Integrated Degree BA English
Programme Specification

Awarding Institution:
University of London (Foundation Certificate award made by Goldsmiths’ College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:
Foundation Certificate in English
or progression to BA (Hons) English, BA (Hons) English and American Literature, BA
(Hons) English and Comparative Literature, or BA (Hons) English Language and Literature.

Name of Interim Exit Award(s): Not applicable

Duration of Programme:
1 year full-time (Foundation Certificate) + 3 years full-time (undergraduate degree)

UCAS Code(s): Q304

HECoS Code(s):
(100320) English Studies
(101203) North American Literature
(101037) Comparative Literary Studies
(100319) English Literature
(100318) English Language

QAA Benchmark Group: English

FHEQ Level of Award: Level 3 (Foundation Certificate), Level 6 (undergraduate degree)

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: September 2017

Home Department: English and Comparative Literature

Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

This is a four-year degree programme at Goldsmiths, University of London. The Foundation Year offers an overview of literary history, and includes components in Renaissance studies, eighteenth-century literature, Victorian literature and modernism. Novels, plays and poetry will be studied, and a variety of approaches to literary criticism are discussed and critically assessed. You also learn study skills, and critically evaluate your own work in individual tutorials. If you successfully achieve the progression requirements of the
foundation year, you will automatically progress to the full-time three-year BA (Hons) programme in English; you can also request to progress to the BA (Hons) English and American Literature, the BA (Hons) English and Comparative Literature, or the BA (Hons) English Language and Literature, as part of a four-year Integrated degree. If you wish to transfer to English programmes other than these, you must make an application, which will be considered, and may be subject to additional admission requirements.

*Only the Foundation Year itself is described in this specification.

For the remaining years of the Integrated Degree in English, or for the BA in English and American Literature, the BA English and Comparative Literature, or the BA English Language and Literature, please refer to the Programme Specification for the BA English, or for the BA in English and American Literature, the BA English and Comparative Literature, or the BA English Language and Literature.

Programme entry requirements

There are no formal entrance requirements, but you need to demonstrate that you have an interest in the subject, that you are an active and engaged reader of literature, and that you have the ability to benefit from studying the programme. Admission is by application to UCAS. Applicants must normally be 18 years of age by 30 September in the year of entry to the programme.

Aims of the programme

The programme aims to:

1. introduce students to the scope and complexity of the study of literature
2. provide students with a knowledge of theoretical approaches to literature
3. develop skills relevant to pursuing further academic study in the field of literature
4. provide a supportive learning environment which responds to the needs of people returning to study
5. encourage lifelong learning through the acquisition and development of independent learning styles
6. develop analytical and imaginative writing skills (also of relevance for employability in general).

What you will be expected to achieve

Students who successfully complete the programme will have demonstrated:
## Knowledge and understanding

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning outcome</th>
<th>Taught by the following module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>A range of writings in English from different periods</td>
<td>All modules</td>
</tr>
<tr>
<td>A2</td>
<td>Different methods, concepts and appropriate terminology used in the study of literature</td>
<td>All modules</td>
</tr>
<tr>
<td>A3</td>
<td>Genres and their conventions and diversity</td>
<td>All modules</td>
</tr>
<tr>
<td>A4</td>
<td>The importance of historical and cultural contexts of literary texts</td>
<td>All modules</td>
</tr>
</tbody>
</table>

## Cognitive and thinking skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning outcome</th>
<th>Taught by the following module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Synthesise academic material and develop arguments</td>
<td>All modules</td>
</tr>
<tr>
<td>B2</td>
<td>Analyse critical ideas in relation to the field of literature</td>
<td>All modules</td>
</tr>
<tr>
<td>B3</td>
<td>Illustrate points of view</td>
<td>All modules</td>
</tr>
<tr>
<td>B4</td>
<td>Critically evaluate ideas of changes and continuities in relation to literary history.</td>
<td>All modules</td>
</tr>
</tbody>
</table>

## Subject specific skills and professional behaviours and attitudes

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning outcome</th>
<th>Taught by the following module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Write extended essays</td>
<td>All modules</td>
</tr>
<tr>
<td>C2</td>
<td>Take notes and synthesise ideas</td>
<td>All modules</td>
</tr>
<tr>
<td>C3</td>
<td>Read and understand complex written material.</td>
<td>All modules</td>
</tr>
</tbody>
</table>

## Transferable skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Learning outcome</th>
<th>Taught by the following module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Research and information retrieval skills</td>
<td>All modules</td>
</tr>
<tr>
<td>D2</td>
<td>Structured and coherent styles of presenting information and ideas in writing</td>
<td>All modules</td>
</tr>
<tr>
<td>Code</td>
<td>Learning outcome</td>
<td>Taught by the following module(s)</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>D3</td>
<td>The potential for developing new skills within a structured and managed environment</td>
<td>All modules</td>
</tr>
<tr>
<td>D4</td>
<td>Transferable skills necessary for further undergraduate study</td>
<td>All modules</td>
</tr>
</tbody>
</table>

**How you will learn**

All programme outcomes (A, B, C and D) are delivered through a variety of teaching methods including lectures, seminars and study skills workshops.

There is a strong emphasis on student participation through group discussion, practical exercises and student presentations. The teaching of study skills is incorporated into the programme and delivered both through the teaching of literature and in specific contexts, including a Study-Skills Workshop in the Autumn Term that runs alongside the literature seminars.

**How you will be assessed**

Your work will be assessed through coursework (approximately 1500 words for each module), a series of exercises taking place through the year, and final written examination, via four modules.

You will write one coursework essay and carry out assessed exercises on each of the following:

16th and 17th-century Literature  
Restoration and 18th-century Literature  
19th-century Literature  
20th-century Literature

Examinations: You will sit two two-hour written examination papers at the end of the Foundation Year. Each paper requires you to answer two questions.

Examination 1: one question on Poetry from the 16th-century to the Present Day and one question on Restoration and 18th-century Literature

Examination 2: one question on 19th-century Literature and one question on 20th-century Literature.
## Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
</table>
| 80-100%    | Outstanding/Exceptional| 90-100%  
Outstanding research  
Complex and subtle argumentation  
Close critical engagement  
Wide awareness of literary history and cultural context |
|            |                        | 80-89%  
Excellent research  
Detailed and complex argumentation  
Critical engagement with texts  
Sensitive handling of literary material |
| 70-79%     | Very Good              | Very good research  
Complex argumentation  
Sophisticated handling of critical traditions  
Confident use of literary texts as illustration |
| 60-69%     | Good                   | Good research  
Structured argumentation  
Critical awareness  
Convincing use of literary illustration |
| 50-59%     | Pass                   | Satisfactory level of research  
Adequate writing  
Satisfactory attempt at analysis  
Some awareness of critical issues  
Some appropriate use of source material |
| 31-49%     | Fail                   | Limited Research  
Limited ability to develop the project independently  
Produces narrative rather than analysis  
Serious weaknesses in understanding and expression  
Significant weaknesses in referencing and bibliography |
| 16-30%     | Bad fail               | Failure to achieve the learning outcomes to a satisfactory standard  
Inadequate Research  
Significant weaknesses in understanding  
Significant weaknesses in referencing |
| 1-15%      | Very bad fail          | Little Research  
Extremely limited project development  
Major failures in referencing  
Major weaknesses in expression |
How the programme is structured

Students are required to pursue a full-time programme of study approved by the College over not less than three terms, and to pass all modules. In addition to the modules listed below, you will be taught study skills relevant to the study of literature in historical, cultural and critical contexts.

The Foundation Year of the Integrated Degree Programme in English is divided into four modules, as follows:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry from the 16th Century to the Present Day and 16th &amp; 17th-Century Literature</td>
<td>EN50004C</td>
<td>30</td>
<td>3</td>
<td>Compulsory</td>
<td>1-3</td>
</tr>
<tr>
<td>Restoration &amp; 18th-Century Literature</td>
<td>EN50006B</td>
<td>30</td>
<td>3</td>
<td>Compulsory</td>
<td>1-3</td>
</tr>
<tr>
<td>19th-Century Literature</td>
<td>EN50007B</td>
<td>30</td>
<td>3</td>
<td>Compulsory</td>
<td>1-3</td>
</tr>
<tr>
<td>20th-Century Literature</td>
<td>EN50008B</td>
<td>30</td>
<td>3</td>
<td>Compulsory</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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

The programme is intended to lead directly into Year 1 of the BA (Hons) English programme. Each year, graduating students from the BA find work in the cultural and
heritage industries, media, local and national government, teaching and research, law and business.

**The requirements of an integrated undergraduate degree with Foundation Certificate**

Integrated degree programmes consist of a foundation year (Year 0) with a value of 120 credits at Level 3 of the Framework for Higher Education Qualifications. Students who achieve the minimum progression requirements set out within the programme specification are guaranteed progression onto year 1 of specified undergraduate degree programmes.

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”. 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

**Progression**

In order to progress automatically to Year 1 of the specified undergraduate degree programme(s), students are required to:

- pass all modules (i.e. achieve a mark of 50% in each) and
- achieve a mean average mark of at least 60% overall
The Examination Board may exercise discretion in allowing progression if a student:

- has passed all modules (i.e. achieved a mark of 50% in each) and
- has achieved a mean average mark of at least 58% overall, but less than 60% and
- has presented evidence of mitigation to the Examination Board which is deemed acceptable.

Following progression to Year 1, standard progression requirements for undergraduate programmes will apply.

**Award of the degree**

Students who pass all modules on the foundation year (Year 0), as set out in the section “How the programme is structured” above, will be eligible to exit the programme with the award of a Foundation Certificate.

Following progression to Year 1 of the specified undergraduate degree, the standard requirements for the award of a Goldsmiths degree will apply.

**Classification**

Students who successfully complete the foundation year (Year 0) but do not progress onto Year 1 of an undergraduate degree are eligible for the award of a Foundation Certificate. The award is made without classification.

For students who progress onto Year 1 of a specified undergraduate degree, marks obtained in the foundation year of the programme (Year 0) will not count towards the final degree classification.

More detail on the calculation of the final classification of undergraduate degrees is on our website.

**Programme-specific rules and facts**

**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.