

# Programme Specification

## Undergraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	BA (Hons) English & Comparative Literature
<b>Name of Interim Award(s)</b>	N/A
<b>Duration of Study/Period of Registration</b>	3 years full-time
<b>UCAS Code(s)</b>	QQ32
<b>HECos Code(s)</b>	(100320) English Studies 50% (101037) Comparative Literary Studies 50%
<b>QAA Benchmark Group</b>	English
<b>FHEQ Level of Award</b>	Level 6
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	September 2017
<b>Primary Department/Institute</b>	English and Comparative Literature

<b>Departments which will also be involved in teaching part of the programme</b>
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Not Applicable
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### Programme overview

Enabling you to study literature and culture across linguistic and national boundaries, this degree programme offers you the opportunity to read a generous range of works within a comparative context. Over the course of the three years you'll read and discuss works spanning literary culture from Homer to the present day. You will be introduced to the study of themes, genres and movements across national literatures, and the relationship between literature and other disciplines. You will have the opportunity to look at the arts during major periods – such as the Baroque, Romanticism, Modernism – and examine cross-national influences in a variety of genres and media.

The programme offers a challenging, flexible scheme of study invigorated by current research, which advances your powers of engagement with literatures from different cultures and traditions.

### Programme entry requirements

The typical GCE A-level offer is BBB (or equivalent points score). Grade B in A-level English Literature (or Language and Literature) required; A-level General Studies is not accepted.

Qualifications considered equivalent to GCE A-level BBB:

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

### Aims of the programme

The programme aims to:

1. develop your awareness of, and powers of engagement with, the depth and breadth of literature across linguistic and national boundaries
2. promote independent critical, analytical and evaluative skills, and intellectual curiosity

3. expand your knowledge and understanding of cultural, historical and regional evolutions and continuities of literatures in English (and in translation into English)
4. foster your awareness of a range of differing contextual approaches to the subject
5. develop your understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
6. promote your analytical, creative and imaginative engagement with the complexities of literary and non-literary discourse
7. stimulate your appreciation of genre and literary forms and conventions
8. encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
9. facilitate a learning environment which promotes continuing enthusiasm for the subject and offers an appropriate foundation for further study of literatures and related disciplines.

### What you will be expected to achieve

By the end of the programme you should be able to demonstrate:

Knowledge and Understanding		Taught by the following modules
<b>A1</b>	A range of writings in the original English or translated from other languages, from different periods, including writings from before 1800	All modules. (modules encompassing pre-1800 literature are specified below)
<b>A2</b>	Genres and their conventions and diversity	All modules
<b>A3</b>	Structural, rhetorical and linguistic strategies in literature	All modules
<b>A4</b>	Writings expressive of diverse regional, cultural, social backgrounds	All modules. Specific coverage in Varieties of English, European Cinema, Hollywood Cinema, Modern American Fiction, Caribbean Women Writers, The Emergence of Modern America, Postcolonial Literatures in English
<b>A5</b>	The importance of historical and cultural contexts of literary texts	All modules
<b>A6</b>	Methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all modules
<b>A7</b>	The part that literature and language play in cultural change or stasis	All modules
<b>A8</b>	Traditional and contemporary debates in literary studies	All modules
<b>A9</b>	Key concepts, terms, methods and strategies in comparative literature	Introduction to Comparative Literature; Studies in Comparative Literature
<b>A10</b>	The interrelationship between methodology and practice in comparative literature	Introduction to Comparative Literature; Studies in Comparative Literature
<b>A11</b>	Thematic, generic, formal influences and connections in literature across time and space	Introduction to Comparative Literature; Studies in Comparative Literature; Dissertation (EN53307A) and other modules to varying extents
<b>A12</b>	Paradigmatic relationships between literature and other forms of cultural production	Introduction to Comparative Literature; Studies in Comparative Literature; Dissertation (EN53307A) and other modules to varying extents

Cognitive and Thinking Skills		Taught by the following modules
<b>B1</b>	Conduct detailed textual analysis at an enhanced	

	level	All modules
<b>B2</b>	Analyse diverse characteristics and powers of creative language	All modules
<b>B3</b>	Assimilate and lucidly evaluate alternative views	All modules
<b>B4</b>	Formulate coherent and persuasive interpretations and arguments	All modules
<b>B5</b>	Respond with insight to complex or unfamiliar modes of expression and/or narrative	All modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Perceive interactions between historicity of production, modes of transmission, and reception in the creation of textual meanings	All modules
<b>C2</b>	Use close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts	All modules
<b>C3</b>	Recognise and discuss the role of generic conventions in literary texts	All modules
<b>C4</b>	Use critical commentary and comparative techniques discriminately	All modules
<b>C5</b>	Produce your own written work to adequate professional standards in organisation, relevance, expression, referencing, and bibliography	All modules
<b>C6</b>	Research literary topics using data resources and collecting and sifting primary and secondary evidence	All modules; re comparative topics, Introduction to Comparative Literature, Studies in Comparative Literature and Dissertation (EN53307A) particularly
<b>C7</b>	Understand and apply terminology appropriate to English Studies	All modules; re Comparative Literature, Introduction to Comparative Literature and Studies in Comparative Literature particularly
<b>C8</b>	Design and execute an independent literary project	Dissertation (EN53307A)
<b>C9</b>	Contribute constructively to seminar discussion on issues arising from texts	All modules

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Enhanced communication and discussion skills, in written and oral contexts	All modules
<b>D2</b>	Facility in accessing verbal data using hard copy / electronic resources	All modules
<b>D3</b>	Capacity to handle ideas in rational, critical and evaluative ways	All modules
<b>D4</b>	Open-mindedness and capacity for independent judgement	All modules
<b>D5</b>	Management of own learning, including working effectively to deadlines	All modules
<b>D6</b>	Application of skills of close analysis to a variety of texts and contexts	All modules
<b>D7</b>	Power to organise information, and to assimilate and evaluate competing arguments	All modules
<b>D8</b>	Make positive contributions to groups, and perception of group dynamics	All modules

<b>D9</b>	Initiate and conduct research leading to an independent project	Dissertation (EN53307A)
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## How you will learn

The Department is committed to the centrality of the seminar in the teaching and learning process. All modules provide a weekly seminar, which reinforces knowledge gained through reading, lectures and presentations, and enables you to enhance and develop your understanding. At Level 4 learning is through weekly 1-hr lectures complementary weekly 1-hr seminars, or through 2-hr seminar. The strategy for teaching at Levels 5 and 6 allows considerable freedom of choice while ensuring a balanced experience of the differing emphases of outcome through the range of modules. The Level-6 dissertation allows for guided independent research. At all levels your knowledge and understanding is enhanced through self-directed study.

### Developing knowledge and understanding

The four Level-4 modules, which include a survey module, a methods module, a poetry module and a 'period' module, support and develop all of programme outcomes A1-A8. The national requirement of acquiring knowledge of pre-1800 literature is initiated by including pre-1800 texts in three Level-4 modules, and sustained by requiring all students to take at least one module covering pre-1800 texts at Level 5.

### Developing thinking (cognitive/intellectual) skills

Cognitive and thinking skills are cultivated across the curriculum. Through seminars and lectures you are continuously exposed to—and encouraged to evolve—fresh perceptions and evaluations of literary language; through participation in seminars, you are encouraged to consider and respond to alternative views, and formulate your interpretations; and through self-managed learning you assimilate further and experiment with such perceptions and analyses.

### Developing practical (including subject-specific) skills

Subject-specific skills are cultivated across the curriculum, though with varying emphases from module to module. In addition, the English Undergraduate Handbook provides initial advice on aspects of C5, and Information Services on aspects of C6. Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation. Level-4 modules (especially but not exclusively 'Approaches to Text') give a grounding in C3 and C7, and modules at Levels 5 and 6 build less formally on that grounding. Non-assessed coursework and draft portfolio assignments constitute a valuable filter to help you acquire C5-C7. C8 is particularly—though not exclusively—addressed in the Level-6 dissertation and facilitated by an initial meeting, a guidance sheet and supervision. Tutor feedback on essays also supports C5-C7. Seminars are the forum for C9.

### Developing transferable skills

Powers of expression and discussion, and the handling of ideas, are developed everywhere in the programme, since all modules require production of written work that communicates and argues well (see the Department's assessment criteria) and all modules use seminar discussion as part of the learning process. Members of staff provide module-specific help with D2. D3-D4 should be demonstrated by staff and peer example, and are enhanced through feedback on work. D5 is a crucial skill everywhere fostered in a time-tabled curriculum: the Department eases the demands through staff liaison over in-module deadlines, and through early provision of essay questions. Personal Tutors are a potential source of individual guidance on time-management and on Personal Development. Weekly (at Level 4) or fortnightly (at Levels 5 and 6) Practical Academic Skills and Strategies (PASS) sessions further support the Programme outcomes.

## How you will be assessed

Learning outcomes appropriate to each module and to the programme as a whole are assessed by a

range of methods. All modules have formative coursework (either in the form of required assignments which do not however contribute to the final mark for the module, or drafts of assignments for later formal 'portfolio' assessment) providing you with feedback and indications of progress. Summative assessment is typically either by portfolio of assignments (essays, projects, creative pieces), or by final unseen exam or by a combination of the two. Prior-disclosure (and part-prior-disclosure) exams are also in use, as are examinations of less than three hours duration (where another form of assessment is also involved in the same module). Another form of summative assessment is the level-6 dissertation (6–8,000 words), which is written on a topic chosen in consultation with a supervisor and which will display and combine knowledge, understanding and methods gained throughout the levels of the BA English programme.

Cognitive and Thinking Skills are assessed widely in your written assignments and examinations. (Some elements of assessment focus on particular skills; e.g. exam context questions for some modules at Level 5 robustly test B5.)

The subject-specific skills in C1-7 are tested through the variety of assessment methods in use in the Department. C8 is assessed in a number of modules, and especially in the dissertation. C9 is included among the Department's measures of student progress but for technical reasons (policies on anonymity, verification) it is informally assessed.

D1-D7 are persistently tested during the programme through the requirement to produce, by specified dates, written discussions and other assignments, through the dissertation project, and through the curriculum-wide adoption of seminars as one key learning medium. Attainment in D1-D7 is measured in written degree work of all kinds. D8 is an ubiquitous element of the curriculum: it is subject to formative tutor assessment by oral feedback.

Achievement of outcomes is assessed through written work in relation to a module's and the programme's outcomes with regard to (a) the Department's general assessment criteria, (b) the particular assessment criteria identified for a given module, and (c) the requirements of the specific essay or assignment or examination answer undertaken.

The Department's general assessment criteria for written work are as follows and (except where the nature of the assignment is not a critical essay) you are advised to bear them in mind throughout your work in your degree programme:

1. Relevance of discussion and argument to the topic; ability to discriminate between merely descriptive statements and critical analysis, and to identify pertinent issues with precision;
2. Ability to present, sustain and conclude in expressive language a discussion, investigation or complex argument based on close and imaginative engagement with the text(s) in question, and to draw reasoned and logical conclusions;
3. Clarity of the work in terms of legibility, spelling, punctuation and grammar; and the professionalism of the presentation in accordance with the guidelines on 'Writing and Presenting Essays' in the English Undergraduate Handbook.

Coursework submitted for formative assessment will be returned with a broad advisory classification; summative assessment is assigned a percentage mark. The following explanations indicate how marks are assigned, but note that criteria are flexible: an excellent discussion may be compromised by poor expression or organisation; an eloquent argument may be fundamentally irrelevant. Examples of other factors adversely affecting a mark would be repetition, or manifest incompleteness or serious failure to meet the prescribed length.

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question, challenging current scholarship. Demonstrates full

		independence of thought, exceptional powers of analysis and synthesis and exceptional insights into primary texts and critical contexts. Communicated with intellectual brilliance in a superbly structured piece of work to an exceptional, professional standard of execution, displaying evidence of an exceptional application of knowledge, understanding and skills detailed in module and programme outcomes.
70-79%	I: First (Excellent)	Mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and an element of independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and (where appropriate) into context and/or secondary criticism; a professional standard of execution. A mark in this range represents the overall achievement of the module and programme learning outcomes to a distinguished level.
60-69%	lii: Upper Second (Very good)	A mark in this range represents the overall achievement of the module and programme learning outcomes to a very good level. Written work in this range is characterised by lucid and analytical discussion showing clear understanding of some of the issues raised by the question, and making aptly selective use of module text(s) and concerns in a firmly structured way to reach well substantiated conclusions in relation to module outcomes. Work is well articulated and presented to a very good standard of professionalism.
50-59%	liii: Lower Second (Good)	A mark in this range represents the overall achievement of the appropriate learning outcomes to a good level. Written work in this range is characterised by recognition of significant implications in the question, and an ability to ground discussion and conclusions in a good range of primary and (where appropriate) secondary reading; there is evidence of some facility in professional modes of structure, expression and presentation.
40-49%	III: Third (Pass)	A mark in this range represents the overall achievement of the appropriate learning outcomes to a satisfactory level. Written work in this range will usually represent a limited attempt to answer the question, demonstrating a basic familiarity with module text(s) and/or issues, and adequate competence in organisation and expression.
25-39%	Fail	A mark in this range represents the overall failure to achieve the appropriate learning outcomes. An essay may fail on grounds of inadequate relevance to the question; insufficient detail and analysis; lack of evidence of your having studied the work set for the module; incoherent expression and argument.
10-24%	Bad fail	A submission that shows a significant overall failure to achieve the appropriate learning outcomes. Written work shows no evidence of an attempt to address the question.
1-9%	Very bad fail	A submission that does not even attempt to address the appropriate learning outcomes. Work shall be deemed a non-valid attempt and module must be re-sat.
0%	Non submission or plagiarised	This is a categorical mark for work representing either the failure to submit an assessment, or a mark assigned for a

	plagiarized assessment.
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## How the programme is structured

The programme is available for full-time study over three years, and part-time study over four to six years. You take modules worth 360 credits, 120 credits at each level. If you are a full-time student, you are required to have passed modules to a minimum of 90 credits each year before proceeding. In addition, you must pass the compulsory module at Level 5, "Studies in Comparative Literature" and the "Dissertation" at Level 6 in order to be awarded the degree. (If, as a full-time student, you fail Studies in Comparative Literature, but pass your other three modules at Level 5, you are allowed to proceed to the final year, but you will have to re-take and pass the failed unit in your final year.)

The four modules at Level 4 are compulsory and they are designed to offer an introduction to the critical methodology of literary studies taking into account the English and Comparative Literature components. They prepare you by providing you with the tools for critically engaging with the subject in subsequent years of your study. These level-4 modules introduce you to key areas, problems, and concepts of the disciplines.

The modules at Level 5 are taken by full-time students in their second year. They offer a wide range of option choices and they are designed to allow you to start to specialise in areas of your interest. At the same time, they are characterised by literary- historical and contextual range.

At Level 6 you choose options of a more specialised nature from a range of modules. You also work independently, with supervision, on a comparative theme of your choice to produce a dissertation of 6-8,000 words for submission at the beginning of the Summer Term.

The optional elements listed under Level 5 and Level 6 are indicative. As they are often dependent on or driven by staff research interests, availability and current issues in the field, they are reviewed annually, and in any given year some modules may be temporarily suspended owing to staffing changes/ sabbatical leave.

### Level 4:

You take four 30-credit modules, all of them compulsory.

Approaches to Text (including weekly sessions on Practical Academic Skills and Strategies or "PASS");  
Explorations in Literature;  
Introduction to Comparative Literature;  
Literature of the Victorian Period

### Level 5:

You take four 30-credit modules, one of which is the compulsory 'core' module Studies in Comparative Literature.

You choose at least one option from a range which encompass pre-1800 literature, asterisked in the following list of modules typically available at this level:

\*Drama & Transgression

European Cinema

Inventing the Nation: American Literature in the Mid-Nineteenth Century

Language Learning & Teaching

Literary London

\*Literature of the English Renaissance

\*Literature of the Later Middle Ages: Society & the Individual Moderns

\*Old English

Post-Victorian English Literature

\*Restoration & 18th-century Literature

\*Sensibility & Romanticism: Revolutions in Writing and Society  
 \*Shakespeare  
 Varieties of English

A range of single-term 15-credit modules are also offered at this level. The list may vary from year to year according to the availability of staff, but the following are typical:

Bearing Witness: Literature, Memory, Trauma  
 Black British Literature  
 Contemporary Arab Migrant Writing  
 Hollywood Cinema: Filming the Nation, 1915-1945  
 Hollywood Cinema: Filming the Nation, 1945 to the Present Day  
 Narratives of the Great War (1916-22)  
 Surrealism and Dreams

Level 6:

You undertake a 30-credit dissertation, i.e. you work independently, with supervision, on a comparative theme of your choice to produce a dissertation of 6-8,000 words.

You also take option modules worth 90 credits. The list of modules varies from year to year, but the following are typical 30- credit options:

Caribbean Women Writers  
 Creating the Text (a creative-writing module)  
 Decadence  
 Modern American Fiction  
 Modern Poetry  
 Modernism & Drama (1880-1930)  
 Postcolonial Literatures in English  
 Studies in Literature & Film  
 The Art of the Novel  
 The Detective Story in English  
 The English Renaissance Stage

There is also each session a range of single-term 15-credit modules at this level. The list varies from year to year according to the availability of staff, but the following are typical: Greek Tragedy: The Political Theatre of Classical Athens; Language & Gender; Narratives of the Great War (1923-33); The American South; The Classic Fairy Tale; Writing, Gender & Anxiety; Writing the European City.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Explorations in Literature	EN51001A	30	4	Compulsory	1,2
Approaches to Text	EN51002C	30	4	Compulsory	1,2
Introduction to Comparative Literature	EN51006A	30	4	Compulsory	1,2
Literature of the Victorian Period	EN51011B	30	4	Compulsory	1,2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Studies in Comparative Literature	EN52247A	30	5	Core	1,2

Modules to the value of 30 credits from a list of modules designated by the Department of English & Comparative Literature as encompassing pre-1800 literature	-	30	5	Optional	1,2
Modules to the value of 60 credits from the full list of approved level-5 English modules available annually from the Department of English & Comparative Literature	-	60	5	Optional	1,2

Academic Year of Study 3

<b>Module Title</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Status</b>	<b>Term</b>
Modules to the value of 90 credits from a list of approved level-6 English modules available annually from the Department of English & Comparative Literature	-	90	6	Optional	1,2 or 1
Dissertation (on a comparative theme)	EN53307A	30	6	Core	1,3

## Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at [gold.ac.uk/asc/](http://gold.ac.uk/asc/).

## **Links with employers, placement opportunities and career prospects**

Although not vocational in the narrow sense of the word, the degree does develop linguistic and critical skills that provide a sound basis for careers in areas including journalism, the media, publishing, the Civil Service, local government, teaching and research, and the commercial world. The programme's emphasis on the development of critical and analytical skills, on achieving proficiency in assessing evidence and in expressing ideas clearly, its commitment to enhancing the ability to bring together insights from a range of subjects, and providing a thorough education in the reading and comparison of texts from diverse cultures are all attributes that are attractive to prospective employers. Our graduates learn to think critically and creatively, to solve problems, and to communicate with clarity. If you obtain a good degree you may consider postgraduate study – undertaking original research or studying for a professional qualification – at Goldsmiths College or elsewhere. Most recent statistics regarding our graduates indicate that a significant percentage gain employment or a place on a postgraduate course of study within a few months of leaving the College.

If you obtain a good degree you may consider postgraduate study – undertaking original research or studying for a professional qualification – at Goldsmiths College or elsewhere. Most recent statistics regarding our graduates indicate that only one in ten fails to gain employment or a place on a postgraduate module of study after they leave the College.

Goldsmiths also offers a range of opportunities, including Master's and Doctoral programmes, taught diplomas and certificates, and a Postgraduate Certificate in Education for prospective teachers.

## **The requirements of a Goldsmiths degree**

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

Modules:

Modules are defined as:

“Optional” – which can be chosen from a group of modules

“Compulsory” – which must be taken as part of the degree

“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:

In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

### Classification:

Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:

- First Class – 70%+
- Upper Second – 60-69%
- Lower Second – 50-59%
- Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

### Programme-specific rules and facts

This programme specification summarizes the BA in English at Goldsmiths University of London, identifying learning outcomes and skills that you should typically achieve by engaging fully in the learning process that is offered. Further details of the components of the programme can be found on line at [www.gold.ac.uk](http://www.gold.ac.uk) and are also available from the Programme Co-ordinator in the Department of English & Comparative Literature.

### Programme costs

#### General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

### How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).