**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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Subject component title:</strong></td>
<td>English Language</td>
</tr>
<tr>
<td><strong>2. Award which the component will contribute to:</strong></td>
<td></td>
</tr>
<tr>
<td>[x]</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td>[ ]</td>
<td>BSc (Hons)</td>
</tr>
<tr>
<td>[ ]</td>
<td>Other. Please specify:</td>
</tr>
<tr>
<td><strong>3. Subject Component type:</strong></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Minor (25%)</td>
</tr>
<tr>
<td>[ ]</td>
<td>Joint (50%)</td>
</tr>
<tr>
<td>[x]</td>
<td>Major (75%)</td>
</tr>
<tr>
<td><strong>4. Credit:</strong></td>
<td></td>
</tr>
<tr>
<td>Credit in year 1 (level 4)</td>
<td>90</td>
</tr>
<tr>
<td>Credit in year 2 (level 5)</td>
<td>90</td>
</tr>
<tr>
<td>Credit in year 3 (level 6)</td>
<td>90</td>
</tr>
<tr>
<td><strong>5. Date of first intake:</strong></td>
<td>September 2016</td>
</tr>
<tr>
<td><strong>6. Frequency of intake:</strong></td>
<td>Annual September (full time)</td>
</tr>
<tr>
<td><strong>7. Duration and mode of study:</strong></td>
<td>Three years full-time</td>
</tr>
<tr>
<td><strong>8. Applicable framework:</strong></td>
<td>Model for Non-Clinical First Degree Programmes</td>
</tr>
<tr>
<td><strong>Framework exemption required:</strong></td>
<td></td>
</tr>
<tr>
<td>[x]</td>
<td>No (please go to section 9)</td>
</tr>
<tr>
<td>[ ]</td>
<td>Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td><strong>Date exemption approved by AQSC:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9. Applicable Ordinance:</strong></td>
<td>Ordnance 37 General Ordnance for</td>
</tr>
</tbody>
</table>
### Honours Select Subject Component

<table>
<thead>
<tr>
<th><strong>New/Revised Ordinance required:</strong></th>
<th>☒ No (please go to section 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please indicate the applicable boxes:</strong></td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Date new/revised Ordinance approved by Council:</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>10. Faculty:</strong></th>
<th>Faculty of Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11. Level 2 School/Institute:</strong></td>
<td>School of the Arts</td>
</tr>
<tr>
<td><strong>12. Level 1 unit:</strong></td>
<td>Department of English</td>
</tr>
<tr>
<td><strong>13. Campus:</strong></td>
<td>Liverpool</td>
</tr>
<tr>
<td><strong>14. Other contributors from UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>15. Teaching other than at UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>16. Director of Studies:</strong></td>
<td>TBC</td>
</tr>
<tr>
<td><strong>17. Board of Studies:</strong></td>
<td>Department of English</td>
</tr>
<tr>
<td><strong>18. Board of Examiners:</strong></td>
<td>School of the Arts</td>
</tr>
<tr>
<td><strong>19. External Examiner(s):</strong></td>
<td>Professor Dawn Archer, Professor of Pragmatics and Corpus Linguistics, Manchester Metropolitan University</td>
</tr>
<tr>
<td><strong>20. Professional, Statutory or Regulatory body:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>21. QAA Subject benchmark Statements(s):</strong></td>
<td>English (2015)</td>
</tr>
<tr>
<td><strong>22. Other reference points:</strong></td>
<td>English Subject Centre National Qualifications Framework University Academic Quality and Standards Committee</td>
</tr>
<tr>
<td><strong>23. Fees:</strong></td>
<td>Standard Home/EU and International Rates</td>
</tr>
<tr>
<td><strong>24. Additional costs to the student:</strong></td>
<td>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 £30). Printing, in relation to submitted work (approx £7 per annum). Travel to placements (optional module).</td>
</tr>
</tbody>
</table>
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 Language at University level and, in proportions appropriate to the specific modules selected, to be able:

No. Aim:
1. to understand the historical, social, cultural and psychological factors that shape the English language used in everyday life;
2. to undertake exploration of the English language in a range of uses;
3. to be able to identify language phenomena in terms theoretical concepts such as context, style and genre;
4. to understand the concept of critical language awareness;
5. to deepen their cognitive skills and their personal skills of clear presentation of ideas, and effective use of language.
6. to understand the historical, social, cultural and psychological factors that shape the English language used in everyday life;

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:
1. a substantial sample of English language data of different historical and generic kinds;
2. a range of approaches to the description and analysis of language data, and the contextual factors which have shaped those approaches;
3. a range of ways of describing the English Language and its development
4. a range of ways in which spoken and written English is investigated and analysed
5. several ways of interpreting contemporary language phenomena in terms of relevant theoretical concepts

At the same time, students will develop the subject-specific skills of:
6. discussing texts articulately in terms that draw upon the best practice of the disciplines of linguistic investigation;
7. formulating and expounding a range of critical and/or creative responses to language data, using critical specialist terminology and nomenclature accurately and precisely where appropriate;
8. collecting, transcribing and analysing naturally occurring data
9. recognising and analysing the ways in which language is used in, reflects, and constructs different socio-cultural and ideological contexts;
10. using appropriate referencing and other bibliographic conventions.
### Learning Outcomes

#### Learning outcomes – Bachelor’s Non-Honour’s degree

*In order to realise these aims, students will, in proportions appropriate to specialisation in English Language, acquire knowledge and understanding of:*

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>a substantial sample of English language data of different historical and generic kinds;</td>
</tr>
<tr>
<td>12</td>
<td>a sample of approaches to the description and analysis of language data, and the contextual factors which have shaped those approaches;</td>
</tr>
<tr>
<td>13</td>
<td>a range of ways of describing the English language and its development</td>
</tr>
<tr>
<td>14</td>
<td>a range of ways in which spoken and written English is investigated and analysed</td>
</tr>
<tr>
<td>15</td>
<td>a range of ways of interpreting contemporary language phenomena in terms of relevant theoretical concepts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill development</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>discussing texts articulately in terms that draw upon the best practice of the disciplines of linguistic investigation;</td>
</tr>
<tr>
<td>17</td>
<td>formulating and expounding a range of critical and/or creative responses to language data, using critical terminology accurately and precisely where appropriate;</td>
</tr>
<tr>
<td>18</td>
<td>collecting, transcribing and analysing a sample of naturally occurring data</td>
</tr>
<tr>
<td>19</td>
<td>using appropriate referencing and other bibliographic conventions.</td>
</tr>
</tbody>
</table>

#### Learning outcomes – Diploma in Higher Education award

*In order to realise these aims, students will, in proportions appropriate to specialisation in English Language, acquire knowledge and understanding of:*

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>a substantial sample of English language data of different generic kinds;</td>
</tr>
<tr>
<td>21</td>
<td>a range of approaches to the description and analysis of language data, and the contextual factors which have shaped those approaches;</td>
</tr>
<tr>
<td>22</td>
<td>a range of the ways in which spoken and written English is investigated and analysed,</td>
</tr>
<tr>
<td>23</td>
<td>several ways of interpreting contemporary language phenomena in terms of some relevant theoretical concepts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill development</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>discussing texts in terms that draw upon aspects of the disciplines of linguistic investigation;</td>
</tr>
<tr>
<td>25</td>
<td>expounding a limited range of critical and/or creative responses to language data, using critical terminology accurately where appropriate</td>
</tr>
<tr>
<td>26</td>
<td>collecting, transcribing and analysing a sample of naturally occurring data</td>
</tr>
<tr>
<td>27</td>
<td>using appropriate referencing and other bibliographic conventions.</td>
</tr>
</tbody>
</table>

#### Learning outcomes – Certificate in Higher Education award

*In order to realise these aims, students will, in proportions appropriate to specialisation English Language, acquire knowledge and understanding of:*

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>a sample of English language data;</td>
</tr>
<tr>
<td>29</td>
<td>a sample of approaches to the description and analysis of language data</td>
</tr>
<tr>
<td>30</td>
<td>a sample of ways of describing the English language</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TQSD/15.16
2016-17 v.1
31. discussing texts in terms that draw upon some aspects of the disciplines of linguistic investigation;
32. collecting, transcribing and analysing a sample of naturally occurring data
33. using appropriate referencing and other bibliographic conventions.

### 27a. Mapping of 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>
</table>
• assessed essays  
• coursework  
• project work | QAA benchmark statement for English (2015)  
3.1 'regional and global varieties of the English language' |
| 2, 12, 21, 29 (a range of approaches to the description and analysis of language data) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.1 ‘critical, theoretical, linguistic and stylistic concepts and terminology’ |
| 3, 13, 22, 30 (a sample of ways of describing the English language) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.1 'the history, structure, levels and discourse functions of the English language' |
| 4, 14, 23 (a range of ways in which spoken and written English is investigated and analysed) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.2 ‘respond to the affective power of language, using appropriate approaches and terminology’ |
| 5, 15 (interpreting contemporary language phenomena in terms of relevant theoretical concepts) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.2 ‘develop independent and imaginative interpretations of linguistic material’ |
| 6, 16, 24, 31 (discussing texts in terms that draw upon the best practice of linguistic investigation) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.2 ‘analyse texts and discourses, and respond to the affective power of language’ |
| 7, 17, 25 (a range of critical and/or creative responses to language data) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.2 ‘articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate)’ |
| 8, 18, 26, 32 (collecting, | All modules | • formal exams | N/A |
transcribing and analysing naturally occurring data

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</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>9</td>
<td>9 (the ways in which language is used in, reflects, and constructs different socio-cultural and ideological contexts)</td>
<td>All modules</td>
<td>• assessed essays</td>
<td>3.1 ‘how culture, language, technology, and economics affect how, where and by whom texts are produced and received’</td>
</tr>
<tr>
<td>10</td>
<td>10, 19, 27, 33 (referencing and bibliographic)</td>
<td>All modules</td>
<td>• assessed essays</td>
<td>3.2 ‘apply scholarly bibliographic skills appropriate to the subject’</td>
</tr>
</tbody>
</table>

28. Skills and Other Attributes

No. Skills and attributes:

1. Contextualise, reflect upon, organise and manipulate subject specific knowledge so as to arrive at viable topics for investigation and appropriate methods for such investigation
2. Assimilate some variety of information
3. Analyse language data with a view to forming interpretations and conclusions
4. Select, analyse and interpret critically a range of theoretical positions and types of evidence, including different types of discourse
5. Construct a cogent argument or account, drawing pertinently upon the available evidence and with due consideration of alternative perspectives
6. Demonstrate some independence in reasoning and judgement
7. Take some account of the power of language to reflect, construct and influence beliefs
8. Write in an appropriate formal register
9. Manage time and work to deadlines
10. Exploit IT resources effectively, including use of word-processing skills and a range of other resources
11. Work independently
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 (Contextualise, reflect upon, organise and manipulate subject specific knowledge)</td>
<td>All modules (ENGL: 101, 110, 202, 205, 209, 221, 274, 276, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 307, 308, 361, 383, 400, 430, 431, 433)</td>
<td>• Learning skill</td>
<td>• Coursework</td>
</tr>
<tr>
<td>2 (Assimilate some variety of information)</td>
<td>All modules</td>
<td>• Learning skill</td>
<td>• Coursework • Exams</td>
</tr>
<tr>
<td>3 (Analyse language data)</td>
<td>All modules</td>
<td>• Learning skill • Research • Employability</td>
<td>• Coursework • Exams • Presentations</td>
</tr>
</tbody>
</table>
29. **Career opportunities:**

Graduates of this subject component may embark upon a wide range of careers, in fields such as journalism, arts administration, creative media, management, qualitative research, advertising, public relations, librarianship and publishing. Many may 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, and several have pursued careers in tertiary and further education.

### Part C: Entrance Requirements

29. **Academic Requirements:**

- A level offer: banded offer AAB/ABB
- Subject requirements: A level English (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:

N/A

32. Other requirements:

N/A

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 90 credits in English.

4) Level 4

i) 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 language study from chronological, social, contextual and theoretical perspectives; training in analytical and critical reading skills and methodologies in English Language; and practice in essay-writing and discussion skills, with a focus on developing the skills involved in effective analysis of language data; awareness of a range of literature written in English and methods for its study. Level 4 provision is shared across all subjects taught in the Department of English and precedes later specialism in either English Language or English Literature. On the 75% pathway, students are required to take three compulsory 15-credit modules in English each semester set out in the following list:
a) Semester 1
   • ENGL101 Describing English Language
   • ENGL103 Close Reading
   • ENGL111 Literature in Time

b) Semester 2
   • ENGL110 English Language Variation and Context
   • ENGL112 Shakespeare: Ways of Thinking
   • ENGL113 Ways of Reading

5) Level 5
   i) At Level 5, students may take choose from a range of 30-credit modules. On the 75% English Language pathway, students are required to take two 30-credit modules:
      a) Semester 1
         • ENGL276 Language in Society
      b) Semester 2
         • ENGL221 The History of English: Variation and Change
   ii) The required modules at Level 5 comprise courses covering several of the major theoretical, historical, and sociocultural approaches to language study. These are taught collaboratively by several members of staff and normally have no ceilings on the number of students accepted.
   iii) Students on the 75% pathway may also choose to take additional modules currently available at Level 5, shown below. The following modules are worth 30 credits and are normally uncapped:
      a) Semester 1
         • ENGL274 Pragmatics
         • ENGL279 Multilingualism in Society
      b) Semester 2
         • ENGL202 Psycholinguistics
         • ENGL280 English as a Global Language
   iv) Students may choose one of these 30-credit modules per semester. However, unless they are taking SOTA300 Placement module year-long, they may take one of the following 15-credit English Language modules taught in the department per semester. Students must not take both a 30-credit module and its 15-credit counterpart (i.e. it is not permitted to take ENGL274 Pragmatics and ENGL281 Pragmatics 2). This structure allows students to engage with two areas of language study per semester, and further to choose to focus on one of these areas in greater depth, while gaining some knowledge and understanding of the other area:
      a) Semester 1 (15 credits)
         • ENGL281 Pragmatics 2
         • ENGL282 Language in Society 2
         • ENGL292 Multilingualism in Society2
      b) Semester 2 (15 credits)
         • ENGL283 Psycholinguistics 2
         • ENGL284 The History of English: Variation and Change 2
         • ENGL293 English as a Global Language2
   v) The additional modules at Level 5 also comprise courses covering several of the major theoretical, historical, and sociocultural approaches to language study. These are similarly taught collaboratively by several members of staff and normally have no ceilings
on the number of students accepted.

6) Level 6
   i) At Level 6 English Language modules are designed to allow greater specialisation and
generic and/or thematic focus against the background of social, historical, and/or
contextual knowledge provided by the modules at Level 5.
   ii) 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.
   iii) 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.
   iv) Students on this subject component will take one 30-credit module and one 15-credit
module in each semester. This structure allows students to engage with two areas of
language study per semester, and further to choose to focus on one of these areas in
greater depth, while gaining some knowledge and understanding of the other area.
   v) The same restrictions regarding taking counterpart modules apply here as stated above
for Level 5.
   a) Semester 1 (30 credits)
      • ENGL307 Analysing Discourse
      • ENGL361 Attitudes to English
      • ENGL430 Language and Globalisation
      • ENGL431 Intercultural Communication
   b) Semester 2 (30 credits)
      • ENGL308 Varieties of Northern English
      • ENGL383 Language and Literature
      • ENGL400 Language and Gender
      • ENGL433 Language and Communication in the Workplace
   c) Semester 1 (15 credits)
      • ENGL285 Analysing Discourse 2
      • ENGL288 Attitudes to English 2
      • ENGL410 Language and Globalisation 2
      • ENGL411 Intercultural Communication 2
   d) Semester 2 (15 credits)
      • ENGL286 Language and Gender 2
      • ENGL287 Language and Literature 2
      • ENGL289 Varieties of Northern English 2
      • ENGL413 Language and Communication in the Workplace 2
   vi) The variety of modules at Level 6 offer students a range of choices drawn from a number
of approaches to language study. At Level 6, the modules are typically oriented towards
specific sub-fields of linguistics. These involve distinct methodological approaches and
theoretical concepts and allow students to focus their studies in specialised areas of the
field. Modules at Level 6 typically draw on the research interests of particular members
of staff and ensure that opportunities are offered to study more specialist material, and
the relations between English Language and other disciplines. Level 6 modules require a
greater degree of independence than Levels 4 and 5, particularly because the students
are required to carry out small research projects where they are expected to collect,
interpret and analyse language data collected by the students themselves. Such projects
### 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.

### 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

### Part E: Learning, Teaching And Assessment Strategies

#### 36. Learning, Teaching and Assessment Strategies:

1. English Language 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.

2. 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.

3. 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 linguistic and socio-cultural contexts and of critical and/or theoretical approaches.

4. 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, challenges the students’ assumptions about ‘doing English’. They are introduced to the concept of the contextualisation of language in terms of theoretical approaches in phonetics, phonology, morphology and syntax, as well as the study of linguistic variation from regional, historical, or sociocultural standpoints. Throughout Level 4, there is a focus on instilling the skills of critical, accurate, and precise analysis, which the department regards as one of its main strengths.

5. 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. Students explore the development of
language diachronically, and begin to broaden their concept of what constitutes language use in specific contexts. While a reliance on secondary source reading continues, there is a focus in studying real language data and the specific sociocultural context(s) in which this data occurs, and students are given access to appropriate critical terminology.

6) At Level 6, the emphasis shifts towards independent applications of the knowledge and skills acquired at previous levels. There is an increased focus on students’ independent collection of their own primary language data and the critical interpretation, discussion, and analysis thereof. Here the use of language in specific contexts – the students’ own and that of others – is foregrounded and directly considered.

7) 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.

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

36a. Learning, Teaching and Assessment methods:

1) 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 modules). The students are thus involved in a good deal of working in groups, as well as directed individual work.

2) 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, 4,000 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 a non-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 semester in the examination period). Feedback is given on standard pro-formas and all markers are expected to use the agreed marking descriptors.

3) 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.

4) Modules are assessed by a variety of methods, including traditional examinations, seen and open-book exams, 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 individual modules. These are designed to reflect the changes in independence, scope and contextualisation outlined above.
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 three 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.

<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>
</table>

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