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 ABB (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 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 dismodules
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:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>A range of texts (amongst them literary writings from different periods, including before 1800) and speech events from everyday and institutional contexts</td>
</tr>
<tr>
<td>A2</td>
<td>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</td>
</tr>
<tr>
<td>A3</td>
<td>Methods, concepts, terminologies and, where appropriate, analytical frameworks and empirical research in literary studies and linguistics</td>
</tr>
<tr>
<td>A4</td>
<td>Language structure and its relationship to the functions and uses of language</td>
</tr>
<tr>
<td>A5</td>
<td>The relationship between linguistic data and linguistic theory</td>
</tr>
<tr>
<td>A6</td>
<td>Traditional and contemporary debates in both English studies and in linguistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>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</td>
</tr>
<tr>
<td>B2</td>
<td>Aptitude in assimilating and evaluating the merits of contrasting theoretical, methodological and analytical approaches</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrable competence in understanding the relationship between hypotheses, context, theory and empirical evidence</td>
</tr>
<tr>
<td>B4</td>
<td>Facility in deploying skills in critical thinking and reasoning</td>
</tr>
<tr>
<td>B5</td>
<td>Proficiency in formulating coherent and persuasive interpretations and arguments</td>
</tr>
<tr>
<td>B6</td>
<td>Competence in abstracting and synthesising complex information from a variety of sources</td>
</tr>
<tr>
<td>Subject Specific Skills and Professional Behaviours and Attitudes</td>
<td>Taught by the following modules</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>C1</strong> 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</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>C2</strong> Ability to design and execute independent literary and linguistics projects</td>
<td>All modules to an extent, and the Dissertation in particular</td>
</tr>
<tr>
<td><strong>C3</strong> 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</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>C4</strong> Proficient understanding and application of terminology appropriate to literary studies and linguistics</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>C5</strong> Articulation of complex arguments in writing with an appropriate style and clarity to adequate professional standards in organisation, relevance, expression, referencing and bibliography</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>C6</strong> Recognition of the technical and ethical issues involved in organizing and conducting field-work, data collection and transcription</td>
<td>Introduction to the Study of Language; Varieties of English; Language &amp; Gender; Dissertation</td>
</tr>
<tr>
<td><strong>C7</strong> Ability to contribute constructively to seminar discussion on issues arising from texts</td>
<td>All modules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1</strong> Enhanced communication and discussion skills, in written and spoken contexts</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>D2</strong> Ability to recognise problems and develop problem-solving skills</td>
<td>All Level-4 modules; Creating the Text; Literature in Question; Language &amp; the Media; Language &amp; Gender; Words: Meanings &amp; Contexts of Use; Dissertation</td>
</tr>
<tr>
<td><strong>D3</strong> Research skills, including the ability to use electronic resources</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>D4</strong> Ability to apply different analytical concepts and approaches to a range of data sources and handle ideas in rational, critical and evaluative ways</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>D5</strong> Ability to make positive contributions to groups, and perception of group dynamics</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>D6</strong> Ability to manage independently one’s own learning, including working effectively to deadlines</td>
<td>All modules</td>
</tr>
</tbody>
</table>

**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. Varieties of English, Language Learning & 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 Varieties of English and Language Learning & 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 Varieties of English 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 Learning & Teaching recognizes 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 Varieties of English at Level 5 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 formative 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>I: First</td>
<td>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.</td>
</tr>
<tr>
<td>70-79%</td>
<td>I: First</td>
<td>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.</td>
</tr>
<tr>
<td>60-69%</td>
<td>iii: Upper Second</td>
<td>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.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Iii: Lower Second</td>
<td>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</td>
</tr>
</tbody>
</table>
### 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 (a specific linguistics module) 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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-49%</td>
<td>III: Third (Pass)</td>
<td>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.</td>
</tr>
<tr>
<td>25-39%</td>
<td>Fail</td>
<td>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.</td>
</tr>
<tr>
<td>10-24%</td>
<td>Bad fail</td>
<td>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.</td>
</tr>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>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.</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>This is a categorical mark for work representing either the failure to submit an assessment, or a mark assigned for a plagiarised assessment.</td>
</tr>
</tbody>
</table>
Level 5/Year 2:

*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 & 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/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
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
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explorations in Literature</td>
<td>EN51001A</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>Approaches to Text</td>
<td>EN51002C</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>Introduction to the Study of Language</td>
<td>EN51013B</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>EITHER: Literature of the Victorian Period</td>
<td>EN51011A</td>
<td>30</td>
<td>4</td>
<td>Optional</td>
<td>1-2</td>
</tr>
<tr>
<td>OR: Engaging Poetry</td>
<td>EN51007B</td>
<td>30</td>
<td>4</td>
<td>Optional</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Academic Year of Study 2

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varieties of English</td>
<td>EN52230A</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>Modules to the value of 60 credits from a list of approved English modules available annually from the Department</td>
<td></td>
<td>60</td>
<td>5</td>
<td>Optional</td>
<td>1-2</td>
</tr>
<tr>
<td>Modules to the value of 30 credits from a list of approved English modules designated by the Department as encompassing pre-1800 literature</td>
<td></td>
<td>30</td>
<td>5</td>
<td>Optional</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Academic Year of Study 3

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EITHER: Dissertation (Pathway 1)</td>
<td>EN53313A</td>
<td>30</td>
<td>6</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>OR: Dissertation (Pathway 2)</td>
<td>EN53314A</td>
<td>30</td>
<td>6</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>EITHER: Modules to the value of 30 credits from the range of linguistics options available annually from the Department of English and Comparative Literature</td>
<td>PATHWAY 1</td>
<td>30</td>
<td>6</td>
<td>Optional</td>
<td>1-2</td>
</tr>
<tr>
<td>AND: Modules to the value of 60 credits from a list of approved modules available annually from the Department of English and Comparative Literature</td>
<td>PATHWAY 1</td>
<td>60</td>
<td>6</td>
<td>Optional</td>
<td>1-2</td>
</tr>
<tr>
<td>OR: Modules to the value of 60 credits from the range of linguistics options available annually from the Department of English and Comparative Literature</td>
<td>PATHWAY 2</td>
<td>60</td>
<td>6</td>
<td>Optional</td>
<td>1-2</td>
</tr>
<tr>
<td>AND: Modules to the value of 30 credits from a list of approved modules available annually from the Department of English and Comparative Literature</td>
<td>PATHWAY 2</td>
<td>30</td>
<td>6</td>
<td>Optional</td>
<td>1-2</td>
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</table>

Academic support

Departmental Support

Personal and study skills support: The Department recognises the importance of supporting students’
learning with high quality teaching that is responsive to their individual and collective needs. The
programme has been designed to be as accessible as possible to all students. The Programme Co-
ordinator, module convenors and module tutors are available to discuss any issues arising throughout
the course of study. Additional direct support is available through staff being available at guaranteed
consultation/feedback times weekly during the Autumn and Spring Terms. Outside these hours,
students may arrange an appointment with any member of staff via email or telephone.

Programme and module information, an English Undergraduate Handbook, as well as timetable details
are available to students in advance of the beginning of term. Specific information will be available via
the Goldsmiths Virtual Learning Environment (VLE), at both a departmental level and through VLE
resources dedicated to this programme and the constituent modules. Students are also expected to
attend special induction meetings prior to the commencement of teaching, when they are offered further
guidance regarding timetables and enrolment procedures.

Feedback will be provided on assessments. Formative assessments which are submitted by the
deadline will be marked so that feedback is available within five term-time weeks of the deadline.
Summative feedback will be available on request: (1) to continuing students at the beginning of the
subsequent year of study, and (2) to those graduating as soon as possible after completion of the
programme requirements.

The Department offers tutorials on effective academic writing techniques throughout the teaching year
and students are welcome to book sessions in these in order to obtain advice on particular writing
issues; they may also be recommended to attend one of these tutorial sessions in order to pursue
aspects noted during essay feedback. In addition a series of Practical Academic Skills and Strategies
(weekly at Level 4 and broadly fortnightly at levels 5 and 6) is offered to support study and subject-
specific skills.

The Programme Coordinator is available to offer advice, guidance or clarification of modules, options,
requirements and regulations. The Programme Co-ordinator or the Personal Tutor can also offer
support in cases of academic difficulty. Should further advice be necessary, the Department’s
Examinations Officers, the Senior Tutor and the Head of Department can also be consulted, according
to the circumstance. The Department Business Manager, the Undergraduate Co-ordinator and the
Undergraduate Secretary will offer additional support and clarification about various aspects of the
programme, deadlines, and regulations.

College Support:

Goldsmiths provides a wide range of pastoral services to support students. Student Advice and
Wellbeing provides assistance with practical issues including funding and housing, support for mental
health and a Chaplaincy linked to local faith communities. We have an agreement with a local NHS
doctors surgery to provide medical services to our students. Our Inclusion and Learning Support team
provide sessions to help students improve their academic skills and they are able to arrange support
and reasonable adjustments for disabled students including access to assistive technology.

For students whose first language is not English, the English Language Centre provides instruction in
English language and English for Academic Purposes through tailor-made timetables of study skill
sessions. Via the ELC, students are also able to consult the Royal Literary Fund Fellows, professional
writers who visit Goldsmiths to foster good writing practice across all disciplines and media.

Students are encouraged to develop and maintain an Higher Education Achievement Report during the
course of study. This can record aspirations, plans and goals, record achievement against goals and
enable progress monitoring. Further details can be found on the College web site
(www.goldsmiths.ac.uk).
Learning resources
Support for independent study is through the conjoined library and electronic resources in the Rutherford Building, which, as well as books and journals (in hard copy or electronic format) also hosts a large collection of multimedia and audiovisual material. You are also encouraged to use the extensive collections of Senate House Library (the central University of London Library). Guided Tours and training in the facilities of Senate House Library will be provided. Video and other audio-visual media are strategically used in parts of the programme.

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/](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.

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/](http://www.gold.ac.uk/quality/)).