

# Programme Specification

## Undergraduate Programmes

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| <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 Language & Literature                          |
| <b>Name of Interim Award(s)</b>                           | N/A  |
| <b>Duration of Study/Period of Registration</b>           | 3 years full-time or 4-6 years part-time                         |
| <b>HECos Code(s)</b>                                      | (100318) English Language 50%<br>(100319) English Literature 50% |
| <b>QAA Benchmark Group</b>                                | English, Linguistics   |
| <b>FHEQ Level of Award</b>                                | Level 6  |
| <b>Programme Accredited by</b>                            | N/A  |
| <b>Date Programme Specification last updated/approved</b> | November 2018  |
| <b>Primary Department/Institute</b>                       | English and Comparative Literature                               |

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

### Programme overview

The main purpose of the programme is to offer a challenging, flexible scheme of study invigorated by current research, which advances your powers of engagement with literatures in English and with the study of the structure, meaning and use of the English language.

### 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.

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 aspires to:

1. promote independent critical, analytical and evaluative skills, and intellectual curiosity
2. promote both creative and systematic engagement with English language and literature
3. expand knowledge and understanding of cultural, historical and regional evolutions or continuities of literatures in English
4. expand knowledge and understanding of the historical, social and cultural context of the change and variation in the English language
5. develop an understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
6. develop an understanding of the diverse and sometimes conflicting (socio) linguistic and discourse analytic approaches to the critical study of spoken and written language use
7. promote and offer tools for the analytical, creative and imaginative engagement with the complexities of literary and non-literary texts and discourses
8. stimulate appreciation of genre and style within literary forms and in the broader context of language use
9. offer students the skills and theoretical and empirical knowledge needed to engage with, evaluate and analyse the use of language in everyday and institutional contexts

10. promote understanding of language structure and meaning at different levels of analysis
11. encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
12. create a learning environment which promotes continuing enthusiasm for the subject and offers an appropriate foundation for further study of literatures, linguistics and related disciplines

### What you will be expected to achieve

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

| <b>Knowledge and Understanding</b> |  | <b>Taught by the following modules</b>   |
|------------------------------------|--|--|
| <b>A1</b>                          | A range of texts (amongst them literary writings from different periods, including before 1800) and speech events from everyday and institutional contexts   | All modules (modules encompassing pre-1800 literature are specified below)   |
| <b>A2</b>                          | The importance of historical, regional and sociocultural contexts and generic conventions for the understanding of literary texts, as well as for the analysis of everyday, institutional, political, media and other non-literary discourse | All modules  |
| <b>A3</b>                          | Methods, concepts, terminologies and, where appropriate, analytical frameworks and empirical research in literary studies and linguistics  | Covered explicitly by Approaches to Text and developed across all modules  |
| <b>A4</b>                          | Language structure and its relationship to the functions and uses of language  | All modules to some extent, and in particular all the linguistics modules  |
| <b>A5</b>                          | The relationship between linguistic data and linguistic theory   | All linguistic modules: Introduction to the Study of Language; Sociolinguistics: Language use, variation and identity; Discourse and Society; Language Learning; Language Teaching; Language & the Media; Language and Gender; Words: Meanings & Contexts of Use; Professional Communication; Dissertation (when following Pathway1) |
| <b>A6</b>                          | Traditional and contemporary debates in both English studies and in linguistics  | All modules  |

| <b>Cognitive and Thinking Skills</b> |  | <b>Taught by the following modules</b> |
|--------------------------------------|--|--|
| <b>B1</b>                            | Ability to judge and evaluate evidence, especially on the basis of a detailed analysis of the use of language in a variety of modes, genres and contexts, in different literary and non-literary texts | All modules                            |
| <b>B2</b>                            | Aptitude in assimilating and evaluating the merits of contrasting theoretical, methodological and analytical approaches  | All modules                            |
| <b>B3</b>                            | Demonstrable competence in understanding the relationship between hypotheses, context, theory and empirical evidence   | All modules                            |
| <b>B4</b>                            | Facility in deploying skills in critical thinking and reasoning  | All modules                            |
| <b>B5</b>                            | Proficiency in formulating coherent and persuasive interpretations and arguments   | All modules                            |
| <b>B6</b>                            | Competence in abstracting and synthesising   | All modules                            |

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|  | complex information from a variety of sources (libraries, the internet, discussion with peers, etc.) |  |
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| <b>Subject Specific Skills and Professional Behaviours and Attitudes</b> |   | <b>Taught by the following modules</b>   |
|--|---|--|
| <b>C1</b>  | Expert use of critical commentary, comparative and analytical techniques, including close reading and micro- linguistic analysis, to produce independent interpretations of a wide range of texts, linguistic forms and functions | All modules  |
| <b>C2</b>  | Ability to design and execute independent literary and linguistics projects   | All modules to an extent, and the Dissertation in particular   |
| <b>C3</b>  | Competence in the research of literary and linguistics topics using data resources and identifying and sifting through primary and secondary sources or existing empirical studies  | All modules  |
| <b>C4</b>  | Proficient understanding and application of terminology appropriate to literary studies and linguistics   | All modules  |
| <b>C5</b>  | Articulation of complex arguments in writing with an appropriate style and clarity to adequate professional standards in organisation, relevance, expression, referencing and bibliography  | All modules  |
| <b>C6</b>  | Recognition of the technical and ethical issues involved in organizing and conducting field-work, data collection and transcription   | Introduction to the Study of Language;; Discourse and Society; Professional Communication; Language & Gender; Dissertation |
| <b>C7</b>  | Ability to 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 spoken contexts  | All modules  |
| <b>D2</b>                  | Ability to recognise problems and develop problem- solving skills   | All Level-4 modules; Creating the Text; Literature in Question; Language & the Media; Language & Gender; Words: Meanings & Contexts of Use; Dissertation |
| <b>D3</b>                  | Research skills, including the ability to use electronic resources  | All modules  |
| <b>D4</b>                  | Ability to apply different analytical concepts and approaches to a range of data sources and handle ideas in rational, critical and evaluative ways | All modules  |
| <b>D5</b>                  | Ability to make positive contributions to groups, and perception of group dynamics  | All modules  |
| <b>D6</b>                  | Ability to manage independently one's own learning, including working effectively to deadlines  | All modules  |

### 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. 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 in linguistics and/or literature. At all levels your knowledge and understanding is enhanced through self-directed study.

#### Developing knowledge and understanding

The four Level-4 modules, which include one foundational module in the study of language, one literature survey module, one module on methods of approaching and analysing texts, and a choice between a poetry module and a literary period module, support and develop all of programme outcomes A1-A6. The national requirement of acquiring knowledge of pre-1800 literature (outcome A1) is initiated by including pre-1800 texts in at least two Level-4 modules (Explorations in Literature, Approaches to Text and Engaging Poetry, which is an option for students on this programme), and sustained by requiring you to take at least one pre-1800 module at Level 5. All the linguistics options will sustain outcome A1 by engaging with a wide range of everyday and institutional language use.

Outcome A2 in linguistics is initiated at Level 4 in the Introduction to the Study of Language module, but is especially central at Level 5 and Level 6 (e.g., Sociolinguistics: Language use, variation and identity, Discourse and Society, Language Learning, Language Teaching, Language & Gender and Language & the Media). A4 is covered in substantial detail at level 4 in Introduction to the Study of Language, and is developed in more detail at Level 5 in. Sociolinguistics: Language use, variation and identity, Discourse and Society, Language Learning and Language Teaching. All of the linguistics modules cover A5. All literature and linguistics modules cover A3 and A6.

#### Developing thinking (cognitive/intellectual) skills

All of B1-B6 are cultivated across the curriculum at all levels of study. B2 and B3 are initiated at Level 4 in Approaches to Text in particular as they pertain to literary studies, and developed further at Level 5 and 6. B2 and B3, as they pertain to language study, are initiated at Level 4 in Introduction to the Study of Language and are developed further in the linguistics modules at Levels 5 and 6 and are especially central to Discourse and Society and Language & Gender, where student collect their own spoken interactional data.

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

These skills are cultivated across the curriculum, though with varying emphases according to each module. The Department's Undergraduate Handbook provides initial advice on aspects of C5, and Information Services on aspects of C3. In addition, Language Teaching and Professional Communication recognize the importance of D1 by including oral presentations in the formal assessment.

Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation. Level-4 modules (especially Approaches to Text and Introduction to the Study of Language) provide a grounding in C3 and C4, and Levels 5 and 6 modules build in a more focused way on that grounding. Formatively assessed coursework and draft portfolio assignments constitute a valuable filter to help students acquire C3-5. Outcome C2 is particularly addressed in the Level-6 dissertation and facilitated by a meeting, a guidance sheet and supervision. C6 is a central element to Discourse and Society at Level 5 and Professional Communication and Language & Gender at Level 6. Seminars are the forum for C7

#### Developing transferable skills

Powers of expression and discussion, and the handling of ideas, are developed throughout the modules, since they all require production of written work that communicates and argues well (see the grading criteria) and all modules use seminar discussion as part of the learning process. Members of staff give

module-specific help with D3. Outcomes D2-D4 are demonstrated by staff and peer example, and are enhanced through feedback on work. Outcome D6 is a crucial skill everywhere fostered in a timetabled curriculum: the Department eases the demands through staff liaison over in-module deadlines, and through rules on early provision of essay question lists. Personal Tutors are a potential source of individual guidance on time management.

Weekly (at Level 4) or fortnightly (at Levels 5 and 6) Practical Academic Skills and Strategies (PASS) sessions further support outcomes B1-6, C1-5 and D1-6

### **How you will be assessed**

Our assessment strategy encourages the use of a full range of critical and methodological approaches, theoretical models and modes of expression throughout the programme. Our modules have formative coursework (via either formatively assessed assignments, or drafts of assignments for later formal portfolio assessment) providing you with indications of progress. This takes place through seminar participation and seminar presentations (which elicit oral feedback), and essay writing, which receives written feedback.

Summative assessment is typically either by a portfolio of assignments (essays and projects usually totalling 6–8,000 words for a 30-credit module) or by written examination, which can take the form of a traditional two- or three-hour paper, a take-away paper or partial prior-disclosure examination. Some modules use a combination of these. 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 Language & Literature programme.

#### **Assessing thinking (cognitive/intellectual) and practical (including subject-specific) skills**

These skills are continually tested throughout the programme through the requirement to produce, by specified dates, written module and examined work (essays, portfolios, formal examination); through the dissertation 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.

#### **Assessing transferable skills**

Learning outcomes D4 and D6 are ubiquitous elements of the curriculum: they are subject to formative tutor assessment via written and oral feedback, and are a matter for comment by tutors on student report forms (student progress files). Continuous formative assessment is employed in all modules to measure your individual development and your acquisition of these skills within a module. The final-year dissertation increases your responsibility in managing your own work and tests independent study skills (D6).

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:

- 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;

- 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;
- 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<br>(Exceptional)        | A mark in this range represents the overall achievement of the module and programme learning outcomes to an exceptionally accomplished level. Written work in this range shows exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question challenging current scholarship. It demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insight into primary texts and critical contexts or linguistic data, theory, research and methodology. It is communicated with literary brilliance in a superbly structured essay 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<br>(Excellent)          | A mark in this range represents the overall achievement of the module and programme learning outcomes to an excellent level. Written work in this range is characterised by 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 or linguistic data, and (where appropriate) into context and/or secondary criticism, linguistic theory, research and methodology; an excellent professional standard of execution displaying evidence of an excellent application of knowledge, understanding and skills detailed in module and programme outcomes.  |
| 60-69%  | lii: Upper Second<br>(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   |

|        |                               |   |
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|        |                               | presented to a very good standard of professionalism.   |
| 50-59% | Iiii: Lower Second<br>(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<br>(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.   |

### How the programme is structured

The programme is available in full-time (three years, at three levels) and part-time (4–6 years, at three levels) modes. All students take the equivalent of 360 credits, 120 credits at each level. You must take at least 120 credits in literature and at least 120 in linguistics across the degree.

90 credits (three modules) at 'Level 4' (first full-time year) form a foundation and are compulsory; you also have a choice between 30 credits in a genre module or a period module to complete your requirement at Level 4.

At Level 5 you take 30 compulsory credits (specific linguistics modules) alongside 90 credits from a range open to all students in the Department; at least one of the latter must be chosen from those designated by the Department as encompassing pre-1800 literature. In the second term of the second year (Level 5) you can also apply to study abroad for 1 term as an Erasmus+ exchange student at one of the Department's partner universities (currently Malta and Vienna).

At Level 6 you have to take a minimum of 60 credits in linguistics. There are two possibilities. You can choose a dissertation covering some aspect of English literature (30 credits) and then you must take at least 60 credits from the range of linguistics option modules available in the Department. Alternatively, you can choose a dissertation on some aspect of English Language and Linguistics, or one that makes substantial use of linguistic analytical frameworks (30 credits) and then you must take at least 30 credits from the range of linguistics option modules. You make up the remaining credits from the list of Level 6 modules approved yearly in the Department.

Examples of optional modules at Levels 5 and 6 (years 2 and 3) in the Department of English & Comparative Literature (NB: In any given year some modules may be temporarily suspended owing to staffing changes/sabbatical leave); the asterisked modules encompass pre-1800 literature:

Level 5/Year 2:

\*Drama & Transgression  
European Cinema  
Inventing the Nation: American Literature in the Mid-Nineteenth Century  
Language Learning  
Language 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 & Society  
\*Shakespeare

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/Year 3:

Caribbean Women Writers  
Creating the Text  
Decadence  
Language & the Media  
Modern American Fiction  
Modern Poetry  
Modernism & Drama (1880-1930)  
Postcolonial Literatures in English  
Professional Communication  
Studies in Literature and Film  
The Art of the Novel  
The Detective Story in English  
The Emergence of Modern America  
The English Renaissance Stage

There is also, in 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; Language & Gender; Narratives of the Great War (1923-33); The American South; The Classic Fairy Tale; Writing, Gender & Anxiety; Writing the European City.

All the Department's modules are informed to a greater or lesser extent by the research interests of staff.

#### 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 the Study of Language      | EN51013B    | 30      | 4     | Compulsory    | 1-2  |
| EITHER: Literature of the Victorian Period | EN51011B    | 30      | 4     | Optional      | 1-2  |
| OR: Engaging Poetry                        | EN51007B    | 30      | 4     | Optional      | 1-2  |

#### Academic Year of Study 2

| Module Title  | Module Code | Credits | Level | Module Status | Term |
|---|-------------|---------|-------|---------------|------|
| Sociolinguistics  |             | 15      | 5     | Compulsory    | 1    |
| Discourse and Society   |             | 15      | 5     | Compulsory    | 2    |
| Modules to the value of 60 credits from a list of approved English modules available annually from the Department                           |             | 60      | 5     | Optional      | 1-2  |
| Modules to the value of 30 credits from a list of approved English modules designated by the Department as encompassing pre-1800 literature |             | 30      | 5     | Optional      | 1-2  |

#### Academic Year of Study 3

| Module Title  | Module Code | Credits | Level | Module Status | Term |
|---|-------------|---------|-------|---------------|------|
| EITHER: Dissertation (Pathway 1)  | EN53313A    | 30      | 6     | Compulsory    | 1-2  |
| OR: Dissertation (Pathway 2)  | EN53314A    | 30      | 6     | Compulsory    | 1-2  |
| EITHER: Modules to the value of 30 credits from the range of linguistics options available annually from the Department of English and Comparative Literature | PATHWAY 1   | 30      | 6     | Optional      | 1-2  |
| AND: Modules to the value of 60 credits from a list of approved modules available annually from the Department of English and Comparative Literature          | PATHWAY 1   | 60      | 6     | Optional      | 1-2  |
| OR: Modules to the value of 60 credits from the range of linguistics options available annually from the Department of English and Comparative Literature     | PATHWAY 2   | 60      | 6     | Optional      | 1-2  |
| AND: Modules to the value of 30 credits from a list of approved modules available annually from the Department of English and Comparative Literature          | PATHWAY 2   | 30      | 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/](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.goldsmiths.ac.uk](http://www.goldsmiths.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/>).