

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) English & History
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	3 years full-time or 4-6 years part-time
UCAS Code(s)	QV31
HECos Code(s)	(100320) English Studies 50% (100302) History 50%
QAA Benchmark Group	English; History
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	English and Comparative Literature

Departments which will also be involved in teaching part of the programme
History

Programme overview

This degree offers you the opportunity to explore the disciplines of English Literature and History. It familiarises you with thematic and genre-based approaches to literature, verbal analysis and literary theory. Throughout the degree you will also be introduced to the skills of the historian, encouraging you to analyse societies and their structures in a way that will inform and complement your literary studies. You'll also have the opportunity to apply your academic skills within the workplace, through our Work Experiences in History scheme.

Why study BA English & History at Goldsmiths? Both English and History achieved 91% for teaching in the 2015 National Student Survey (NSS).

Our staff come from a variety of cultural backgrounds and, with their diverse research specialties, they'll be able to help you develop your own interests. Both departments are large enough to provide a wide range of modules, but small enough to let you get to know other students and staff. Interdisciplinary modules draw together standard historical sources with literature, film, and the visual arts, and help you develop a wide range of skills that are attractive to employers.

Our graduates have a good employment record, and have gone on to work in publishing, journalism, PR, teaching, advertising, and the media.

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 educational aims of this programme are informed by Goldsmiths' declared vision and focus 'on the study and practice of creative, cognitive, cultural and social processes'; the national English Subject Benchmark Statement; the QAA code of practice; Goldsmiths' Learning and Teaching Strategy; and the Department of ECL's mission statement.

The main purpose of the joint programme is to offer a challenging, flexible scheme of study invigorated by current research, which advances students' powers of engagement with literatures in English and History.

Combining the study of literatures in English with an integrated approach to the study of History, the programme helps to provide a creative and innovative learning environment with synergy effects between complementary subject areas.

The English component aims to help students:

1. to expand their awareness of the literary contexts of history;
2. to consider relationships between History and the contexts, forms and conventions of other literary genres, and to read historical and other texts with greater rigour and sensitivity.

The History component aims to help students:

3. to develop their awareness of non-literary discourses and to employ it to enhance their critical understanding of the historical aspects of literary texts;
4. to develop a sense of the difference between literary and non-literary texts;
5. through examination of other western and non-western cultural history, to enrich their appreciation of literary texts in English.

The programme aspires to:

1. promote independent critical and evaluative skills and intellectual curiosity
2. expand students' knowledge and understanding of cultural, historical and regional evolutions or continuities of literatures in English and History
3. foster students' awareness of a range of differing contextual approaches to their subject
4. develop an understanding of the diverse and sometimes conflicting ways in which literary and non-literary texts have been interpreted and are being reinterpreted
5. promote students' analytical, creative and imaginative engagement with the complexities of literary and historical discourses
6. stimulate students' appreciation of genre and literary and historical forms and conventions
7. encourage students' self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains

facilitate a learning environment which promotes continuing enthusiasm for the subject and offers an appropriate foundation for further study in English, History, and related disciplines

What you will be expected to achieve

The knowledge and understanding which students are expected to gain are highly discipline-specific. In the following list, aims 1-8 are linked to the English component of the degree programme, whilst aims 9-15 are specific to the History component. For the interdisciplinary component of the programme, see 'Assessment: Knowledge and Understanding', re the

Interdisciplinary Project.

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

Knowledge and Understanding		Taught by the following modules
A1	of a range of writings in English from different periods, including literature from before 1800	All English modules (modules above level 4 which encompass writings from before 1800 Literature of the Later Middle Ages, Drama and Transgression ,Old English, Shakespeare, Restoration & 18th-century Literature, Sensibility & Romanticism, Literature of the English Renaissance, The Art of the Novel, Greek Tragedy, The English Renaissance Stage)
A2	of genres and their conventions and diversity	All English modules
A3	of structural, rhetorical and linguistic strategies in literature	All English modules
A4	of writings expressive of diverse regional, cultural, social backgrounds	All English modules.
A5	of the importance of historical and cultural contexts of literary texts	All English modules
A6	of methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all English modules
A7	of traditional and contemporary debates in English studies	All English modules
A8	of the part that literature and language play in cultural change or stasis	All English modules
A9	of a range of writings in History from different periods, including historical documents and sources from before 1800	All History modules
A10	of methods, concepts and appropriate terminologies in historical study	All History modules
A11	of traditional and contemporary debates in Historical studies	All History modules
A12	of structural, rhetorical and linguistic strategies in History	All History modules

Cognitive and Thinking Skills		Taught by the following modules
B1	Conduct of detailed textual analysis at an effective level	All English modules
B2	Analysis of diverse characteristics and powers of creative language	All English modules
B3	Assimilation and evaluation of alternative views	All modules
B4	Formulation of coherent and persuasive interpretations and arguments	All modules
B5	Ability to make an informed response to complex or unfamiliar modes of expression and/or narrative	All English modules

Subject Specific Skills and Professional Behaviours and Attitudes	Taught by the following modules

C1	Perception of the relations between historicity of production, modes of transmission, and reception in the creation of textual meanings, constructive interrogation of diverse historical and cultural practices	All English modules; all modules in the second respect
C2	Use of close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts	All English modules
C3	Recognition and discussion of the role of generic conventions in literary texts	All English modules
C4	Use of a range of critical commentary and critical theories discriminatively	All modules
C5	Production of own written work to adequate professional standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	Ability to research literary and historical topics using data resources and collecting and sifting primary and secondary evidence	All modules
C7	Understanding and application of terminology appropriate to English Studies and Historical Studies	All modules in one or other or both respects
C8	Design and execution of an independent interdisciplinary project	Interdisciplinary Project (EN53302A)
C9	Constructive contribution to seminar discussion on issues arising from a range of literary and non-literary texts	All modules

Transferable Skills		Taught by the following modules
D1	Enhanced communication and discussion skills, in written and oral contexts	All modules
D2	Facility in accessing verbal data using hard copy / electronic resources	All modules
D3	Capacity to handle ideas in rational, critical and evaluative ways	All modules
D4	Open-mindedness and capacity for independent judgement	All modules
D5	Management of own learning, including working in a disciplined manner within set parameters, and working effectively to strict deadlines application of skills of close analysis to a variety of texts and contexts	All modules
D6	Application of skills of close analysis to a variety of texts and contexts	All modules
D7	Power to organise information, and to assimilate and evaluate competing arguments	All modules
D8	work practically on an individual basis and as a group member	All modules

How you will learn

The standard teaching modes in ECL and History are the seminar and the lecture. Lectures present a context for the work being studied in seminars (e.g. historical background or explanation of the development of a particular form), while seminars encourage students to work together, under the tutor's

guidance, to build and test out their own understanding of the materials under consideration. In the Department of History, lectures and seminars, supported by visits to archives, museums and exhibition spaces, are of central importance for the teaching and learning of cultural history, and a majority of the modules incorporate these elements in their modes of delivery. The seminar, which is provided weekly in many of the modules, consolidates knowledge gained through lectures, reading, and practical explorations.

The three-level structure corresponds to the three years which full-time students spend studying; this structure also ensures distinctness in emphasis and objectives for each level of study. At Level 4, the method of teaching and learning on each module is by weekly lectures and seminars (in both ECL and History). The two Level 4 modules in ECL provide an introduction to methodological approaches to the study of texts and an introduction to the literary forms and conventions of a particular historical period. The Level 4 modules in History are designed to support and develop the learning outcomes A9-A15 outlined above. Lectures and seminars address all these outcomes.

The understanding and knowledge gained at Level 4 are developed by Level 5 and 6 modules where the teaching and learning strategies allow considerable freedom of choice from a broad range of optional elements, while ensuring a balanced and comparable experience for all students across the programme. As in Level 4, the modules in Levels 5 and 6 are taught using varying combinations of lectures and seminars. In both ECL and History, the lectures and workshops offer core knowledge, while the seminars enhance understanding. Levels 5 and 6 of the joint programme encourage and provide a context for students to begin to take more responsibility for and control of aspects of their learning. In the final year, students take a module of independent but supervised study, culminating in the writing of an interdisciplinary project of 6,000 to 8,000 words.

Weekly (at Level 4) or fortnightly (at Levels 5 and 6) Practical Academic Skills and Strategies (PASS) sessions offered by the Department of English & Comparative Literature further support the Programme outcomes.

All of this is underpinned by tutorial support available in staff office hours during term time or by appointment. Independent study is supported by library and electronic resources. Additional support is available through the University of London Library network and the Institute of Historical Research.

How you will be assessed

The assessment strategy typically encourages the use of a full range of critical approaches, theoretical models and modes of expression throughout the programme. The majority of modules have formative coursework (either in the form of non-assessed assignments, or drafts of assignments for later formal portfolio assessment) providing you with indications of progress. Seminar participation and seminar presentations elicit oral feedback, and essay writing receives written feedback.

Summative assessment is typically either by portfolio of assignments (essays, projects, creative pieces, usually totalling 6,000– 8,000 words for a typical 30-credit module) or by written examination, which can take the form of the traditional three-hour paper, the take-away paper or partial prior-disclosure examination. Another form of summative assessment is the final-year interdisciplinary project (6,000– 8,000 words), which is written on a topic chosen in consultation with a supervisor from each department and which will display and combine knowledge, understanding and methods gained over the three years of studying both subjects.

Assessing thinking (cognitive/intellectual) and practical (including subject-specific) skills
These skills are persistently tested throughout the - in the Interdisciplinary Project; and through the curriculum-wide adoption of seminars as the key learning medium. Attainment in B and C is measured in written work of all kinds. You will receive feedback from tutors throughout the programme and detailed written feedback will be given on submitted coursework and draft portfolio essays.

The interdisciplinary aspect of the degree is assessed by the interdisciplinary module(s) taken at Level 5 and by the 'core' Interdisciplinary Project at Level 6 in the form of a 6,000-8,000-word dissertation written on a topic chosen in consultation with supervisors in each department, which must deploy knowledge and experience gained in the both departments. For example, an Interdisciplinary Project would typically demonstrate how critical understanding of texts or techniques of textual analysis can be informed by knowledge of historical periods and genres. The final-year Interdisciplinary Project increases your responsibility in managing your own work and tests independent study skills (C8)

Assessing transferable skills

Learning outcome D8 is ubiquitous elements of the curriculum: it is subject to formative assessment via oral feedback. Continuous formative assessment is employed in most of the modules to measure your individual development and your acquisition of these skills within a module.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	The work shows 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)	Some of the qualities of first-class work may be found in this category, but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	liii: Lower Second (Good)	Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. (It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis.) The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
40-49%	III: Third (Pass)	Marks in this range will reflect work which is significantly inconsistent or flawed in relation to all or some of the areas

		listed above. The mark indicates that the work demonstrates a sufficient level of attainment to justify an honours award.
25-39%	Fail	Marks in this range will reflect work which achieves a minimum level of attainment. The mark indicates that the work is generally just below the standard of an honours degree.
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 specified learning outcomes (shall be deemed a non valid attempt and unit must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme is offered as a full-time three-year study or part-time, four- to six-year study, leading to a degree in English and History. It offers the study of literatures in English, including modules substantially treating pre-1800 literature, and the study of History. All students take 360 credits.

Full-time students are required to have passed in modules to a minimum of 90 credits each year before proceeding.

Three 30-credit modules at level 4 are compulsory; the remaining 30 credits (in History) must be chosen from a list of three possible options (either Dictators, War & Revolution or Self, Citizen & Nation or Religion, Peace & Conflict). All level-4 modules are designed to provide an introduction to the critical methodology of the English and History components. They prepare the students by providing them with the tools for critically engaging with the subject at subsequent levels of their study. The modules at Level 4 introduce students to key areas, problems, and concepts of the disciplines, and offer support for the development of academic skills through weekly "Practical Academic Skills and Strategies ("PASS") sessions.

The modules at levels 5 and 6 offer a wide range of optional elements designed to help students concentrate on the specialised nature of the subject. The final-year dissertation increases students' responsibility in managing their own work.

As optional modules are often dependent or driven by staff research interests, availability and current issues in the field, they are reviewed annually.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Concepts and Methods	HT51017A	30	4	Compulsory	1-2
Approaches to Text	EN51002C	30	4	Compulsory	1-2
Literature of the Victorian Period	EN51011B	30	4	Compulsory	1-2
Modules to the value of 30 credits from a list available annually from the History Department	-	30	4	Optional	1-2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
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Modules to the value of 30 credits from a list of approved modules available annually from the History Department		30	5	Optional	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 30 credits from a list of interdisciplinary modules offered annually		30	5	Optional	1-2
EITHER: A further 30 credits from a list of approved modules, available annually from the Department of English & Comparative Literature		30	5	Optional	1-2
OR: A further 30 credits from a list of approved modules, available annually from the History Department		30	5	Optional	1-2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Interdisciplinary Project: English & History	EN53302A	30	6	Core	1-3
Modules to the value of 30 credits from a list of approved modules available annually from the Department of English & Comparative Literature	-	30	6	Optional	1-2
EITHER: One University of London Group 3 paper	-	60	6	Optional	1-2
OR: Modules to the value of 60 credits from a list of approved modules available annually from the History Department	-	60	6	Optional	1-2
OR: Modules to the value of 30 credits from a list of approved modules available annually from the History Department and to the value of 30 credits from a list of approved modules available annually from the Department of English & Comparative Literature	-	60	6	Optional	1-2
OR: Modules to the value of 30 credits from a list of approved modules available annually from the History Department and to the value of 30 credits from a list of approved module units offered by other departments	-	60	6	Optional	1-2

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/.

Links with employers, placement opportunities and career prospects

'History at Work' is an innovative 15-credit module which offers some students at level 5 and level 6 the chance to apply their academic skills within the workplace. It provides students the opportunity to test out their career ideas, develop transferable skills and increase their employability. Students spend one day per week over one term undertaking a project within a museum, archive or library: places which collect, process and present the 'raw material' of history. Organisations involved include the Wellcome Library, the Royal Pharmaceutical Society, the London Transport Museum and the V&A Museum of Childhood. Students will be invited to apply for places on this scheme in the Spring Term of their first and second years.

It is not possible to present reliable numerical data as to the success of past students, as many change their jobs frequently as part of their career strategies. However, we know from the large numbers that stay in touch with the departments (both home and overseas) that the degrees in English and in History provide them with the range of skills to be attractive to employers in a large number of different areas.

At the moment, students are employed in: Museums and galleries: as archivists, curators, administrators, managers. Media: as administrators and marketing personnel, literary and artistic managers, television and radio researchers and producers, as well as journalists in media, local radio and television. Arts administration: as creative personnel within arts councils, regional arts boards, local authority leisure services; administrative, technical and artistic management of arts centres, conference, heritage and tourist facilities. Scholarship and education: in publishing, archive work, teaching in schools and universities, higher degree research, community and youth work, adult education or theatre outreach work. English students are employed in journalism, media work, advertising, culture industries, civil service, local government, education, commerce, and other jobs where verbal fluency, personal interaction or intellectual flexibility are called for. The combined programme should offer a greater flexibility of employment in these areas. The programme is particularly useful for students interested in studying for a PGCE in English and/or History.

Students also gain employment in a range of companies within both the commercial sector and the third sector, such as charities and NGOs, which may have nothing to do with literature or the visual arts, but everything to do with efficiency, competence and utilising the range of transferable skills gained on the programme.

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 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/>).