# 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 Literature</td>
</tr>
<tr>
<td><strong>2. Award which the component will contribute to:</strong></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>☒ Major (75%)</td>
</tr>
<tr>
<td></td>
<td>☐ Minor (25%)</td>
</tr>
<tr>
<td></td>
<td>☐ Joint (50%)</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>Framework exemption required:</td>
<td>☒ No (please go to section 9)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date exemption approved by AQSC:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>9. Applicable Ordinance:</strong></td>
<td>Ordnance 37 General Ordnance for Undergraduate Degrees</td>
</tr>
<tr>
<td><strong>New/revised Ordinance required:</strong></td>
<td>☒ No (please go to section 9)</td>
</tr>
<tr>
<td><strong>Please indicate the applicable boxes:</strong></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><strong>10. Faculty:</strong></td>
<td>Faculty of Humanities and Social Sciences</td>
</tr>
<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>Professor Siobhan Chapman</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>
</tbody>
</table>
| **19. External Examiner(s):** | Dr Stephen Gregg, Senior Lecturer in English, Bath Spa University  
Professor Dawn Archer, Professor of Pragmatics and Corpus Linguistics, Manchester Metropolitan University  
Dr David Salter, Lecturer in Medieval English Literature, University of Edinburgh |
| **20. 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 £100).
- Printing, in relation to submitted work (approx £20 per annum).
- Travel to placements (optional module).

25. **AQSC approval:**
September 2016 (Chair’s Action)

### 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 the percentage of the degree being dedicated to English Literature, 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 gain a sense of the hermeneutical diversity of literary studies, and of the interpretive strategies that it shares with other disciplines</td>
</tr>
</tbody>
</table>

*and by achieving these aims:*

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<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 their 75% pathway specialisations in literature, acquire a good knowledge and understanding of:

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a substantial 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 and creative 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</td>
</tr>
<tr>
<td>4</td>
<td>a range of approaches to the reading of literature, and the contextual factors which have shaped those approaches</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>reading literary texts with close attention to generic conventions, detail and nuance</td>
</tr>
<tr>
<td>6</td>
<td>discussing texts articulately in terms that draw upon the best practice of the discipline of literary study</td>
</tr>
<tr>
<td>7</td>
<td>formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology accurately where appropriate</td>
</tr>
<tr>
<td>No.</td>
<td>Learning outcomes – Bachelor’s Non-Honour’s degree</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>reflecting upon their own reading practices and on those of others in order to appreciate the factors which influence judgements</td>
</tr>
<tr>
<td>9</td>
<td>recognising and analysing the ways in which literature reflects and constructs different socio-cultural and ideological contexts, and recognising the ways in which the study of literature draws upon other disciplines;</td>
</tr>
<tr>
<td>10</td>
<td>using appropriate referencing and other bibliographic conventions</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

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

*In order to realise these aims, students will, in proportions appropriate to their 75% pathway specialisations in literature, and with respect to the character of a non-honours degree as detailed in Appendix A to the Code of Practice on Assessment, acquire a good knowledge and understanding of:*

1. a substantial sample of literature in English of different historical and generic kinds from at least four centuries

2. the imaginative and creative power embodied in literature

3. the literary and socio-cultural contexts in which the literature is grounded, and which it reflects

4. a range of approaches to the reading of literature, and the contextual factors which have shaped those approaches

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

5. reading literary texts with close attention to generic conventions, detail and nuance

6. discussing texts articulately in terms that draw upon the best practice of the discipline of literary study

7. formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology accurately where appropriate

8. reflecting upon their own reading practices and on those of others in order to appreciate the factors which influence judgements

9. recognising and analysing the ways in which literature reflects and constructs different socio-cultural and ideological contexts, and recognising the ways in which the study of literature draws upon other disciplines;

10. using appropriate referencing and other bibliographic conventions

**Learning Outcomes**

**No.** Learning outcomes – Diploma in Higher Education Award

*In order to realise these aims, students will, in proportions appropriate to their 25% pathway specialisations in literature, acquire an intermediate knowledge and understanding of:*

1. a substantial sample of literature in English of different historical and generic kinds from at least four centuries

2. the imaginative and creative power embodied in literature

3. the literary and socio-cultural contexts in which the literature is grounded, and which it reflects

4. a range of approaches to the reading of literature, and the contextual factors which have shaped those approaches

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

5. reading literary texts with close attention to generic conventions, detail and nuance

6. discussing texts articulately in terms that draw upon the best practice of the discipline of literary study

7. formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology accurately where appropriate

8. reflecting upon their own reading practices and on those of others in order to appreciate the factors
which influence judgements

9 recognising and analysing the ways in which literature reflects and constructs different socio-cultural and ideological contexts, and recognising the ways in which the study of literature draws upon other disciplines;

10 using appropriate referencing and other bibliographic conventions

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**Learning Outcomes**

**Learning outcomes – Certificate in Higher Education Award**

In order to realise these aims, students will, in proportions appropriate to their 25% pathway specialisations in literature, acquire a basic knowledge and understanding of:

1 a substantial sample of literature in English of different historical and generic kinds from at least four centuries

2 the imaginative and creative power embodied in literature

3 the literary and socio-cultural contexts in which the literature is grounded, and which it reflects

4 a range of approaches to the reading of literature, and the contextual factors which have shaped those approaches

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

5 reading literary texts with close attention to generic conventions, detail and nuance

6 discussing texts articulately in terms that draw upon the best practice of the discipline of literary study

7 formulating and expounding a range of critical and/or creative responses to literary texts, using critical terminology accurately where appropriate

8 reflecting upon their own reading practices and on those of others in order to appreciate the factors which influence judgements

9 recognising and analysing the ways in which literature reflects and constructs different socio-cultural and ideological contexts, and recognising the ways in which the study of literature draws upon other disciplines;

10 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>
| 1 (a substantial sample of literature in English) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | QAA benchmark statement for English (2015)  
3.1 ‘know about literature from different periods’ |
| 2 (creative power embodied in literature) | All modules | • formal exams  
• assessed essays  
• coursework  
• project work | 3.2 ‘articulate a critical understanding of complex texts’ |
| 3 (literary and socio-cultural) | All modules | • formal exams  
• assessed essays | 3.1 ‘how culture, language, technology and economics’ |
## 28. Skills and Other Attributes

<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</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>Skills and other attributes No.</td>
<td>Module(s) in which this will be delivered and assessed</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>1 (contextualise, reflect upon, organise and manipulate subject specific knowledge)</td>
<td>All modules</td>
</tr>
<tr>
<td>2 (assimilate varied kinds of information)</td>
<td>All modules</td>
</tr>
<tr>
<td>3 (read and analyse sophisticated texts)</td>
<td>All modules</td>
</tr>
<tr>
<td>4 (select, analyse and interpret critically a range of theoretical positions)</td>
<td>All modules</td>
</tr>
<tr>
<td>5 (construct a cogent argument or account)</td>
<td>All modules</td>
</tr>
<tr>
<td>6 (exercise independence in reasoning)</td>
<td>All modules</td>
</tr>
<tr>
<td>7 (take informed account of the power of language)</td>
<td>All modules</td>
</tr>
<tr>
<td>8 (write effectively in an appropriate formal register)</td>
<td>All modules</td>
</tr>
<tr>
<td>9 (manage time and work to deadlines)</td>
<td>All modules</td>
</tr>
<tr>
<td>10 (use IT resources effectively)</td>
<td>All modules</td>
</tr>
<tr>
<td>11 (work independently towards self-selected goals)</td>
<td>All modules</td>
</tr>
</tbody>
</table>

TQSD/15.16
2016-17 v.1
Honours Select Subject Component

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, 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.

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

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 literary study from chronological, generic and thematic perspectives; training in close and critical reading skills and methodologies in English Literature; and practice in essay-writing and discussion skills, with a focus on developing the skills involved in effective writing. All Level 4 modules are compulsory: each semester students take three 15-credit modules in English.

   ii) The Level 4 English Literature compulsory modules are as follows:
   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) Level 5 Literature provision is designed as period courses providing an overview of the major periods of literary history.
   ii) To ensure that individual subject components of study include familiarity with earlier literature, students 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.
   iii) 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 content taught in other departments are also accepted as part of the subject component. A typical example is IRIS219 A Terrible Beauty: Yeats.
   a) Semester 1
      • ENGL201 American Literature
      • ENGL213 Drama 1580-1720 (*)
      • ENGL243 Victorian Literature
      • ENGL272 Restoration and C18th Lit (*)
   b) Semester 2
      • ENGL218 Romantic Literature
      • ENGL232 Modernist Literature
      • ENGL236 Renaissance Poetry and Prose (*)
Honours Select Subject Component

- ENGL270 Medieval Narratives (*)
- ENGL275 Creativity

iv) Students will choose one of these 30-credit modules per semester. In addition, unless they are taking SOTA300 Placement module year-long, they will take one of the following 15-credit modules taught in other departments in the Faculty per semester.
   a) Semester 1
      - LATI203 Latin America and its Literature
      - COMM225 Human Voices
   b) Semester 2
      - HLAC200 Living in the Global Eighteenth Century
      - MODL203 The Italian Cinema
      - MODL205 German Cinema from Expressionism to the present
      - COMM205 Hollywood Cinema

6) Level 6
   i) 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.
   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) Modules with appropriate 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.
   iv) 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.
   v) Students on this subject component will take one 30-credit module and one 15-credit module, or three 15-credit modules, per semester.
      a) Semester 1 (30 credits)
         - ENGL302 American Poetic Writing
         - ENGL314 British Writing Since 1945
         - ENGL325 Gothic Fiction and Film
         - ENGL362 Talking Pictures
         - ENGL368 Shakespeare Page, Stage, Screen (*)
         - ENGL375 Medieval Boundaries (*)
      b) Semester 1 (15 credits)
         - ENGL372 Creative Writing (Poetry)
         - ENGL389 Dickens
         - ENGL401 Postcolonial Literature
      c) Semester 2 (30 credits)
         - ENGL386 The Novel 1740-1830 (*)
         - ENGL331 Modern American Fiction
         - ENGL305 British Poetic Writing 1930
         - ENGL347 Women Writers
         - ENGL395 Fin de Siècle
Honours Select Subject Component

- ENGL383 Language and Literature
  d) Semester 2 (15 credits)
  - ENGL359 Almost Shakespeare (*)
  - ENGL373 Children’s Literature
  - ENGL377 Creative Writing (Prose)

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. 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 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.

10) Addendum to the programme structure: It should be noted that the 4 Irish Studies modules that can be studied have been double coded to make them more attractive to English students and hopefully increase applications. These are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL299</td>
<td>IRIS299</td>
<td>“A Terrible Beauty: W. B. Yeats”</td>
<td>Semester 1</td>
<td>30</td>
</tr>
<tr>
<td>ENGL298</td>
<td>IRIS221</td>
<td>“Irish Fiction”</td>
<td>Semester 2</td>
<td>30</td>
</tr>
<tr>
<td>ENGL499</td>
<td>IRIS311</td>
<td>“James Joyce”</td>
<td>Semester 1</td>
<td>30</td>
</tr>
<tr>
<td>ENGL498</td>
<td>IRIS331</td>
<td>“Late Modernism”</td>
<td>Semester 2</td>
<td>30</td>
</tr>
</tbody>
</table>

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:**

1) 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.

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 literary 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 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.

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 literary forms in a particular period, and begin to broaden their concept of what constitutes literature in English. 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.

6) 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. 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.

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 Literature 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, 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 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 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.

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**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>
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