

# Programme Specification

## Undergraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	BA (Hons) English with Creative Writing
<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>UCAS Code(s)</b>	Q3W8
<b>HECos Code(s)</b>	(100320) English Studies 75% (100046) Creative Writing 25%
<b>QAA Benchmark Group</b>	English
<b>FHEQ Level of Award</b>	Level 6
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	September 2018
<b>Primary Department/Institute</b>	English and Comparative Literature

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

### Programme overview

This prestigious degree programme promotes your intellectual curiosity and creativity by combining the study of English literature with the practice of creative writing. It will develop your analytical and critical abilities as well as your imaginative skills. You will study compulsory and option courses from a wide range offered, while each year taking a creative writing module. These creative writing workshops specialise in prose fiction or poetry, and are designed to develop your knowledge while laying the foundations of your writing practice. They are taught by practitioners and active researchers, so you will have access to experts and you will be interacting within a community of writers who will be supporting the development of your work.

The programme offers a challenging, flexible scheme of study invigorated by current research and creative practice, which advances your powers of engagement with literatures in English and develops your abilities as a creative writer.

### 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 is designed to:

1. promote independent critical and evaluative skills, creative abilities, and intellectual curiosity
2. expand your knowledge and understanding of cultural, historical and regional evolutions or continuities of literatures in English
3. foster your awareness of a range of differing contextual approaches to the study of literature

4. develop your understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
5. promote your analytical, creative and imaginative engagement with the complexities of literary and non-literary discourses
6. develop your imaginative and technical skills in creative writing
7. stimulate your appreciation of genre and literary forms and conventions, and your ability to engage with them creatively
8. promote the interaction between the study and practice of creative writing
9. encourage your self-development into a professionally organised and interactive individual by practising skills of selection, assimilation and communication in both written and oral domains
10. facilitate a learning environment in which creative writing can be engaged with both rigorously and supportively, which promotes continuing enthusiasm for the subject, and which offers an appropriate foundation for further study in literature written in English and in related disciplines

### What you will be expected to achieve

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

Knowledge and Understanding		Taught by the following modules
<b>A1</b>	A range of writings in English from different periods, including some from before 1800	All modules (modules encompassing pre-1800 literature are specified below)
<b>A2</b>	Writings expressive of diverse regional, cultural, social and national backgrounds	All modules. Specific coverage in Varieties of English, European Cinema, Hollywood Cinema, Modern American Fiction, Caribbean Women Writers, The Emergence of Modern America, Postcolonial Literatures in English
<b>A3</b>	The importance of historical and cultural contexts of literary texts	All modules
<b>A4</b>	Genres and their conventions and diversity	All modules
<b>A5</b>	Methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all modules
<b>A6</b>	Traditional and contemporary debates in both English studies and creative writing	All modules
<b>A7</b>	Structural, rhetorical and linguistic strategies in literature	All modules
<b>A8</b>	The part that literature and language play in cultural change or stasis	All modules
<b>A9</b>	Technical, imaginative and editorial skills in the production and development of creative writing	Foundation Workshop, Creative Writing Workshop, Project Development
<b>A10</b>	Examining your own creative work critically and with rigour	Foundation Workshop, Creative Writing Workshop, Project Development
<b>A11</b>	Situating your own work within a wider literary context	Foundation Workshop, Creative Writing Workshop, Project Development

Cognitive and Thinking Skills		Taught by the following modules
<b>B1</b>	Conduct detailed textual analysis at an enhanced level	All modules
<b>B2</b>	Analyse diverse characteristics and powers of creative language	All modules
<b>B3</b>	Assimilate and lucidly evaluate alternative views	All modules
<b>B4</b>	Formulate coherent and persuasive interpretations and arguments	All modules

<b>B5</b>	Respond with insight to complex or unfamiliar modes of expression and/or narrative	All modules
<b>B6</b>	Formulate your own creative aims, devise how to carry them through, and assess the extent to which you have achieved them	Foundation Workshop, Creative Writing Workshop, Project Development
<b>B7</b>	Reflect on the aims and structure of your own creative pieces in relation to the process of writing	Foundation Workshop, Creative Writing Workshop, Project Development

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Perceive interactions between process of writing, its cultural context, and reception in the creation of textual meanings	All modules
<b>C2</b>	Use close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts	All modules
<b>C3</b>	Recognise and discuss the role of generic conventions in literary texts, and take them into account in your own creative practice	All modules
<b>C4</b>	Use a range of critical theories and approaches discriminatingly to read others' and your own literary work	Foundation Workshop, Creative Writing Workshop, Project Development
<b>C5</b>	Produce your own written work to adequate professional standards in design, organisation, relevance, expression, referencing, and bibliography	Foundation Workshop, Creative Writing Workshop, Project Development
<b>C6</b>	Produce original creative work that develops your distinctive vision or voice	Foundation Workshop, Creative Writing Workshop, Project Development
<b>C7</b>	Research literary topics using data resources and collecting and sifting primary and secondary evidence	All modules
<b>C8</b>	Understand and apply terminology appropriate to English Studies (and the practice of Creative Writing)	All modules (re creative writing: specifically Foundation Workshop, Creative Writing Workshop, Project Development)
<b>C9</b>	Design and execute an independent creative writing project	Project Development (EN53370A)
<b>C10</b>	Edit and develop reworked pieces of creative writing in the light of feedback from tutors and peers	Foundation Workshop, Creative Writing Workshop, Project Development
<b>C11</b>	Contribute constructively to seminar discussion on issues arising from published texts or the process of writing	All modules

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Display enhanced creative, communication and discussion skills, in written and oral contexts	All modules
<b>D2</b>	Demonstrate facility in accessing verbal data using hard copy   electronic resources	All modules
<b>D3</b>	Capacity to handle ideas in rational, critical, creative and evaluative ways	All modules
<b>D4</b>	Open-mindedness and capacity for independent judgement	All modules

<b>D5</b>	Demonstrate management of your own learning, including working effectively to deadlines	All modules
<b>D6</b>	Demonstrate application of skills of close analysis to a variety of texts and contexts	All modules
<b>D7</b>	Power to organise information, and to assimilate and evaluate competing arguments	All modules
<b>D8</b>	Ability to adapt content to context, and to understand the power of different forms of expression	All modules and, in relation to your own creative writing, Foundation Workshop, Creative Writing Workshop, Project Development
<b>D9</b>	Ability to think and express yourself originally and distinctively	Foundation Workshop, Creative Writing Workshop, Project Development
<b>D10</b>	Ability to make positive contributions to groups, and perception of group dynamics	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 or workshop, which reinforces knowledge gained through reading, lectures and presentations, and enables students to enhance and progress their understanding and develop their creative skills. At Level 4 learning in each module is through weekly 1-hr lectures and complementary weekly one-hour seminars and through the weekly 2-hr Foundation Workshop. 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 majority of modules at Levels 5 and 6 use a lecture/seminar strategy in which the lecture typically offers core knowledge and the seminar enhances understanding. Other formats include weekly 2-hr seminars, which provide both aspects, the workshop and the individually supervised project.

### Developing knowledge and understanding

At Level 4, the lecture and seminar modules, which include a survey module, a methods module, a poetry module and a 'period' module, support and develop programme outcomes A1-8, while the workshop develops especially programme outcomes A9-10. Outcome 1 is supplied by the inclusion of pre-1800 texts in three Level 4 modules (Explorations in Literature, Approaches to Text and Introduction to Poetry, and sustained by requiring all students to take at least one module covering pre-1800 texts at Level 5.

This is complemented by the Level 5 Creative Writing Workshop, where, after a term of work on diverse creative writing forms, in the second term students choose between the Poetry strand and the Prose strand so as to attend EITHER a 2-hour Poetry Workshop OR a 2-hour Prose Workshop. At Level 6, delivery of core knowledge and enhancement of understanding is achieved through a sequence of 2-hour seminars, small group work on project development and individual supervision for the development of an individual creative portfolio.

### Developing thinking (cognitive/intellectual) skills

These skills are cultivated across the curriculum. Through seminars, workshops and lectures you are continuously exposed to- and encouraged to evolve-fresh perceptions and evaluations of literary language; and through self-managed learning you further assimilate and experiment with such perceptions and analyses as well as with the development of your own creative writing and its contextualisation.

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

These skills are cultivated across the curriculum, though with varying emphases according to module. In addition, the English Undergraduate Handbook provides initial advice on aspects of C5, and Information Services on aspects of C7. Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation.

Non-assessed coursework and draft portfolio assignments constitute a valuable filter to help students acquire C5-8, as does tutor feedback on module work. Skills C5, C6 and C9 are particularly - though not exclusively - addressed in the final project and facilitated by tutorial meetings and supervision. Seminars/workshops are the forum for C10-11

### Developing transferable skills

Powers of expression and discussion, and the handling of ideas, are developed everywhere in the programme, since all modules require production of written work that communicates and persuades (see the Department's assessment criteria) and all modules use seminar/workshop discussion as part of the learning process. Members of staff provide module-specific help with D 2. Skills D3-4 should be demonstrated to you by staff and peer example, and are enhanced through feedback on work. D5 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 and on Personal Development.

Weekly (at Level 4) or fortnightly (at Levels 5 and 6) Practical Academic Skills and Strategies (PASS) sessions further support the Programme outcomes.

### How you will be assessed

Learning outcomes appropriate to each module and to the programme as a whole are assessed by a range of methods. All modules have formative coursework (either in the form of non-assessed assignments, or drafts of assignments for later formal 'portfolio' assessment) providing you with feedback and indications of progress. Summative assessment is typically either by portfolio of assignments (essays, projects, creative pieces) and independent pieces, or by 2- or 3-hour unseen examination. Prior- disclosure (and part-prior-disclosure) exams are also in use, as are examinations of less than three hours duration (where another form of assessment is also involved in the same module).

Cognitive and thinking skills are assessed widely in written assignments, portfolios and examinations. (Some elements of assessment focus particular skills; e.g. exam context questions for some modules at Levels 5 and 6 robustly test B5, creative- writing portfolio requirements robustly test B6 and B7, while the level-6 creative-writing portfolio focuses attention on B2.)

The subject-specific skills in C1-10 are tested through the variety of assessment methods in use in the Department. C9 is tested mainly but not exclusively in the portfolios of creative writing. C11 is included among the Department's measures of student progress but for technical reasons (policies on anonymity, verification) it is informally assessed.

D1-9 are persistently tested during the programme through the requirement to produce, by specified dates, written discussions, creative pieces, and other assignments, through the Project Development module, and through the curriculum-wide adoption of seminars as one key learning medium. Attainment in D1-9 is measured in written work of all kinds. D10 is an ubiquitous element of the curriculum: it is subject to formative tutor assessment by oral feedback.

Achievement of outcomes is assessed through written work in relation to a module's and the programme's outcomes with regard to (a) the Department's general assessment criteria, (b) the

particular assessment criteria identified for a given module, and (c) the requirements of the specific essay or assignment or examination answer undertaken.

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

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

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

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question, challenging current scholarship. Demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insights into primary texts and critical contexts. Communicated with intellectual brilliance in a superbly structured piece of work to an exceptional, professional standard of execution, displaying evidence of an exceptional application of knowledge, understanding and skills detailed in module and programme outcomes.
70-79%	I: First (Excellent)	Mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and an element of independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and (where appropriate) into context and/or secondary criticism; a professional standard of execution. A mark in this range represents the overall achievement of the module and programme learning outcomes to a distinguished level.
60-69%	lii: Upper Second (Very good)	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. Well articulated and presented to a good standard of professionalism. A mark in this range represents the overall achievement of the module and programme learning outcomes to a very good level.
50-59%	liii: Lower Second	Recognition of some significant implications in the question,

	(Good)	and an ability to ground discussion and conclusions in a satisfactory range of primary and (where appropriate) secondary reading; evidence of some facility in professional modes of structure, expression and presentation. A mark in this range represents the overall achievement of the module and programme learning outcomes to a good level.
40-49%	III: Third (Pass)	A limited attempt to answer the question, demonstrating a basic familiarity with module text(s) and/or issues; adequate competence in organisation and expression. A mark in this range represents the overall achievement of the module and programme learning outcomes to a satisfactory level.
25-39%	Fail	An essay may fail on grounds of inadequate relevance to the question; lack of evidence of your having studied the work set for the module; incoherent expression and argument; learning outcomes insufficiently demonstrated.
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 available in full-time (3 years) and part-time (4-6 years) modes.

All students take modules worth 120 credits at each level. You are required to have passed modules to a minimum of 90 credits at each level before proceeding. All level 4 form a foundation and are compulsory. The Level-4 Foundation Workshop is a 'core' module and must be taken by part-time students in the first year of the degree, and passed before progression to level 5. Subsequent modules are designated specifically as being at either Level 5 or Level 6, and are taken by full-time students in the second and third years respectively.

The Level 5 Workshop and Level 6 Project Development are the 'core' modules at these levels, and must also be passed before progression. The compulsory level-5 module Creative Writing Workshop must be taken by part-time students in year 2 (for those studying over 4 years) or year 3 (for those studying over 6 years). For part-time students, the compulsory level-6 module Project Development can be taken in either of the last two years. In line with national benchmarks for the subject, you must take at least one module at Level 5 which encompasses pre-1800 texts (see modules marked \* in the table below). All the Department's modules are informed to a greater or lesser extent by the research interests of staff. Creative writing modules are taught by experienced practitioners. (NB: In any given year some modules may be temporarily suspended owing to staffing changes/ sabbatical leave.)

Examples of level-5 options are as follows;

\*Drama & Transgression

European Cinema

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

Language Learning & Teaching

Literary London

\*Literature of the English Renaissance

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

\*Old English

Post-Victorian English Literature  
 \*Restoration & 18th-century Literature  
 \*Sensibility & Romanticism: Revolutions in Writing and Society  
 \*Shakespeare  
 Varieties of English

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

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

Level-6 selections can be made from modules such as the following (all 30 credits): Caribbean Women Writers Decadence  
 Modern American Fiction  
 Modern Poetry  
 Modernism & Drama (1880-1930)  
 The Art of the Novel  
 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 each session a range of single-term 15-credit modules at this level. The list varies from year to year according to the availability of staff, but the following are typical: Greek Tragedy: The Political Theatre of Classical Athens; Language & Gender; Narratives of the Great War (1923-33); The American South; The Classic Fairy Tale; Writing, Gender & Anxiety; Writing the European City.

#### Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Explorations in Literature	EN51001A	30	4	Compulsory	1-2
Approaches to Text	EN51002C	30	4	Compulsory	1-2
Introduction to Poetry	EN51009B	15	4	Compulsory	2
Introduction to Literature of the Victorian Period	EN51012B	15	4	Compulsory	1
Foundation Workshop	EN51010A	30	4	Core	1-2

#### Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Creative Writing Workshop	EN52250A	30	5	Core	1-2
Modules to a total value of 90 credits from an approved list available annually from the Department of English &					

Comparative Literature. At least 30 of these must be chosen from those designated by the Department as encompassing pre-1800 literature	-	90	5	Optional	1-2
---	---	----	---	----------	-----

### Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Project Development	EN53370A	30	6	Core	1-2
Modules to a total value of 90 credits from an approved list available annually from the Department of English & Comparative Literature	-	90	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/>).