

## **BA (Hons) English**

### **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

**Name of Interim Exit Award(s):**

Certificate of Higher Education in English

Diploma of Higher Education in English

**Duration of Programme:** 3 years full-time or 4-6 years part-time

**UCAS Code(s):** Q300

**HECoS Code(s):** (100320) English Studies

**QAA Benchmark Group:** English

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** May 2024

**Home Department:** English and Creative Writing

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

Not applicable

## **Programme overview**

Our English degree is designed to give you a robust foundation in literary and cultural studies, and it puts a strong emphasis on social and cultural diversity. 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. As you progress through your degree you will be able to follow your interests and specialise in topics related to linguistics, American literature and culture, and comparisons of literatures across different cultures and art forms. Many modules will encourage you to explore the intersection of creative and critical approaches to literary studies. Our flexible programme integrates the new Goldsmiths Connected Curriculum, and you take the modules Ideas in Practice and Creative-Critical Project in your first year and the Goldsmiths elective Communicating the Climate Crisis (or another elective) in your second year.

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

Module options in English typically explore historical, thematic or genre-based approaches to literature, or literature from particular contexts or communities (for example, Black British Literature and Contemporary Indigenous Literatures). 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.

## **Programme entry requirements**

The typical GCE A-level offer is BBB (or equivalent points score). Grade B in A-level English Literature (or English Language and Literature or English Language) required; A-level General Studies is not accepted.

Qualifications considered equivalent to GCE A-level BBB:

BTEC: DDM

IB: 33 points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

## **Aims of the programme**

The programme aims 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. stimulate your appreciation of genre and literary forms and conventions
8. encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
9. facilitate a learning environment which promotes continuing enthusiasm for the subject and offers an appropriate foundation for further study of literatures and related disciplines.

## Programme learning outcomes

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 in Literature, and to a lesser extent, Genre, 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 Explorations in Literature
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 Genre.
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 in English Studies	Covered explicitly by Approaches to Text and developed across all modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A7	Demonstrate an adequate understanding of selected structural, rhetorical and linguistic strategies in literature	All modules
A8	Demonstrate an adequate understanding of the part that literature and language play in selected instances of cultural change or stasis	All modules

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Conduct textual or linguistic analysis informed by introductory methodological and theoretical reflection	All modules
B2	Analyse some central characteristics and powers of creative language	All modules
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

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

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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 literature modules
C3	Recognise and explain the role of main generic conventions in selected literary texts	All literature modules
C4	Use critical commentary and comparative techniques to an adequate professional standard	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C5	Produce your own written work in line with basic professional standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	Research literary topics using data resources and employing primary and secondary evidence	All literature modules
C7	Understand and apply key terminology appropriate to selected areas of English Studies	All modules
C8	Express ideas in seminar discussion on issues arising from texts	All modules

## Transferable skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Display adequate 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
D8	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 different periods, including some from before 1800	All modules (modules substantially encompassing pre-1800 literature include Reading the Past and Shakespeare(s): Then and Now)
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 Staging Women's Voices: Feminism and Writing; Language and Society; American Gothic; Black British Literature; Challenging World Literature: Diversity and Difference
A3	Demonstrate a good understanding of the importance of historical and cultural contexts of a sample of literary texts	All modules
A4	Demonstrate a good understanding of genres, their main conventions, and examples for their diversity	All modules
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 in English Studies	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

## Cognitive and thinking skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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

## Subject specific skills and professional behaviours and attitudes

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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	All literature modules
C4	Use critical commentary and comparative techniques persuasively	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	Understand and apply terminology appropriate to a range of fields in English Studies	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C8	Contribute ideas and arguments to seminar discussion on issues arising from texts	All modules

### **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Display good 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	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 demonstrate skills in the following categories, and be able to:

### **Knowledge and understanding**



<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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 include Reading the Past, Shakespeare(s): Then and Now, and to a lesser extent, Writing Lives)
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 Challenging World Literature: Diversity and Difference; Caribbean Women Writers; Contemporary Indigenous Literatures and Cultures; American Gothic; Analysing Discourse in Society; Language and Gender
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 Genre
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 in English Studies	All modules
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

## Cognitive and thinking skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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

## Subject specific skills and professional behaviours and attitudes

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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	All modules
C4	Use critical commentary and comparative techniques discriminatingly	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	Understand and apply terminology appropriate to English Studies	All modules
C8	Contribute constructively to seminar discussion on issues arising from texts	All modules

Code	Learning outcome	Taught by the following module(s)
C9	Design and execute an independent literary project	A compulsory assessment element of Creative-Critical Project and an assessment option for Challenging World Literature and Modern and Contemporary Literatures

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Display enhanced 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	Make positive contributions to groups, and perception of group dynamics	All modules
D9	Initiate and conduct research leading to an independent project	A compulsory assessment element of Creative-Critical Project and an assessment option for Challenging World Literature and Modern and Contemporary Literatures
D10	Understanding of project-based learning and skills in problem-solving and in applying theoretical ideas and concepts to real-world problems	Developed within Goldsmiths Project/Work Placement module, and an assessment option for Challenging World Literature and Modern and Contemporary Literatures

## Grading 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 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.

Mark	Descriptor	Specific Marking Criteria
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 full-time (3 years) 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 compulsory 30 credit Level-4 modules form a foundation in your first year of study. These modules will introduce you to a range of approaches to literature as well as foregrounding a diversity of genres and cultural and historical contexts. Embedded within the module Approaches to Text are weekly sessions on Practical Academic Skills and Strategies (PASS). The modules, Ideas in Practice and the Creative-Critical Project are shared with the Department of Theatre and Performance.

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 take one module (30 credits) at level 5 which substantially encompasses pre-1800 texts: Reading the Past.

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); Genre (30 credits); Ideas in Practice (15 credits); Creative-Critical Project (15 credits).

Progression requirements Level 4 to Level 5 (Year 1 to Year 2):

Minimum of 90 credits to be passed.

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

You take the compulsory modules Reading the Past (30 credits) and The Long Nineteenth Century (30 credits), the Goldsmiths Connected Curriculum module Communicating the Climate Crisis (15 credits), or another Goldsmiths Elective, and either the Goldsmiths Project or the Work Placement module (15 credits). A further two modules are chosen from a range characterised by wide literary, historical and contextual scope. The list of Level-5 modules is below. (NB: In any given year some modules may be temporarily suspended owing to staffing changes/sabbatical leave.) Open faculty modules are available to all students in the Faculty of Creative Arts and Media.

- Homer and Contemporary Literature (15 credits)
- Shakespeare(s): Then and Now (15 credits)
- Staging Women's Voices: Feminism and Writing (15 credits)
- Poetry since 1945 (15 credits)
- American Gothic (15 credits)
- Language and Society (15 credits)
- Creative and Life Writing (open faculty, 15 credits)
- Aesthetics (open faculty, 15 credits)
- Black British Literature (open faculty, 15 credits)

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

Minimum of 90 credits to be passed.

Level 6/Year 3

You take the compulsory modules Challenging World Literature: Diversity and Difference (30 credits) and Modern and Contemporary Literatures (30 credits). A further four modules are chosen from a range characterised by deep study of genres, cultures and identities. The list of level 6 modules are below. (NB: In any given year some modules may be temporarily

suspended owing to staffing changes/sabbatical leave.) Open faculty modules are available to all students in the Faculty of Creative Arts and Media.

- Decadence (15 credits)
- Writing Lives (15 credits)
- Contemporary Indigenous Literatures and Cultures (15 credits)
- Shakespeare’s Sisters: Contemporary Women’s Writing (15 Credits)
- American Crime Fiction (15 credits)
- Analysing Discourse in Society (15 credits)
- Caribbean Women Writers (open faculty, 15 credits)
- Beckett and Aesthetics (open faculty, 15 credits)
- Language and Gender (open faculty, 15 credits)

All the Department’s modules are informed to a greater or lesser extent by the research interests of staff.

## 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 (with PASS)	EN51002C	30	4	Compulsory	1,2
Genre	EN51xxxx	30	4	Compulsory	1,2
Ideas in Practice	EN51xxxx	15	4	Compulsory	1
Creative-Critical Project	EN51xxxx	15	4	Compulsory	2

### Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Reading the Past	EN52xxxx	30	5	Compulsory	1,2
The Long Nineteenth Century	EN52xxxx	30	5	Compulsory	1,2
Communicating the Climate Crisis (Goldsmiths Connected Curriculum) or another Goldsmiths Elective	TBC	15	5	Compulsory	TBC
EITHER Goldsmiths Project OR the Work Placement module	TBC	15	5	Compulsory	TBC

Module Title	Module Code	Credits	Level	Module Status	Term
Two 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	Various	30	5	Optional	1,2

## Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Challenging World Literature: Diversity and Difference	EN53xxx	30	6	Compulsory	1,2
Modern and Contemporary Literatures	EN53xxx	30	6	Compulsory	1,2
Four 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

## Part-time mode

The sequence of modules ensures that PASS sessions are provided at the beginning of the degree.

## 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 (with PASS)	EN51002C	30	4	Compulsory	1,2

## Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Genre	EN51xxx	30	4	Compulsory	1, 2
Ideas in Practice	EN51xxx	15	4	Compulsory	1
Creative-Critical Project	EN51xxx	15	4	Compulsory	2



### Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Reading the Past	EN52xxx	30	5	Compulsory	1, 2
The Long Nineteenth Century	EN52xxx	30	5	Compulsory	1,2

### Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Communicating the Climate Crisis (Goldsmiths Connected Curriculum) or another Goldsmiths Elective	TBC	15	5	Compulsory	1
Goldsmiths Project or Work Placement Module	TBC	15	5	Compulsory	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.	Various	30	5	Optional	1,2

### Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Challenging World Literature: Diversity and Difference	EN53xxx	30	6	Compulsory	1,2
Modern and Contemporary Literatures	EN53xxx	30	6	Compulsory	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 three times 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 [Centre for Academic Language and Literacies](#) 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.

## **Employability and potential career opportunities**

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.

Participation in the Goldsmiths Connected Curriculum through, e.g. the Goldsmiths Project or the Work Placement Module at L5, will enhance your employability by developing your familiarity of a particular working environment.

Goldsmiths also offers a range of opportunities, including Masters and Doctoral programmes, taught diplomas and certificates, and a Postgraduate Certificate in Education for prospective teachers.

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable.