

## **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

**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

(100319) English Literature

**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:** October 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 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;. If you wish to transfer to the BA in English with Creative Writing, 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, please refer to the Programme Specification for the BA English.

## 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

Code	Learning outcome	Taught by the following module(s)
A1	A range of writings in English from different periods	All modules
A2	Different methods, concepts and appropriate terminology used in the study of literature	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A3	Genres and their conventions and diversity	All modules
A4	The importance of historical and cultural contexts of literary texts	All modules

### **Cognitive and thinking skills**

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

### **Subject specific skills and professional behaviours and attitudes**

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

### **Transferable skills**

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

## 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

Mark	Descriptor	Specific Marking Criteria
80-100%	Outstanding/ Exceptional	90-100% Outstanding research Complex and subtle argumentation Close critical engagement

Mark	Descriptor	Specific Marking Criteria
		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
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

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:

Module Title	Module Code	Credits	Level	Module Status	Term
Poetry from the 16th Century to the Present Day and 16th & 17th-Century Literature	EN50004C	30	3	Compulsory	1-3
Restoration & 18th- Century Literature	EN50006B	30	3	Compulsory	1-3
19th-Century Literature	EN50007B	30	3	Compulsory	1-3
20th-Century Literature	EN50008B	30	3	Compulsory	1-3

## 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 courses (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](http://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](#).