



UNIVERSITY
OF LONDON

INTERNATIONAL
PROGRAMMES

Programme Specification 2016–17

English (New Regulations)

BA

Diploma of Higher Education
Certificate of Higher Education
and Individual courses

Important document – please read



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Important information regarding the Programme Specification

Last revised 08 January 2016

About this document

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in a programme specification is included in more detail on the University of London International Programmes (International Programmes) website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>; otherwise the *Contact Us* button at the bottom left hand corner of every webpage should be used.

A [Glossary](#) provides an explanation of the terms used in this document.

Key revisions made

Programme specifications are revised annually. The Lead College's quality committee, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support. Where there are changes which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the programme specification 2016-17:

No significant changes.

Title and name of awards

Programme

English

Award titles

- Bachelor of Arts Honours Degree (BA)
- Diploma of Higher Education (DipHE)
- Certificate of Higher Education (CertHE)

Exit Awards

- Diploma of Higher Education (DipHE)
- Certificate of Higher Education (CertHE)

Individual courses

There is also the provision for individual courses of the programme to be studied and assessed on a stand-alone basis. The courses available as individual courses are drawn from the same set of Level 4 courses available in the structure of the related BA English. Students may take a maximum of three full courses on a stand-alone basis without being registered for an award at FHEQ Level 4, 5 or 6.

Level of the programmes

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The awards are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

- BA – Level 6
- DipHE – Level 5
- CertHE – Level 4

Relevant QAA subject benchmarks group(s)

See the [QAA website](#) for information:

English

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>

Awarding body

University of London

Registering body

University of London

www.londoninternational.ac.uk

Academic direction

Goldsmiths, University of London

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

Mode of study

Flexible and online study

Programme structures

The **BA English** consists of twelve full courses as follows:

- Four Level 4 courses *plus*
- Four Level 5 courses *plus*
- Four Level 6 courses

The **Diploma of Higher Education in English** consists of eight full courses as follows:

- Four Level 4 courses *plus*
- Four Level 5 courses

The **Certificate of Higher Education in English** consists of

- Four Level 4 courses

Full details of the Scheme of Award are included in the [Programme Regulations](#).

Exit awards

There is provision for CertHE and DipHE exit awards in the programme. Exit awards are granted at the discretion of the Board of Examiners and once a student has accepted an exit award they will not be permitted to continue their study of the same programme with the International Programmes.

Full details of exit award requirements are included in the [Programme Regulations](#).

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a student's effective date of registration, are:

	Minimum	Maximum
BA English	Three years	Eight years
Diploma of Higher Education in English	Two years	Five years
Certificate of Higher Education in English	One year	Five years
Individual courses	One year	Two years

These periods may vary if accreditation of prior learning is permitted.

Study materials are made available after registration and on payment of the applicable fee.

Credit value of courses

Further information about the credit systems used by universities in the UK and Europe is available in:

The Higher Education Credit Framework for England,
www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf

The Framework for Higher Education Qualifications in England,
www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf

The European Credit Transfer and Accumulation System,
http://ec.europa.eu/education/tools/ects_en.htm

Where credits are assigned to each course of a programme, credit indicates the amount of learning carried out in terms of the number of study hours needed, and a specified credit level indicates the depth, complexity and intellectual demand of learning involved.

For the BA English, Diploma of Higher Education in English and Certificate of Higher Education in English programme, credits are assigned to the courses as follows:

Each course has a value of 30 UK credits or 15 ECTS credits, equivalent to 300 notional study hours. The Certificate of Higher Education has a total value of 120 UK credits, the Diploma of Higher Education has a total value of 240 UK credits and the degree has a total value of 360 UK credits. Each course is assigned an FHEQ Level at Level 4, 5 or 6.

Accreditation of Prior Learning (APL)

This programme allows accreditation of prior learning.

Details on [how to apply for APL](#) can be found on our website. See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to APL.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#). To be considered for registration with the International Programmes, applicants must normally satisfy:

- the University of London's general entrance requirements;
- any additional programme specific entrance requirements; and
- English language requirements.

Entrance requirements are set out in detail on the programme page under the [Requirements](#) tab.

General entrance requirements for Undergraduate Degrees and Diplomas of Higher Education

Age:

Applicants must normally be at least 17 years of age on or before 30 November in the year of registration.

Qualifications:

Applicants must have obtained qualifications that satisfy category G in the Qualifications for Entrance schedule.

The Qualifications for Entrance schedule can be found here:
www.londoninternational.ac.uk/sites/default/files/entrance_qualifications.pdf

General Entrance Requirements for Certificates of Higher Education

Age:

Applicants should check programme requirements which are given on our website.

Qualifications:

Three separate subjects at GCSE/GCE O level with grades A to C or check the Qualifications for Entrance schedule for equivalent studies.

General Entrance Requirements for Individual courses

As for General Entrance Requirements for Undergraduate Degrees and Diplomas of Higher Education, above.

The Qualifications for Entrance schedule can be found here:
www.londoninternational.ac.uk/sites/default/files/entrance_qualifications.pdf

Details of the programme specific requirements are given on the programme page, under the Requirements tab:

www.londoninternational.ac.uk/courses/undergraduate/goldsmiths/ba-diphe-certhe-english

English language requirements

Applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under the Requirements tab.

Additional information on English language proficiency tests is given on the [website](#).

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

English language requirements are given on the programme page, under the Requirements tab www.londoninternational.ac.uk/courses/undergraduate/goldsmiths/ba-diphe-certhe-english

Internet access

Students will require regular access to a computer (or mobile device*) with an internet connection to use the International Programmes website and the Student Portal. These are where many of the programme's study resources are located.

The computer should have at least the following minimum specification:

- a web browser (the latest version of Firefox, Chrome or Internet Explorer). This must accept cookies and have JavaScript enabled;
- screen resolution of 1024 x 768 or greater;
- sufficient bandwidth to download documents of at least 2 MB;

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a pdf reader;

* Full mobile access to VLE resources is not available for all programmes.

Students with specific access requirements

International Programmes welcomes applications from disabled students and/or those who have specific access requirements. The University will make every effort to provide reasonable adjustments to enable those with specific access requirements to have the same chance as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to offer all students the opportunity to participate fully. Students with a disability or others who may need special arrangements to assist in taking examinations (such as separate room or special aids) should complete the relevant section of the application form, or contact the Inclusive Practice Manager. Requests will be considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students.

For further information, see [Inclusive Practice Policy](#)

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see www.londoninternational.ac.uk/distance-and-flexible-learning/funding-your-study.

Educational aims and learning outcomes of the programmes

The main purpose of the programmes is to offer a challenging, flexible scheme of study invigorated by current research, which advances students' powers of engagement with literatures in English. It is intended that students pursue their own interests and preoccupations using their initiative and thinking out problems for themselves. The programmes are primarily literary and have no element of training in language proficiency.

Graduates of the programmes should have a sound basis for careers in areas such as the Civil Service, teaching and research, advertising and marketing, journalism, radio and television, and commerce and business. A student who completes the Certificate or Diploma may transfer their registration to a BA English award. Successful completion of the BA may allow students to progress to postgraduate study in the degree field or a related area of the arts and humanities.

The programmes aim to:

- promote independent critical and evaluative skills, and intellectual curiosity;
- expand knowledge and understanding of cultural, historical and regional evolutions or continuities of literatures in English;
- foster an awareness of a range of differing contextual approaches to the subject;
- develop an understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted;
- promote analytical, creative and imaginative engagement with the complexities of literary and non-literary discourses;
- stimulate appreciation of genre and literary forms and conventions;
- encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in the written domain.

The learning outcomes for the BA English degree are as follows:

Knowledge and understanding

A student will be able to have acquired a detailed knowledge and understanding of:

1. A range of writings in English from different periods, including some from before 1800;
2. Writings expressive of diverse regional, cultural and social backgrounds;
3. The importance of historical and cultural contexts of literary texts;
4. Genres and their conventions and diversity;
5. Methods, concepts and appropriate terminologies in literary study and, where appropriate, in related linguistic study and, where appropriate, creative writing;

6. Traditional and contemporary debates in English studies;
7. Structural, rhetorical and linguistic strategies in literature;
8. The part that literature and language play in cultural change or stasis.

Thinking (cognitive/intellectual) skills

By the end of the programme students will be able to:

1. Conduct detailed textual analysis at an enhanced level;
2. Analyse diverse characteristics and powers of creative language in a range of literatures in English;
3. Assimilate and lucidly evaluate alternative views;
4. Formulate coherent and persuasive interpretations and arguments;
5. Respond with insight to complex or unfamiliar modes of expression and/or narrative.

Practical (including subject-specific) skills

By the end of the programme students will be able to:

1. Perceive interactions between historicity of production, modes of transmission and reception in the creation of textual meanings;
2. Use close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts;
3. Recognise and discuss the role of generic conventions in literary texts;
4. Use a range of critical commentary discriminatingly;
5. Produce written work adequate to professional standards in organisation, relevance, expression, and, where appropriate, referencing and bibliography;
6. Research literary topics (and, where appropriate, linguistic topics) using data resources and collecting and sifting primary and secondary evidence;
7. Understand and apply terminology appropriate to English studies.

Transferable skills

By the end of the programme students will be able to:

1. Demonstrate enhanced communication skills in written contexts, including writing under timed conditions;
2. Access verbal data using hard copy/electronic resources;
3. Handle ideas in rational, critical, and evaluative ways and, where appropriate, in creative ways;
4. Show open-mindedness and capacity for independent judgement;
5. Manage their own learning, including working effectively to deadlines;
6. Apply skills of close analysis to a variety of texts and contexts;
7. Organise information, and to assimilate and evaluate competing arguments;
8. Demonstrate the learning ability needed to undertake further study at postgraduate level.

The learning outcomes for the Diploma of Higher Education in English are as follows:

Knowledge and understanding

A student will be able to have acquired knowledge and understanding of:

1. Writings in English from different periods, including some from before 1800, with an improved historical overview of works that are important to each period;
2. The wider range of methods, concepts and appropriate terminologies in literary study and, where appropriate, in related linguistic study;
3. Genres and their conventions as they apply to different periods within literary study;
4. A selection of traditional and contemporary debates in English studies;
5. Structural, rhetorical and linguistic strategies in literature, and how they might change according to historical and cultural contexts.

Thinking (cognitive/intellectual) skills

By the end of the programme students will be able to:

1. Conduct detailed textual analysis, identifying key formal and thematic features specific to literary periods;
2. Analyse diverse characteristics and powers of creative language and, where appropriate, differing varieties of English language;
3. Assimilate and evaluate some alternative views;
4. Develop coherent interpretations and arguments;
5. Make some response to complex or unfamiliar modes of expression and/or narrative.

Practical (including subject-specific) skills

By the end of the programme students will be able to:

1. Begin to perceive some interactions between historicity of production, modes of transmission and reception in the creation of textual meanings;
2. Use close reading and critical commentary to produce interpretations and to engage with literary texts;
3. Recognise and discuss the role of generic conventions in a wider range of literary texts;
4. Produce written work adequate to professional standards in organisation, relevance, expression, and, where appropriate, referencing and bibliography;
5. Research literary topics (and, where appropriate, linguistic topics) using data resources and collecting and sifting primary and secondary evidence;
6. Understand and apply a wider terminology appropriate to English studies.

Transferable skills

By the end of the programme students will be able to:

1. Demonstrate improved communication skills in written contexts, including writing under timed conditions;
2. Access verbal data using hard copy/electronic resources;
3. Handle ideas in rational, critical, and evaluative ways and, where appropriate, in creative ways;

4. Manage their own learning, including working effectively to deadlines;
5. Apply skills of close analysis to an increased range of texts and contexts;
6. Organise information, and to assimilate and evaluate competing arguments;
7. Demonstrate the learning ability needed to undertake further study at Level 6.

The learning outcomes for the Certificate of Higher Education in English are as follows:

Knowledge and understanding

A student will have acquired knowledge and understanding of:

1. A selection of works that have been influential in the literary canon, from ancient Greek texts in translation to contemporary writers;
2. Essential concepts in literary study and, where appropriate, in related linguistic study and, where appropriate, in creative writing;
3. The 'major' genres of fiction, poetry, and drama.

Thinking (cognitive/intellectual) skills

By the end of the programme students will be able to:

1. Perform basic textual analysis (including comparative analysis);
2. Apply essential concepts encountered in the programme to the interpretation of texts;
3. Show responsiveness to genre as a factor in the creation of meaning through the study of literary and non-literary texts and, where appropriate, through the practice of creative writing.

Practical (including subject-specific) skills

By the end of the programme students will be able to:

1. Produce some written work adequate to professional standards in organisation, relevance, expression, and, where appropriate, referencing and bibliography;
2. Have some basic research skills for studying literary topics (and, where appropriate, linguistic topics);
3. Understand and apply essential concepts appropriate to English studies;
4. Contribute constructively to online seminar discussions on issues arising from texts and, where appropriate, on issues arising from drafts of creative writing.

Transferable skills

By the end of the programme students will be able to:

1. Demonstrate improved basic skills in written expression, including writing under timed conditions;
2. Access some verbal data using hard copy/electronic resources;
3. Handle ideas in rational, critical, and evaluative ways and, where appropriate, in creative ways;
4. Manage their own learning, including working effectively to deadlines.
5. Use skills of close analysis;
6. Organise information;
7. Demonstrate the learning ability needed to undertake further study at Level 5.

Learning, teaching and assessment strategies

Students will be provided with subject guides for each course studied. These introduce the topic within the syllabus and should be used alongside the recommended reading, which should either be bought or borrowed from a library, or accessed through the University of London Online Library. The subject guides show the student how to approach a topic using primary and secondary resources in an organised and productive manner.

Past examination papers, as well as examiners' reports on examinations of previous years, are available to help students understand what is expected of them.

Supplementary materials will be provided for Level 4 courses to provide an extra level of study support and guidance. Supplementary materials enhance the concerns of the Level 4 subject guides, giving further guidance on how to use the subject guides productively, providing further activities, and advising on how to prepare for examinations.

In addition students receive a Student Guide and programme handbook which give both study advice and practical information such as: study techniques, planning studies, preparing for examinations, bookshops, libraries, contacts at the University and a list of institutions which offer face-to-face tuition.

All students will be given access to the programme's VLE where they can preview and download subject guides, supplementary materials, past examination papers, reading lists, and additional audio-visual material, as well as interact with tutors and other students in discussion groups (both open and course-specific) and confidentially submit formative assessments.

Level 4 students are assigned a tutor and a tutor group for each Level 4 course that they do. The tutor provides monthly online discussion forums, in which all students are strongly encouraged to participate, which run over the course of five months per academic year, beginning in October.

All Level 4 English courses require students to submit a piece of formative assessment, either in the form of an essay (for all courses except 'Introduction to Creative Writing'), or in the form of a creative piece (fiction, poetry, or stage writing) for 'Introduction to Creative Writing' only. This requirement is to help students prepare for examinations and final assessment. The piece of formative assessment is compulsory but does **not** contribute to the student's final assessment. Students must make a valid attempt at the compulsory essay. Details about submitting formative assessment(s) will be posted on the relevant course forum on the English VLE.

Level 5/6 students are expected to self-manage their studies to a greater extent than at Level 4; however, Level 5/6 students have the option of participating in online e-seminars, and have the option of submitting up to four practice essays per year for feedback by academic staff.

The Programme Director is available to provide some academic advice, and advice can also be obtained from the Learning Support Co-ordinator.

Assessment criteria for the programme take into account the level at which these skills have been achieved.

Assessment methods

With the exception of 'Introduction to Creative Writing' (which is assessed by coursework), each course will normally be examined by one three-hour unseen written paper.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information: www.londoninternational.ac.uk/exams

The written paper examinations take place on one occasion each year, normally in May.

The coursework for 'Introduction to Creative Writing' must be submitted to the University no later than 1 May, and must be the student's own work.

All Level 4 English courses require students to submit a piece of formative assessment in the form of an essay (for all courses except 'Introduction to Creative Writing') or in the form of a creative piece (fiction, poetry, or stage writing) for 'Introduction to Creative Writing' only. This requirement is to help students prepare for examinations and final assessment. The piece of formative assessment is compulsory and to be undertaken in the same year as the examination/final assessment for a Level 4 course and the requirements of that year's formative assessment should be observed. It is due on 1 March in the year of examination in that course. Students must make a valid attempt at the compulsory essay, and gain a mark of at least 10%, although the mark does not contribute to their overall course result. Details about submitting formative assessment(s) will be posted on the relevant course page on the English VLE.

Individual courses

A student may choose whether or not to be formally assessed in the credit bearing individual courses for which they are registered. Students who choose to be formally assessed will be examined in the same way as students studying for a full award.

Student support and guidance

The following summarises the support and guidance available to students:

- subject guide for each course studied - these introduce and develop the topics;
- supplementary guides for all Level 4 courses;
- recommended reading lists;
- Programme Handbook - this tells a student how to access available resources and assessment and examinations procedures;
- [Student Guide](#) - this provides information which is common to all students and gives information about matters of importance from the start of a student's relationship with the International Programmes through to their graduation;
- Programme Specification and Programme Regulations documents;
- past examination papers and Examiners' commentary which provide generic feedback from assessment;
- a University of London email account and web area for personal information management;
- access to a Virtual Learning Environment (VLE);

- access to an online tutor (for Level 4 courses) over a five month period, beginning in October each academic year;
 - access to essay feedback via formative assessment (for Level 4 courses);
 - access to online e-seminars (for Level 5 and Level 6 courses);
 - option of submitting up to four practice essays per year for feedback by academic staff (for Level 5 and Level 6 courses);
 - access to a Learning Support Co-ordinator (all Levels);
 - access to an Online Library which provides a range of full-text, multidisciplinary databases. Journal articles, book reviews and reports can be found on the databases to which the Library subscribes on the behalf of students;
 - University of London library - registered students may use the resources located within the Senate House library (for a small additional fee);
 - [The Student Charter](#) which outlines key mutual obligations between International Programmes and its students.
- Employability skills module – guidance on how to manage your career in the future, available through the VLE.

For an extra fee students may:

- attend locally based teaching institutions – students must make their own arrangements to work with institutions which provide full-time classes, regular part-time classes or occasional revision sessions.

There is further information on support and guidance in the [Programme handbook and Student guide](#).

Quality evaluation and enhancement

The independent academic institutions of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes. The policies, partnerships and systems are defined within the key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and [programme specific regulations](#) for each programme.

Parity of award standards

Every programme of study is developed and approved by an academic institution of the University of London, or a consortium with representation by more than one academic institution to the same standards and requirements as would be applied in the institution/s concerned.

Learning materials are written and examinations are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Procedures are in place to assure the standards of the award and the quality of the student experience, which include programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all University of London International Programmes. Improvements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are produced for all programmes in order to review and enhance the provision and to plan ahead;
- Every year independent external examiners submit reports to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics are produced and are referenced in all systematic reporting within the University of London International Academy;
- Periodic programme reviews are carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

See www.londoninternational.ac.uk/our-global-reputation/quality-standards for its policies and procedures in quality assurance.

Student feedback mechanisms

The Student Experience Survey, carried out every two years, collects programme-level feedback according to the student lifecycle and the stages students have reached in their learning. The results are considered by colleagues of the International Programmes and the academic institution concerned and a response provided. In addition some programmes schedule their own surveys.

VLEs provide the opportunity for informal feedback and discussion.

University of London International Academy committees and subcommittees encourage student membership where possible. Some programmes recruit their own student representatives at the programme level.

After graduation

Further study

Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area. This may be undertaken at Goldsmiths or elsewhere.

Graduate employment routes

These programmes are designed for those who wish to pursue careers in areas such as the Civil Service, teaching and research, advertising and marketing, journalism, radio and television, and commerce and business.

Careers advice and resources

The University of London's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students and graduates, at any stage of their career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), through face-to-face, Skype or phone appointments, or through a 30 minute e-Advice service. Students may also make use of the dedicated careers library.

For further information, please see www.thecareersgroup.co.uk/develop-talent

The Alumni Association

Upon graduation, International Programmes' students automatically become members of its Alumni Association, a diverse community of over 100,000 alumni in more than 180 countries. The Alumni Association can provide past students with lifelong links to the University of London and each other. Benefits include invitations to events, access to local groups, a bi-monthly e-newsletter, social networking groups, and the opportunity to become an Alumni Ambassador for the University of London.

For further information, please see www.londoninternational.ac.uk/alumni,
www.facebook.com/londonualumni and [http://linkd.in/alumniassociation`](http://linkd.in/alumniassociation)