level 3, and successfully complete a dissertation/research project worth 60 credits or two independent research modules totalling 60 credits (included within the 180 credits), will be eligible for the award of a Master’s degree.

Students who attend for a minimum period of 30 weeks of full-time study, or for an equivalent period of part-time study, and who achieve a minimum of 120 credit points (which may include dissertation/independent research credits to the value of 60 credits) with not more than 30 credit points at Level 3, will be eligible for the award of a Postgraduate Diploma.

Students who attend for a minimum period of 15 weeks full-time study or for an equivalent period of part-time study, and who achieve a minimum of 60 credit points (which may in some circumstances include up to 30 independent research credits) with not more than 15 credit points at Level 3, will be eligible for the award of a Postgraduate Certificate.

A mark of Merit or Distinction will be awarded according to the criteria below, but only where the requirements are achieved at the first attempt. A Merit or Distinction cannot be awarded if a student has failed and then passed on re-sit any credit that counts towards the final award during the relevant period of study at the University. However marks achieved in modules which are passed under the compensation rule may be counted toward a Merit or Distinction. It should be noted that students who register on a Master’s or Postgraduate Diploma but who exit with a lower
award, will be eligible for a Merit or Distinction for the lower award, provided the student meets the criteria outlined below:

(i) For a Master’s Degree with Merit a student must achieve:
- marks of at least 60% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 60%.

(ii) For a Postgraduate Diploma with Merit a student must achieve:
- marks of at least 60% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 60%.

(iii) For a Postgraduate Certificate with Merit a student must achieve:
- marks of at least 60% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 60%.

(iv) For a Master’s Degree with Distinction a student must achieve:
- a mark of at least 70% for the dissertation, project or independent research modules; and
- marks of at least 70% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 70%.

(v) For a Postgraduate Diploma with Distinction a student must achieve:
- marks of at least 70% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 70%.

(vi) For a Postgraduate Certificate with Distinction a student must achieve:
- marks of at least 70% in modules accounting for at least half of the credit of the overall award; and
- an overall average mark of at least 70%.

Criteria for the award of an alternative qualification
If a student fails to meet the criteria for the award of a Master’s degree or a Postgraduate Diploma, or is unable to complete the programme he or she registered for, he or she will be eligible for the award of one of the following as an exit qualification:

Postgraduate Certificate in English – this will be awarded to students who have previously registered for either the Master’s degree or Postgraduate Diploma provided that the student has achieved a minimum of 60 credits, with no more than 15 credits at Level 3; the credit may not include any dissertation, project or independent research credits.

Postgraduate Diploma in English – this will be awarded to students who
have previously registered for the Master’s degree provided that the student has achieved a minimum of 120 credits, with no more than 30 credits at Level 3; the 120 credits may include dissertation project or independent research credits to the value of 60 credits.

38. **Student representation and feedback:**

As per the Code of Practice on Student Representation students are able to engage formally with the University in a number of ways as: Course Representatives, Student Representatives, Faculty Student Voice Coordinators or Liverpool Guild of Students Student Representative Officers.

A Staff-Student Liaison Committee (SSLC) for the department of English will be established in accordance with the University Code of Practice on Student Representation. The SSLC will provide students with the opportunity to formally participate / raise any issues and receive feedback to disseminate to their peers. The SSLC will normally meet at least 3 times a year with the membership, terms of reference and manner in which it conducts business conforming to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the SSLC will be carried out within the structure determined by the university student representation steering group, and any representatives will be encouraged to attend training provided by the Guild of Students.

The terms of reference of SSLCs are wide-ranging and largely self-determined, but are likely to include issues associated with lectures, practicals, timetables and assessments, module evaluations, tutorial arrangements, non-curricular student activities (e.g. Student Societies), student facilities or proposed changes in University and School teaching and assessment arrangements.

The Minutes of each meeting are considered by the School's Learning and Teaching Committee and important matters are forwarded to the School’s Board of Studies and/or the Head of School. In addition, students have direct representation on the School Board of Studies via nominees put forward by the SSLC student representatives.

Additional student feedback is formally solicited via routine module and year evaluation questionnaires, the summary results from which are reviewed by the relevant SSLC, and posted on VITAL.

Finally, all students are encouraged to provide informal feedback, in person or by email, either direct with the teaching staff concerned, or via their allocated Personal and Academic tutor(s).

**Part F: Status of Professional, Statutory or Regulatory Body Accreditation**

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

N/A

**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**
The programme design, structure and content are consistent and comply with the University’s Diversity and Equal Opportunities Policy. Within the department of English there is a diverse student population consisting of a wide ethnic mix, Home/EU and International students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place. The department of English strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3/2016 ENGL670 made mandatory (was optional)</td>
<td>Minor</td>
<td></td>
<td></td>
<td>2016 17</td>
</tr>
<tr>
<td>3/3/2016 ENGL653 made optional (was mandatory) Course director and external examiner amended to current director/external examiner</td>
<td>Minor</td>
<td></td>
<td></td>
<td>2015 16</td>
</tr>
<tr>
<td></td>
<td>Minor</td>
<td></td>
<td></td>
<td>2016 17</td>
</tr>
</tbody>
</table>