

BA (Hons) English with Creative Writing

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) English with Creative Writing

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 3 years full-time

UCAS Code(s): Q3W8

HECoS Code(s):

(100320) English Studies 75%

(100046) Creative Writing 25%

QAA Benchmark Group: English

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: English and Creative Writing

Department(s) which will also be involved in teaching part of the programme:

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. Our degree is designed to give you a robust foundation in literary and cultural studies and in creative practice, and it puts a strong emphasis on social and cultural diversity, and creative originality. You will take compulsory and option modules from a wide range offered, while each year taking a creative writing module. The creative writing workshops specialise in prose fiction or poetry, and are designed to develop your knowledge while laying the foundations of your writing practice. You will study canonical literary texts alongside voices outside the cultural mainstream, and questions of gender, class, race and ethnicity form an integral part of our syllabus. Our introductory modules include sessions that equip you with central approaches to the study of such questions, with which you will engage more deeply at subsequent levels. Throughout, your studies will be complemented by a series of lectures and activity-based seminars which allow you to develop and consolidate your practical

academic skills and strategies. The flexible format of our programme allows you to specialise, alongside your creative writing practice, in topics related to American literature and culture, comparisons of literatures across different cultures and art forms (also known as Comparative Literature), and linguistics; at entry level, you will choose a module introducing you to one of these fields to allow you to follow, or find, your personal interests; your choice will not limit you at subsequent levels, as these introductions are not a requirement for further studies in the field.

The programme gives you the opportunity to develop the creative, critical and verbal skills needed for a confident, effective reading of literary and non-literary texts, and versatility and originality in your creative writing. It develops your core skills in analytical and imaginative reading as well as in both critical and creative writing; it also allows you to develop skills in the study of language which further enhance your understanding of creative processes and the formation of meaning.

Module options in English chiefly offer an historical view of writing; more specialised options typically explore thematic or genre-based approaches to literature, or literature from particular contexts or communities (for example, Black British). The strong focus of our offer on diversity is enhanced by options in American literature and culture, Comparative Literature, and Linguistics. Our staff come from diverse cultural backgrounds and research areas, and they are thus ideally placed to offer you insights as you develop your own interests in American, British, European, Irish, Caribbean or other literatures in English and in translation. Our creative writing modules 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.

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 or English Language) 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. provide an intellectually stimulating experience of learning and studying, and to foster wide and varied reading through a broad and diverse curriculum
2. promote independent critical, analytical and evaluative skills, and intellectual curiosity
3. promote your analytical, creative and imaginative engagement with the complexities of literary and non- literary discourse
4. expand your knowledge and understanding of cultural, historical and regional evolutions and continuities of literatures in English, in translation into English, and of the English language
5. foster your awareness of a range of differing contextual approaches to the subject
6. develop your understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
7. develop your imaginative and technical skills in creative writing
8. stimulate your appreciation of genre and literary forms and conventions, and your ability to engage with them creatively
9. promote the interaction between the study and practice of creative writing
10. encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
11. 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

A typical candidate, who completes 120 credits (normally after one year of study, in situations in which a student cannot complete the BA) to complete the Certificate of Higher Education in English will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an adequate understanding of some writings in English from selected periods, including some from before 1800	All modules (Explorations and, to a lesser extent, Introduction to Comparative Literature encompass pre-1800 literature)
A2	Demonstrate an adequate understanding of some writings (or other texts) expressive of diverse regional, cultural, and social backgrounds	All modules. Strong emphasis on diversity in choice of core primary texts for Approaches to Text, and in syllabus for Understanding Language in Use

Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate an adequate knowledge of the importance of selected historical and cultural contexts of some literary texts	All literature modules
A4	Demonstrate an adequate understanding of selected genres, their basic conventions, and examples for their diversity	All literature modules. Specific coverage in Introduction to Poetry
A5	Demonstrate an adequate understanding of selected central methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across literature modules
A6	Demonstrate an adequate knowledge of selected traditional and contemporary key debates both in English Studies and in creative writing	Covered explicitly by Approaches to Text and developed across all modules
A7	Demonstrate an adequate understanding of selected structural, rhetorical and linguistic strategies in literature	All modules; also covered to some extent in Understanding Language in Use
A8	Demonstrate an adequate understanding of the part that literature and language play in selected instances of cultural change or stasis	All modules
A9	Demonstrate adequate technical, imaginative and editorial skills in the production and development of creative writing	Foundation Workshop
A10	Demonstrate adequate ability in examining your own creative work critically	Foundation Workshop
A11	Demonstrate adequate ability in situating your own work within a wider, contemporary, literary context	Foundation Workshop

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Conduct textual or linguistic analysis informed by introductory methodological and theoretical reflection	All modules
B2	Analyse some central characteristics and	All modules

Code	Learning outcome	Taught by the following module(s)
	powers of creative language	
B3	Recognise and critically explore alternative views	All modules
B4	Articulate interpretations and arguments backed up with textual analyses	All modules
B5	Explore complex or unfamiliar modes of expression and/or narrative in the light of introductory guidance	All modules
B6	Formulate your own creative aims, deploy relevant literary techniques to realise them and assess the extent to which you have achieved them	Foundation Workshop
B7	Reflect on the craft and technique in your own creative pieces in relation to the process of writing	Foundation Workshop

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Recognise examples for links between historicity of production, modes of transmission, and reception in the creation of textual meanings	All modules
C2	Use close reading to produce plausible interpretations and to engage imaginatively and creatively with literary texts	All modules
C3	Recognise and explain the role of main generic conventions in selected literary texts and take them into account in your own creative practice	All modules
C4	Use critical commentary and comparative Techniques to read others' and your own literary work to an adequate professional standard	All modules
C5	Produce your own written work in line with basic professional standards in organisation, relevance, expression, referencing, and bibliography	All modules

Code	Learning outcome	Taught by the following module(s)
C6	Research literary topics using data resources and employing primary and secondary evidence	All literature modules
C7	Produce creative work that demonstrates a sense of your own vision or voice	Foundation Workshop
C8	Understand and apply key terminology appropriate to selected areas of English Studies and the practice of Creative Writing	All modules
C9	Demonstrate an adequate ability to edit and develop reworked pieces of creative writing in the light of feedback from tutors and peers	Foundation Workshop
C10	Express ideas in seminar discussion on issues arising from published texts or the process of writing	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Display adequate creative, communication and discussion skills, in written and oral contexts	All modules
D2	Demonstrate adequate skills in accessing verbal data using hard copy / electronic resources	All modules
D3	Respond to ideas in rational, critical and evaluative ways	All modules
D4	Demonstrate open-mindedness and attempts at independent judgement	All modules
D5	Demonstrate management of learning under introductory guidance, including working effectively to deadlines	All modules
D6	Demonstrate application of skills of close analysis to a variety of texts and contexts at a basic level	All modules
D7	Organise information, and the ability to recognise and discuss competing arguments	All modules

Code	Learning outcome	Taught by the following module(s)
D8	Demonstrate adequate understanding of the qualities of different writing styles and techniques, and some ability to handle them	All modules, and in relation to creative writing specifically: Foundation Workshop
D9	Demonstrate an adequate ability to express yourself originally and distinctively	Foundation Workshop
D10	Make contributions to groups, and develop an awareness of group dynamics	All modules

A typical candidate, who completes 240 credits (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in English will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a good understanding of a range of writings in English from some different periods, including some from before 1800	All modules (modules substantially encompassing pre-1800 literature are specified below)
A2	Demonstrate a good understanding of a sample of writings (or other texts) expressive of diverse regional, cultural, and social backgrounds	A concern with such diversity informs the design of all modules, including those that focus on canonical periods and modes of writing. Specific coverage in Sociolinguistics: Language Variation, Change and Identity, Discourse and Society, Black British Writing, Contemporary Arab Migrant Writing, (Re-)Writing America, Contemporary Indigenous Literature and Culture
A3	Demonstrate a good understanding of the importance of historical and cultural contexts of a sample of literary texts	All literature modules
A4	Demonstrate a good understanding of genres, their main conventions, and examples for their diversity	All modules. Specific coverage in Introduction to Poetry

Code	Learning outcome	Taught by the following module(s)
A5	Demonstrate a good understanding of central methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all modules
A6	Demonstrate a good understanding of a sample of traditional and contemporary debates both in English Studies and in creative writing	All modules
A7	Demonstrate a good understanding of sample of structural, rhetorical and linguistic strategies in literature	All literature modules
A8	Demonstrate a good understanding of the part that literature and language play in a range of examples for cultural change or stasis	All modules
A9	Demonstrate good technical, imaginative and editorial skills in the production and development of creative writing	Foundation Workshop, Creative Writing Workshop
A10	Demonstrate good ability in developing your own creative work critically and with sufficient rigour	Foundation Workshop, Creative Writing Workshop
A11	Demonstrate good ability in situating your own work within a wider contemporary literary context	Foundation Workshop, Creative Writing Workshop

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Conduct detailed textual or linguistic analysis at an adequate professional level	All modules
B2	Analyse a range of central characteristics and powers of creative language	All modules
B3	Explain and persuasively evaluate alternative views	All modules
B4	Articulate coherent interpretations and arguments backed up with textual analyses	All modules
B5	Explore complex or unfamiliar modes of expression and/or narrative at an adequate professional level	All modules

Code	Learning outcome	Taught by the following module(s)
B6	Formulate your own creative aims, deploy and develop relevant literary techniques to realise them and assess the extent to which you have achieved them	Foundation Workshop, Creative, Writing Workshop
B7	Reflect on the craft and technique of your own creative pieces in relation to the process of writing and the contemporary literary field	Foundation Workshop, Creative Writing Workshop

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Perceive a sample of interactions between historicity of production, modes of transmission, and reception in the creation of textual meanings	All modules
C2	Use close reading to produce convincingly structured interpretations and to engage imaginatively and creatively with literary texts	All modules
C3	Recognise and discuss the role of a sample of generic conventions in literary texts and take them into account in your own creative practice	All modules
C4	Use critical commentary and comparative techniques persuasively to read others' and your own literary work	All modules
C5	Produce your own written work that approximates professional standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	Research literary topics using data resources and collecting and employing a range of primary and secondary evidence	All modules
C7	Produce creative work that demonstrates a convincing sense of your own vision or voice	Foundation Workshop, Creative Writing Workshop
C8	Understand and apply terminology appropriate to a range of fields in English	All modules

Code	Learning outcome	Taught by the following module(s)
	Studies and the practice of Creative Writing	
C9	Demonstrate a good ability to edit and develop reworked pieces of creative writing in the light of feedback from tutors and peers	Foundation Workshop, Creative Writing Workshop
C10	Contribute ideas and arguments to seminar discussion on issues arising from published texts or the process of writing	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Display good creative, communication and discussion skills, in written and oral contexts	All modules
D2	Demonstrate professionally developed competence in accessing verbal data using hard copy / electronic resources	All modules
D3	Discuss ideas in rational, critical and evaluative ways	All modules
D4	Demonstrate open-mindedness and some capacity for independent judgement	All modules
D5	Demonstrate management of key aspects of own learning, including working effectively to deadlines	All modules
D6	Demonstrate application of skills of close analysis to a variety of texts and contexts at an advanced level	All modules
D7	Organise information, and the ability to explain and and evaluate competing arguments	All modules
D8	Demonstrate good understanding of the power of different forms of expression, and ability to handle them	All modules, and in relation to creative writing specifically: Foundation Workshop, Creative Writing Workshop
D9	Demonstrate a good ability to express yourself originally and distinctively	Foundation Workshop, Creative Writing Workshop
D10	Make positive contributions to groups, and some perception of group dynamics	All modules

At the end of the three-year programme, a typical candidate who completes all 360 credits to complete the BA (Hons) English programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a very good understanding of a range of writings in English from different periods, including some from before 1800	All modules (modules substantially encompassing pre-1800 literature are specified below)
A2	Demonstrate a very good understanding of writings (or other texts) expressive of diverse regional, cultural, and social backgrounds	A concern with such diversity informs the design of all modules, including those that focus on canonical periods and modes of writing. Specific coverage in Sociolinguistics: Language Variation, Change and Identity, Discourse and Society, Language and Gender, Modern American Fiction, Caribbean Women Writers, Postcolonial Literatures in English, Black British Writing, Contemporary Arab Migrant Writing, African American Literature, (Re-)Writing America, Contemporary Indigenous Literature and Culture, Writing, Culture and Society
A3	Demonstrate an extensive understanding of the importance of historical and cultural contexts of literary texts	All literature modules
A4	Demonstrate a very good understanding of genres and their conventions and diversity	All modules. Specific coverage in Introduction to Poetry
A5	Demonstrate a very good understanding of methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all modules
A6	Demonstrate a very good understanding of traditional and contemporary debates both in English Studies and in Creative Writing	All modules

Code	Learning outcome	Taught by the following module(s)
A7	Demonstrate a very good understanding of structural, rhetorical and linguistic strategies in literature	All modules
A8	Demonstrate a very good understanding of the part that literature and language play in cultural change or stasis	All modules
A9	Demonstrate very good technical, imaginative and editorial skills in the production and development of creative writing	Foundation Workshop, Creative Writing Workshop, Project Development
A10	Demonstrate very good ability in examining your own creative work critically and with rigour	Foundation Workshop, Creative Writing Workshop, Project Development
A11	Demonstrate very good good ability in situating your own work within a wider literary context	Foundation Workshop, Creative Writing Workshop, Project Development

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Conduct detailed textual analysis at an enhanced level	All modules
B2	Analyse diverse characteristics and powers of creative language	All modules
B3	Assimilate and lucidly evaluate alternative views	All modules
B4	Formulate coherent and persuasive interpretations and arguments	All modules
B5	Respond with insight to complex or unfamiliar modes of expression and/or narrative	All modules
B6	Formulate your own creative aims, deploy and develop and devise relevant literary techniques to realise them, and assess the extent to which you have achieved them	Foundation Workshop, Creative Writing Workshop
B7	Reflect on the craft, technique and originality of your own creative pieces in relation to the process of writing and the contemporary literary field	Foundation Workshop, Creative Writing Workshop

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Perceive interactions between historicity of production, modes of transmission, and reception in the creation of textual meanings	All modules
C2	Use close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts	All literature modules
C3	Recognise and discuss the role of generic conventions in literary texts and take them into account in your own creative practice	All modules
C4	Use critical commentary and comparative techniques discriminately to read others' and your own literary work	All modules
C5	Produce your own written work to adequate professional standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	Research literary topics using data resources and collecting and sifting primary and secondary evidence	All literature modules
C7	Produce original creative work that develops your distinctive vision, voice or style	Foundation Workshop, Creative Writing Workshop, Project Development
C8	Understand and apply terminology appropriate to English Studies and the practice of Creative Writing	All modules, and in relation to creative writing, specifically Foundation Workshop, Creative Writing Workshop, Project Development
C9	Edit and develop reworked pieces of creative writing in the light of feedback from tutors and peers	Foundation Workshop, Creative Writing Workshop, Project Development
C10	Contribute constructively to seminar discussion on issues arising from published texts or the process of writing	All modules
C11	Design and execute an independent creative writing project	Project Development

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Display enhanced creative, communication and discussion skills, in written and oral contexts	All modules
D2	Demonstrate facility in accessing verbal data using hard copy / electronic resources	All modules
D3	Handle ideas in rational, critical and evaluative ways	All modules
D4	Demonstrate open-mindedness and capacity for independent judgement	All modules
D5	Demonstrate management of own learning, including working effectively to deadlines	All modules
D6	Demonstrate application of skills of close analysis to a variety of texts and contexts to a professional standard	All modules
D7	Organise information, and the ability to assimilate and evaluate competing arguments	All modules
D8	Demonstrate very good understanding of the power of different forms of expression, and enhanced ability to handle them	All modules, and in relation to creative writing, specifically Foundation Workshop, Creative Writing Workshop, Project Development
D9	Demonstrate a very good ability to express yourself originally and distinctively	Foundation Workshop, Creative Writing Workshop, Project Development
D10	Make positive contributions to groups, and perception of group dynamics	All modules
D11	Initiate and conduct research leading to an independent project	Project Development

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 you to enhance and

progress your understanding and develop your creative skills. At Level 4 learning in each module is through weekly 1-hr lectures and complementary weekly 1-hr or 2-hr 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. Modules at Levels 5 and 6 may use a lecture/seminar strategy in which the lecture typically offers core knowledge and the seminar enhances understanding; weekly 2-hr seminars, which provide both aspects; creative writing workshops; and the individually supervised project. At all levels your knowledge and understanding is underpinned by and enhanced through self-directed study

Developing knowledge and understanding

The Level-4 modules, which include a survey module, a methods module (both 30 credits), and two 15 credit modules, one dedicated to poetry, and one chosen from a list of three introductory modules (Introduction to American Literature and Culture, Introduction to Comparative Literature, and Understanding Language in Use), together with a compulsory 30 credit 'period' module at level 5, support and develop all of programme outcomes A1-A8. The national requirement of acquiring knowledge of pre-1800 literature (A1) is initiated by including pre-1800 texts in three Level-4 modules, and sustained by requiring all students to take the equivalent of at least one 30 credit module substantially covering pre-1800 texts at Level 5.

The creative writing workshops across the three levels develops especially programme outcomes A9-11. The Foundation Workshop at Level 4 introduces key writing concepts and allows you to experiment with different forms and genre. You further build on this through the Level 5 Creative Writing Workshop, where, after a term of work on diverse creative writing forms, in the second term you 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, specialising in either prose or poetry and including peer-review workshop sessions. Individual supervision in the Spring Term then assists the development of your 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

Cognitive and thinking 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 C6. Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation. Level-4 modules (especially but not exclusively 'Approaches to Text') give a grounding in C3 and C7, and modules at Levels 5 and 6 build less formally on that grounding.

Non-assessed coursework and draft portfolio assignments constitute a valuable filter to help you acquire C5-9, as does tutor feedback on module work. Skills C5, C7, C9 and C11 are particularly – though not exclusively – addressed in the final project and facilitated by tutorial meetings and supervision. Seminars/ workshops are the forum for C9 and C10

Developing transferable skills

Powers of expression and discussion, and the handling of ideas, are developed everywhere in the programme, since all modules require production of written work that communicates and argues well (see the Department's assessment criteria) and all modules use seminar/workshop discussion as part of the learning process. Members of staff provide module-specific help with D 2. D3-D4 should be demonstrated by staff and peer example, and are enhanced through feedback on work. D5 is a crucial skill everywhere fostered in a timetabled curriculum: the Department eases the demands through staff liaison over in-module deadlines, and through early provision of essay questions.

Personal Tutors are a potential source of individual guidance on time-management and on Personal Development.

Weekly (at Levels 4 and 5) or fortnightly (at Level 6) Practical Academic Skills and Strategies (PASS) sessions further support the Programme outcomes. They are an integral part of compulsory options at all levels (of 'Approaches to Text' at Level 4, 'Creative Writing Workshop' at Level 5, and 'Project Development' at Level 6).

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 feedback (either in the form of feedback on required assignments which do, however, not typically contribute to the final mark for a module, or in the form of feedback on drafts of assignments for later formal assessment, such as essay plans or draft essays) 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 final 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). Another form of summative assessment is the level-6 independent project (10–12,000 words of prose inclusive of a critical commentary; or an equivalent amount of poetry and a critical commentary, as negotiated with your tutor), which is written on a topic chosen in consultation with a supervisor and which will display and combine knowledge, understanding and methods gained throughout the levels of the BA English programme. A range of other forms of assessment is also deployed in different modules. For example, in ‘Approaches to Text’ at level 4, assessments include a learning journal, in which a range of separate exercises of relevance for essay writing need to be completed, and a critical commentary.

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 C1-9 and C11 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. C10 is included among the Department's measures of student progress but for technical reasons (policies on anonymity, verification) it is informally assessed; this also allows for light-touch adjustments where students find it difficult to participate for reasons beyond their control.

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 degree work of all kinds. D10 is an ubiquitous element of the curriculum: it is subject to formative tutor assessment by oral feedback; as development activities, the contributions form part of discussions under the guidance of tutors whose interventions in group processes enhance the perception of underlying dynamics.

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%	1st: 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%	1st: 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

Mark	Descriptor	Specific Marking Criteria
		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%	2.1: 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%	2.2: Lower Second (Good)	Recognition of some significant implications in the question, 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%	3rd: 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 a full-time (3 years) mode and part-time (4-6 years) modes. A degree completed in part-time mode of study takes 6 years (if part-time is the mode throughout), 5 years (if one year is completed in full-time mode), or 4 years (if two years are completed in full-time mode).

You take modules worth 360 credits, 120 credits at each level. Four Level-4 modules (three 30-credit modules and one 15-credit module) form a foundation and are compulsory. The remaining 15 credits are chosen from a list of three 15 credit options which provide introductions to areas of optional specialisation (American Literature and Culture, Comparative Literature, and Linguistics) at subsequent levels. However, you do not need to have taken these introductions in order to take options in these areas at levels 5 and 6. Rather, these options are meant to help you explore and develop your personal interests.

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.

In line with national benchmarks for the subject, you must take at least the equivalent of one module (30 credits) at Level 5 from modules which substantially encompass pre-1800 texts. At level 5, you must take the module 'Creative Writing Workshop' (with level-5 PASS sessions). At Level 6 you must take and pass the Project Development module, which includes compulsory level-6 PASS sessions.

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.

Level 4:

The following first year modules are compulsory for this programme:

Explorations in Literature (30 credits); Approaches to Text (including weekly sessions on Practical Academic Skills & Strategies) (30 credits); Foundation Workshop (30 credits); Introduction to Poetry (15 credits).

The remaining 15 credits are taken from the following list of 15-credit option modules:

- Introduction to US Literature and Culture: America and its Discontents
- Understanding Language in Use
- Introduction to Comparative Literature

Progression requirements Level 4 to Level 5 (Year 1 to Year 2): Minimum of 3 modules (90 credits) to be passed, which must include the Level-4 Foundation Workshop.

Level 5/Year 2 (direct entry is possible for suitably qualified applicants)

You take the compulsory module 'Creative Writing Workshop' (including weekly sessions on Practical Academic Skills & Strategies), and the equivalent of three 30 credit modules (90 credits) from a range characterised by wide literary, historical and contextual scope, at least 30 credits of which must be from those designated by the Department as substantially encompassing pre-1800 literature. These are indicated in the list of Level-5 modules below by an asterisk. (NB: In any given year some modules may be temporarily suspended owing to staffing changes/sabbatical leave.)

- *Literature of the Later Middle Ages
- *Old English
- *Shakespeare
- *Literature of the English Renaissance
- *Restoration & 18th-century Literature
- *Sensibility & Romanticism: Revolutions in Writing and Society
- Moderns
- Literary London
- *Drama & Transgression
- (Re-)Writing America: from the 19th Century to the Present Day

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
- Contemporary Indigeneous Literature and Culture
- Sociolinguistics: Language Variation, Change and Identity
- Discourse and Society
- Language Learning
- Surrealism and Dreams
- Aesthetics
- Classical Epic and Contemporary Literature
- Level 5 Work Placement Module

Progression requirements Level 5 to Level 6 (Year 2 to Year 3):

Minimum of 3 modules (90 credits) to be passed, which must include the Creative Writing Workshop.

Level 6/Year 3

In addition to the Project Development (including fortnightly sessions on Practical Academic Skills & Strategies) (which you must pass in order to be awarded your degree), you take 90 credits in Level-6 modules from the list below. (NB: In any given year some options may be temporarily suspended owing to staffing changes/sabbatical leave.)

- Caribbean Women Writers
- Creating the Text
- Decadence
- Modern American Fiction
- Modernism & Drama (1880-1930)
- The Art of the Novel
- Postcolonial Literatures in English
- Studies in Literature and Film
- The Emergence of Modern America
- The English Renaissance Stage
- Contemporary African Migrant Literature & Film: Mediating Human Rights
- Professional Communication

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:

- Approaches to Language and the Media
- Contemporary African Migrant Literature & Film: Mediating Human Rights
- Surrealism and Revolution
- Greek Tragedy: The Political Theatre of Classical Athens
- Poetry since 1945
- Language & Gender
- Words, Meaning and Contexts of Use
- The American South
- African American Literature: the Short Story
- The Classic Fairy Tale
- Writing, Culture & Society
- Writing the European City
- The Outsider in Shakespeare
- Level 6 Work Placement Module (unless the Level 5 version has been taken already)

Full-time mode

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	1
A choice between: Introduction to US Literature and Culture: America and its Discontents; Understanding Language in Use; Introduction to Comparative Literature		15	4	Optional	2
Foundation Workshop	EN51010A	30	4	Compulsory (Non-compensatable)	1-2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Creative Writing Workshop	EN52250A	30	5	Compulsory (Non-compensatable)	1-2
Modules to a total value of 90 credits from an approved list available annually from the Department of English & Creative Writing. 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	Compulsory (Non-compensatable)	1-2
Modules to a total value of 90 credits from an approved list available annually from the Department of English & Creative Writing	-	90	6	Optional	1-2

Part-time mode

The sequence of modules ensures that PASS sessions are provided at the beginning of each new level

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Approaches to Text	EN51002C	30	4	Compulsory	1,2
Foundation Workshop	EN51010A	30	4	Compulsory (Non-compensatable)	1-2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Explorations in Literature	EN51001A	30	4	Compulsory	1,2
Introduction to Poetry	EN51009B	15	4	Compulsory	1
Plus one of the following:					
Introduction to US Literature and Culture: America and its Discontents	EN51015A	15	4		2
Understanding Language in Use	EN51016A	15	4		2
Introduction to Comparative Literature	EN51017A	15	4		2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Creative Writing Workshop	EN52250A	30	5	Compulsory (Non-compensatable)	1-2
Modules to a total value of 30 credits from a list of approved level- 5 modules available annually from the Department of English & Creative Writing. In years 3 and 4, modules to a total value of at least 30 credits must be chosen from those designated by the Department as encompassing substantially pre-1800 literature. These 30 credits can be spread over both years or be taken all in any one of the two years.	Various	30	5	Optional	1,2

Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a total value of 60 credits from a list of approved level- 5 modules available annually from the Department of English & Creative Writing. In years 3 and 4, modules to a total value of at least 30 credits must be chosen from those designated by the Department as substantially encompassing pre-1800 literature. These 30 credits can be spread over both					

Module Title	Module Code	Credits	Level	Module Status	Term
years or be taken all in any one of the two years.					

Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Project Development	EN53370A	30	4	Compulsory (Non-compensatable)	1-2
Modules to a total value of 30 credits from a list of approved level- 6 modules available annually from the Department of English & Creative Writing	Various	30	6	Optional	1,2

Academic year of study 6

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a total value of 60 credits from a list of approved level- 6 modules available annually from the Department of English & Creative Writing	Various	60	6	Optional	1,2

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an

opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 for students throughout the year.

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.

The Work Placement Module will enhance your employability by developing your familiarity of a particular working environment.

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 minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

- Year 1 = Level 4
- Year 2 = Level 5
- Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

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

General programme costs

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

Specific programme costs

Not applicable.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).