Honours Select Subject Component

Subject Component Specification
Applicable to all Honours Select Subject Components

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

**Part A: Subject Component Summary Information**

1. **Subject component title:**
   - English

2. **Award which the component will contribute to:**
   - ☒ BA (Hons)
   - ☐ BSc (Hons)
   - ☐ Other. Please specify: 

3. **Subject Component type:**
   - ☐ Minor (25%)
   - ☒ Joint (50%)
   - ☐ Major (75%)

4. **Credit:**
   - Credit in year 1 (level 4) 60
   - Credit in year 2 (level 5) 60
   - Credit in year 3 (level 6) 60

5. **Date of first intake:**
   - September 2014

6. **Frequency of intake:**
   - Annual September (full time)

7. **Duration and mode of study:**
   - Three years full-time

8. **Applicable framework:**
   - Model for Non-Clinical First Degree Programmes

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

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:**
   - Ordinance 37(A) General Ordinance for Undergraduate Degrees
<table>
<thead>
<tr>
<th><strong>New/revised Ordinance required:</strong></th>
<th>☒ No (please go to section 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>□ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td><strong>Date new/revised Ordinance approved by Council:</strong></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Faculty:</strong></td>
<td>Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td>11. <strong>Level 2 School/Institute:</strong></td>
<td>School of the Arts</td>
</tr>
<tr>
<td>12. <strong>Level 1 unit:</strong></td>
<td>Department of English</td>
</tr>
<tr>
<td>13. <strong>Campus:</strong></td>
<td>Liverpool</td>
</tr>
<tr>
<td>14. <strong>Other contributors from UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>15. <strong>Teaching other than at UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>16. <strong>Director of Studies:</strong></td>
<td>Professor Siobhan Chapman</td>
</tr>
<tr>
<td>17. <strong>Board of Studies:</strong></td>
<td>Department of English</td>
</tr>
<tr>
<td>18. <strong>Board of Examiners:</strong></td>
<td>School of the Arts</td>
</tr>
</tbody>
</table>
| 19. **External Examiner(s):** | Dr Andrew Tate, University of Lancaster  
Dr Stephen Gregg, Bath Spa University  
Professor Dawn Archer, University of Central Lancashire  
Dr David Salter, University of Edinburgh |
| **Professional, Statutory or Regulatory body:** | N/A |
| 21. **QAA Subject benchmark Statements(s):** | English (2015) |
| 22. **Other reference points:** | English Subject Centre  
National Qualifications Framework  
University Academic Quality and Standards Committee |
| 23. **Fees:** | Standard Home/EU and International Rates |
| 24. **Additional costs to the student:** | There are no compulsory course books, and most texts are available through the library, but students may choose to spend some money each year on books (approx £50). Printing, in relation to submitted work (approx £10 per annum). Travel to placements (optional module). |
Honours Select Subject Component

Part B: Subject Component Aims & Objectives

26. Aims of the subject component

The aims of the subject component are to offer students the opportunity to engage with the study of English at University level and, in proportions appropriate to specialisations in literature or language, to be able:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to engage critically with narrative, drama, poetry and other texts produced in English over at least four centuries;</td>
</tr>
<tr>
<td>2</td>
<td>to reflect on the contexts in which those texts are produced and received, including the context in which they themselves are reading the texts;</td>
</tr>
<tr>
<td>3</td>
<td>to undertake theoretically-informed exploration of the English language in a range of uses; and by achieving these aims:</td>
</tr>
<tr>
<td>4</td>
<td>to develop the ability to formulate informed, sensitive and well-articulated responses to texts;</td>
</tr>
<tr>
<td>5</td>
<td>to broaden their intellectual, cultural and emotional horizons, and to foster an enthusiasm for the subject;</td>
</tr>
<tr>
<td>6</td>
<td>to deepen their cognitive skills of independent critical enquiry and aesthetic sensitivity, and their personal skills of clear presentation of ideas, and effective use of language.</td>
</tr>
</tbody>
</table>

27. Learning Outcomes

No. Learning outcomes – Bachelor’s Honour’s degree

In order to realise these aims, students will, in proportions appropriate to specialisation in literature or language, acquire knowledge and understanding of:

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a substantial representative sample of literature in English of different historical and generic kinds from at least four centuries;</td>
</tr>
<tr>
<td>2</td>
<td>the imaginative, creative and intellectual power embodied in literature;</td>
</tr>
<tr>
<td>3</td>
<td>the literary and socio-cultural contexts in which the literature is grounded, and which it reflects and constructs;</td>
</tr>
<tr>
<td>4</td>
<td>a range of approaches to the reading and criticism of literature, and the contextual factors which have shaped those approaches;</td>
</tr>
<tr>
<td>5</td>
<td>descriptions of the English language and its development, at lexical, structural and discourse levels;</td>
</tr>
<tr>
<td>6</td>
<td>a range of ways in which spoken and written English is investigated and analysed, both as integral to the study of literature and in its own right, and of the role that language plays in the development and maintenance of socio-cultural and ideological structures.</td>
</tr>
</tbody>
</table>

At the same time, students will develop the subject-specific skills of:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>reading literary texts sensitively and with close attention to generic conventions, detail and nuance;</td>
</tr>
<tr>
<td>8</td>
<td>reading literary and non-literary texts with a critical appreciation of how the resources of the language are being deployed to achieve particular communicative and creative ends;</td>
</tr>
<tr>
<td>9</td>
<td>discussing texts confidently and articulately in terms that draw upon the best practice of the disciplines of literary study and linguistic investigation;</td>
</tr>
</tbody>
</table>
Learning Outcomes

No. Learning outcomes – Bachelor’s Non-Honour’s degree

1 Students will, in proportions appropriate to specialisation in literature or language, acquire knowledge and understanding of:
2 a substantial sample of literature in English of different historical and generic kinds from at least four centuries;
3 the imaginative and creative power embodied in literature;
4 the literary and socio-cultural contexts in which the literature is grounded, and which it reflects;
5 a range of approaches to the reading of literature, and the contextual factors which have shaped those approaches;
6 Some types of descriptions of the English language and its development, at lexical, structural and discourse levels;
7 a range of ways in which spoken and written English is investigated and analysed, both as integral to the study of literature and in its own right, and of the role that language plays in the development and maintenance of socio-cultural structures.

At the same time, students will develop the subject-specific skills of:

7 reading literary texts with close attention to generic conventions, detail and nuance;
8 reading literary and non-literary texts with an appreciation of how the resources of the language are being deployed to achieve particular communicative and creative ends;
9 discussing texts articulately in terms that draw upon the best practice of the disciplines of literary study and linguistic investigation;
10 formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology accurately where appropriate;
11 reflecting upon their own reading practices and on those of others in order to arrive at an understanding of the factors which influence judgements;
12 recognising and analysing the ways in which language reflects and constructs different socio-cultural and ideological contexts, and recognising the ways in which the study of language draws upon other disciplines;
13 using appropriate referencing and other bibliographic conventions.

Learning Outcomes

No. Learning outcomes – Diploma in Higher Education Award

1 Students will, in proportions appropriate to specialisation in literature or language, acquire knowledge and understanding of:
2 a sample of literature in English of different historical and generic kinds from at
### Honours Select Subject Component

1. At least four centuries;

2. The imaginative power embodied in literature;

3. The literary and socio-cultural contexts in which the literature is grounded;

4. A range of approaches to the reading and criticism of literature;

5. A restricted range of descriptions of the English language and its development, at lexical, structural and discourse levels;

6. A range of ways in which spoken and written English is investigated and analysed.

At the same time, students will develop the subject-specific skills of:

7. Reading literary texts and with close attention to generic conventions.

8. Reading literary and non-literary texts with some appreciation of how the resources of the language are being deployed to achieve particular ends;

9. Discussing texts in terms that draw upon the disciplines of literary study and linguistic investigation;

10. Formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology where appropriate;

11. Reflecting upon their own reading practices and on those of others in order to be able to discuss the factors which influence judgements;

12. Recognising and analysing the ways in which language reflects and constructs different socio-cultural contexts;

13. Using appropriate referencing and other bibliographic conventions.

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Certificate in Higher Education Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will, in proportions appropriate to specialisation in literature or language, acquire knowledge and understanding of:</td>
</tr>
<tr>
<td>1</td>
<td>A sample of literature in English of different historical and generic kinds;</td>
</tr>
<tr>
<td>2</td>
<td>The power embodied in literature;</td>
</tr>
<tr>
<td>3</td>
<td>The literary contexts in which the literature is grounded;</td>
</tr>
<tr>
<td>4</td>
<td>Some of the approaches to the reading and criticism of literature;</td>
</tr>
<tr>
<td>5</td>
<td>A restricted range of descriptions of the English language and its development;</td>
</tr>
<tr>
<td>6</td>
<td>A restricted range of ways in which spoken and written English is investigated and analysed.</td>
</tr>
</tbody>
</table>

At the same time, students will develop the subject-specific skills of:

7. Reading literary texts closely.

8. Reading literary and non-literary texts with some appreciation of how the resources of the language are being deployed.

9. Discussing texts in terms that draw upon the disciplines of literary study and linguistic investigation.

10. Formulating and expounding a range of critical and/or creative responses to literary texts.

11. Reflecting upon reading practices in order to be able to discuss the factors which influence judgements.

12. Recognising the ways in which language reflects and constructs different socio-cultural contexts.

13. Using appropriate referencing and other bibliographic conventions.
<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>1</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 386, 368, 305, 314, 362, 375, 331, 391, 232, 341; HLAC200</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>QAA benchmark statement for English (2015) 3.1 'know about literature from different periods'</td>
</tr>
<tr>
<td>2</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 275, 377, 372, 386, 368, 305, 314, 362, 375, 331, 391, 391, 371, 232, 341, 383; LATI203</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.2 ‘articulate a critical understanding of complex texts’</td>
</tr>
<tr>
<td>4</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 275, 377, 372, 386, 368, 305, 314, 362, 375, 331, 391, 391, 371, 232, 341, 383; LATI203; HLAC200</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.1 ‘critical concepts and terminology’</td>
</tr>
<tr>
<td>5</td>
<td>ENGL101, 110, 202, 276, 221, 274, 307, 361, 383, 400, 308; COMM225</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.1 ‘the history, structure, levels and discourse functions of the English language’</td>
</tr>
<tr>
<td>6</td>
<td>ENGL101, 110, 202, 276, 221, 274, 307, 361, 383, 400, 308; COMM225</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.1 ‘analyse discourses using appropriate terminology’</td>
</tr>
<tr>
<td>7</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 275, 377, 372, 386, 368, 305, 314, 362, 375, 331, 391, 391, 371, 232, 341, 383; LATI203</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.1 ‘know about the range of principle literary genres’</td>
</tr>
<tr>
<td>8</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 275, 377, 372, 386, 368, 305, 314, 362, 375,</td>
<td>formal examinations; assessed essays; coursework, project work</td>
<td>3.2 ‘analyse tests and discourses, and respond to the affective power of’</td>
</tr>
</tbody>
</table>
### Honours Select Subject Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>contextualise, reflect upon, organise and manipulate subject specific knowledge so as to arrive at viable topics for investigation and appropriate methods for such investigation;</td>
</tr>
<tr>
<td>2</td>
<td>assimilate varied kinds of information;</td>
</tr>
<tr>
<td>3</td>
<td>read and analyse sophisticated texts with a view to forming well-grounded interpretations and conclusions;</td>
</tr>
<tr>
<td>4</td>
<td>select, analyse and interpret critically a range of theoretical positions and types of evidence, including different kinds of discourse;</td>
</tr>
<tr>
<td>5</td>
<td>construct a cogent argument or account, drawing pertinently upon the available evidence and with due consideration of alternative perspectives;</td>
</tr>
<tr>
<td>6</td>
<td>exercise independence in reasoning and judgement;</td>
</tr>
<tr>
<td>7</td>
<td>take informed account of the power of language to reflect, construct and influence beliefs;</td>
</tr>
<tr>
<td>8</td>
<td>write effectively in an appropriate formal register;</td>
</tr>
<tr>
<td>9</td>
<td>manage time and work to deadlines;</td>
</tr>
<tr>
<td>10</td>
<td>exploit IT resources effectively, including use of word-processing skills and a range of other resources;</td>
</tr>
</tbody>
</table>
Honours Select Subject Component

11. work independently towards self-selected goals;

12. develop the potential to utilise all of these skills in appropriate ways in their subsequent careers.

### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All modules</td>
<td>Learning skill</td>
<td>Coursework</td>
</tr>
<tr>
<td>2</td>
<td>All modules</td>
<td>Learning skill</td>
<td>coursework, exams.</td>
</tr>
<tr>
<td>4</td>
<td>ENGL101, 110, 202, 276, 221, 274, 307, 361, 383, 400, 308; LATI203; HLAC200; MODL203, 205</td>
<td>Learning skill</td>
<td>Coursework, exams</td>
</tr>
<tr>
<td>6</td>
<td>ENGL111,103,112,113, 270, 213, 272, 243, 201, 236, 218, 232, 275, 377, 372, 386, 368, 305, 314, 362, 375, 331, 395, 302, 321, 347, 391, 371, 392, 341; LATI203; COMM 225, 205; HLAC200; MOD203, 205</td>
<td>Learning and employability</td>
<td>All forms of assessed work</td>
</tr>
<tr>
<td>7</td>
<td>All modules</td>
<td>Learning, research employability</td>
<td>Coursework, exams</td>
</tr>
<tr>
<td>8</td>
<td>All modules</td>
<td>Learning and employability</td>
<td>Coursework, exams</td>
</tr>
<tr>
<td>9</td>
<td>All modules</td>
<td>Learning and employability</td>
<td>Coursework, presentations</td>
</tr>
<tr>
<td>10</td>
<td>All modules</td>
<td>Learning and employability</td>
<td>coursework</td>
</tr>
<tr>
<td>11</td>
<td>All modules</td>
<td>Learning and employability</td>
<td>coursework</td>
</tr>
<tr>
<td>12</td>
<td>All modules</td>
<td>Learning and employability</td>
<td>All forms of assessed work</td>
</tr>
</tbody>
</table>
29. **Career opportunities:**

Graduates of this subject component may embark upon a wide range of careers, depending in part on their choice of Minor subject component. Relevant fields include journalism, arts administration, creative media, management, public relations, librarianship and publishing. Many may go on to train as teachers, both of mother tongue and of English as a Foreign Language. Others may do conversion courses for law, accounting, etc., or take up posts in retailing and industry, where the flexibility of their intellectual training is valued. Others may continue with postgraduate study in a variety of disciplines.

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Part C: Entrance Requirements

30. **Academic Requirements:**

A level offer: banded offer AAB/ABB

Subject requirements: A level English (Literature or Language) at grade A

Scottish Higher/Advanced Higher: AAABB including A in English at Advanced Higher

International Baccalaureate: 35-33 with minimum 6 in English at Higher Level

Irish Leaving Certificate: A1 A1 A1 B1 including A1 in English

BTEC: Acceptable when combined with A level English grade A

Access: Access to HE Diploma in Humanities/Social Sciences to include Distinctions from units in English.

14-19 Advanced Diploma: Any line accepted

Advanced Diploma grade A/B with A level English grade A.

Advanced Welsh Baccalaureate: Accepted including 2 A levels at AB with A in English

General Studies: Accepted

31. **Work experience:**

None required

32. **Other requirements:**

N/A

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Part D: Subject Component Structure

33. **Subject Component Structure:**

1. As with all primarily skills-based educational subject components, achievement of the outcomes does not occur in straightforward linear increments. As the first aim of the subject component makes explicit, the focus is on analytical and interpretative skills: the acquisition of knowledge is seen not simply as an end in itself but as an essential enabling element of the process of developing those skills. Therefore we typically talk below about specific aspects of the subject component as ‘contributing to’ the learning outcomes rather than as ‘meeting’ any particular outcome. The achievement of the outcomes is a progressive result of the subject component as a whole.

2. At the same time, the subject component is designed to embody demonstrable progression from one level to the next. This is achieved primarily by differentiation of learning outcomes. Students achieve increased depth and breadth in their knowledge and skills as they progress through the levels, along parameters outlined below. At the same time, there is also progression in terms of content, from foundational knowledge and skills...
at Level 4, to period overview and/or major analytical approaches at Level 5, and to increased specialisation and independence of learning at Level 6.

3 In each of the 3 years, students are normally required to take units to the value of 60 credits in English.

1.1 Level 4

1 Level 4 occupies the first year of study for full-time students. It is a “Preliminary” level which does not count towards the final degree but which is designed to offer a grounding in the knowledge and skills that are necessary to undertake the Honours modules at Levels 5 and 6, by providing the students with: experience of literary study from chronological, generic and thematic perspectives; training in close and critical reading skills and methodologies in English Literature; knowledge of structures of the English Language; training in applying basic analytical categories in the English Language and interpreting the findings; and practice in essay-writing and discussion skills, with a focus on developing the skills involved in effective writing. Each semester students take two 15-credit modules in English.

2 The Level 4 English modules are as follows:

Semester 1
ENGL111 Literature in Time
ENGL103 Close Reading
ENGL101 Describing English Language
Semester 2
ENGL112 Shakespeare: Ways of Thinking
ENGL113 Ways of Reading
ENGL110 English Language: Variation and Context

Students on this subject component will normally choose one module from each of these three pairings:
ENGL101 OR ENGL110
Plus
ENGL111 OR ENGL112
Plus
ENGL103 OR ENGL113

In addition they will select one further Level 1 module from the list, so that they are taking a total of 30 credits per semester. This pattern of choices ensures that they complete some Language study and some Literature study in their first year. This in turn ensures that the subject-based learning outcomes are fulfilled, and that students are equipped for either Language or Literature study at Levels 2 and 3.

1.2 Level 5

1 Level 5 Literature provision is designed as period courses providing an overview of the major periods of literary history.

2 To ensure that individual subject components of study include familiarity with earlier literature, students who opt for any Literature modules must normally take a minimum of 30 credits on designated ‘starred’ (usually pre-1800) periods. This requirement is normally fulfilled at Level 5, but provision to fulfil this criterion exists at Level 6. The ‘starred’ modules are asterisked in the list below.

3 Language provision at Level 5 is designed to offer students a sample of major approaches to the analysis of language and text. The modules build on the familiarity with basic analytical and interpretative concepts introduced at Level 4 and extend them in a range of ways.

4 The modules currently available at Level 5 are shown in the table below. All modules are worth 30 credits and are normally uncapped. Modules with appropriate Literature or Language content taught in other departments are also accepted as part of the subject component. A typical example is IRIS219 A Terrible Beauty: Yeats.
5. Students will choose one of these 30-credit modules per semester.

1.3 Level 6

1 At Level 6 Literature modules are designed to allow greater specialisation and generic and/or thematic focus against the background of period knowledge provided by the modules at Level 5. Language modules are intended to further extend the range and scope of the students' familiarity with linguistic enquiry: topic areas are covered which lend themselves to independent empirical research.

2 Students may only take Language modules at Level 6 if they have successfully completed a minimum of 30 credits of Language at Level 5. The exception to this rule is ENGL383 Language and Literature.

3 The choice of modules currently on offer in Level 6 is shown below. Level 6 modules may be capped at specific numbers, especially where they are taught by a single member of staff.

4 Modules with appropriate Language or Literature content taught in other departments may also be accepted as part of the subject component. A typical example is IRIS311 James Joyce and Ireland.

5 In addition to the modules listed below, students have the option of taking a dissertation module. This may be taken as 30 credits in Semester 1 (ENGL311) or Semester 2 (ENGL379) or as a year-long module (ENGL380). Only one of the dissertation modules may be taken by each student.

6. Students on this subject component will take one 30-credits (either one 30-credit module or two 15-credit modules) per semester.

Semester 1

<table>
<thead>
<tr>
<th>30 credits</th>
<th>ENGL375 Medieval Boundaries</th>
<th>ENGL368 Shakespeare Page, Stage, Screen</th>
<th>ENGL302 American Poetic Writing</th>
<th>ENGL362 Talking Pictures</th>
<th>ENGL314 British Writing Since 1945</th>
<th>ENGL325 Gothic Fiction and Film</th>
<th>ENGL307 Analysing Discourse</th>
<th>ENGL400 Language &amp; Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 credits</td>
<td>ENGL372 Creative Writing (Poetry)</td>
<td>ENGL389 Dickens</td>
<td>ENGL380 Postcolonial Literature</td>
<td>ENGL401 Postcolonial Literature</td>
<td>ENGL385 Critical Theory</td>
<td>ENGL386 Visual Studies</td>
<td>ENGL387 Cultural Studies</td>
<td>ENGL388 Feminist Theory</td>
</tr>
</tbody>
</table>

Semester 2

*ENGL213 Drama 1580-1720
*ENGL272 Restoration and C18th Lit
ENGL243 Victorian Literature
ENGL201 American Literature
ENGL274 Pragmatics
ENGL276 Language in Society

*ENGL270 Medieval Narratives
*ENGL236 Renaissance Poetry & Prose
ENGL218 Romantic Literature
ENGL232 Modernist Literature
ENGL275 Creativity
ENGL221 The History of English
ENGL202 Psycholinguistics
Honours Select Subject Component

30 credits
*ENGL386 The Novel 1740-1830
ENGL331 Modern American Fiction
ENGL305 British Poetic Writing 1930
ENGL347 Women Writers
ENGL395 Fin de Siècle
ENGL383 Language and Literature
ENGL361 Attitudes to English
ENGL308 Varieties of Northern English

15 credits
ENGL377 Creative Writing (Prose)
*ENGL359 Almost Shakespeare
ENGL373 Children’s Literature

7. Students on this subject component have the option of taking SOTA300 Placement Module at level 5 or level 6. Students may not normally take SOTA300 and a Dissertation module, even if SOTA300 was taken as a level 5 module.

8. The range of modules offered at each of Levels 5 and 6 ensures that students’ choices are drawn from a number of periods, genres and points of origin, or result in them studying language at the micro and macro level and in a range of contexts. The extent to which certain of the Subject-based learning outcomes are attained above Level 4 will vary for individual students, depending on the individual modules opted for.

9. The Literature modules at Level 5 comprise survey courses (worth 30 credits) covering all the major periods and genres after 1350. These are taught collaboratively by several members of staff and normally have no ceilings on the number of students accepted. At Level 6, the modules are typically oriented towards generic and/or thematic concerns, which build on the broad-scope knowledge imparted by the Level 5 period modules, and provide training in the deeper exploration of major literary topics. Modules at Level 6 typically draw on the research interests of particular members of staff and ensure that opportunities are offered to study non-canonical and more specialist material, and the relations between literature and other disciplines. The Level 6 modules are designed to complement those at Level 5, allowing students to pursue their own learning agendas against the background of those modules. Level 6 modules require a greater degree of independence, particularly because the students choose, in individual consultation with their tutors, their own topics to focus on for essay projects, which make up at least one-third of the assessed work for all modules.

34. Industrial placement/work placement/year abroad:
There is a dedicated work placement SOTA300, which students may take as part either of their level 5 or their level 6 study. SOTA300 is a 30 credit module which can be taken either as a year-long or as a second semester module.

Students may apply to participate in one of the exchange schemes offered by the School, with universities in mainland Europe, America and Australia. Modules taken during the exchanges are credited as part of the marks counting towards the degree according to University guidelines on equivalence.

35. Liaison between the Level 2 Schools/Institutes involved:
N/A
36. Learning, Teaching and Assessment Strategies:

English UG degree subject components operate under the teaching and learning policies of the Department 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 student handbook and module outlines.

No modules are taught entirely through lectures: the majority have lectures followed by sessions in smaller groups; and for some modules lectures are not felt to be appropriate. At Levels 5 and 6 students participate to a greater or lesser extent in a range of other formative activities: seminar presentations, creative writing, performance, directing, data searches and other IT activities, peer teaching, computer-based corpus exploration, etc. The skills inculcated in these activities are not at present assessed across the board; but the department is discussing means by which this can be achieved for certain of these skills, particularly those of oral presentation. Word-processing of assessed essays is a requirement; students who are not yet IT-literate are required to take appropriate University training courses by the end of Level 4.

The students' experience of learning, teaching and assessment is designed to be differentiated between levels particularly along the dimensions of independence, of scope, and of contextualisation in terms of literary and socio-cultural contexts and of critical and/or theoretical approaches.

At Level 4, the activities in which students engage - whether in tutorials, as coursework, or as assessed work - are specified and are of a scope which, while restricted in comparison with those at higher levels, challenge the students' assumptions about "doing English". They are introduced to the concept of the contextualisation of works in terms of literary tradition and genre, and to methodologies of reading. Throughout Level 4, there is a focus on instilling the skills of close, attentive reading of texts, which the department regards as one of its main strengths. In the Language modules, the students are closely guided in the analyses that they are asked to undertake.

At Level 5, the activities are guided - essay titles are given, data for analysis is provided where appropriate, etc. - but the scope widens and deepens. In Literature, students explore the development of literary forms in a particular period, and begin to broaden their concept of what constitutes literature in English. In Language, the generalist, descriptive approach adopted so far is refined by the introduction of more specific approaches: some develop issues raised at Level 4, such as the history of English, while others bring in new perspectives, such as language as a psycholinguistic phenomenon. While a reliance on close reading continues, there is a focus in Literature on an investigation of periodicity and the climate of ideas in which the texts are situated, and students are given access to an appropriate critical terminology. In Language, there is a move towards the contextualisation of linguistic exploration in terms of broader socio-cultural, cognitive and philosophical issues.

At Level 6, the emphasis shifts towards independent applications of the knowledge and skills acquired at previous levels: students may choose to write a dissertation on a topic of their choice; essay projects are designed by the students in consultation with tutors and are individually supervised; students construct their own bibliographies; and they select/collect the texts and/or data on which their projects are based and decide on the most appropriate approach to use. The scope of the enquiry widens: they are required to do more reading around their topics, in terms of both related texts and secondary
criticism (in the case of Literature), and in terms of alternative approaches and current research (in the case of Language). In Literature, there is an increased focus on the contextualisation both of texts and of critical responses to those texts, in which the act of reading – the students’ own and that of others - is foregrounded and directly considered. In Language, there is greater contextualisation in terms partly of investigation of the ideological and socio-cultural factors construed by linguistic choices, and partly of a critical exploration of how different approaches to linguistic data illuminate different aspects of that data.

Students are provided with explicit statements of the criteria by which their work is assessed and tutor feedback is given in a standard format which makes reference to the criteria.

The Student Handbook available to all students includes guidelines on effective essay writing and appropriate conventions for referencing in both Literature and Language essays. These are explicitly highlighted at an early stage in the tutorials for Level 4 modules.

36a. Learning, Teaching and Assessment methods:

Learning and teaching methods include lectures, tutorials, seminars and workshops. Teaching groups are referred to as tutorials if they involve between 6 and 10 students; seminars groups are larger, but do not normally exceed 18; workshops are similar in size but have a more distinct practical element (e.g. in drama or language modules). The students are thus involved in a good deal of working in groups, as well as directed individual work.

All modules include assessed written coursework of one kind or another - essays, analytical exercises, projects. Assessment is designed within the department’s template for assessed work, which ensures as far as possible parity of workload. Although it is impossible to calibrate exactly the relative demands of essays, examinations, oral presentations, etc., as a baseline assessed work of, or equivalent to, 4000 words per 15 credits is required. Many modules also include some coursework in which the main focus is formative: this normally takes the form of an un-assessed essay or other work similar to the assessed work that will be required, though in a few cases it consists of one or more pieces of assessed work which together count for only a small proportion of the final mark. Whether or not the work is assessed, it is designed to have a formative function (it is worth noting that students receive written feedback on all assessed coursework, even if it is submitted at the end of the semester in the examination period). Feedback is given on standard pro-formas and all markers are expected to use the agreed marking descriptors.

In Semester 1, the syllabus includes a week in which teaching is replaced by individual work on assigned tasks with appropriate guidance and support. Some tasks are specifically related to the learning outcomes of the modules being taken, while others, disseminated through VITAL, are more generic. The aim is to provide students with scheduled time and support before the module ends to reflect on the input and thus extend their understanding of the content, and, equally importantly, to interrogate their own learning approach and study skills in relation to the module and more broadly to the subject component.

Modules are assessed by a variety of methods, including traditional examinations, seen and open-book exams, the dissertation, projects, essays, analytical exercises, presentations, or a mix of these. A template for assessment has been agreed which ensures that each taught unit carries a broadly equivalent assessment load, while preserving the present variety of assessment methods, which students value. All modules are assessed at the end of the semester in which they are taught. Details of the assessment method for individual modules can be obtained from the descriptions of
Honours Select Subject Component

individual modules. These are designed to reflect the changes in independence, scope and contextualisation outlined above.

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 model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- 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:**

The marking descriptors for the Department of English will be used in marking all work on this subject component. These are available on the website and in the Student Handbook.

**Part F: Student Representation And Feedback**

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.

Part G: Status Of Professional, Statutory Or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:
N/A

Part H: Diversity & Equality Of Opportunity And Widening Participation

38. Diversity & Equality of Opportunity and Widening Participation:
The subject component 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 SUBJECT COMPONENT

Please complete the table below to record modifications made to the Subject Component.

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<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was granted)</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>
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