



UNIVERSITY
OF LONDON
INTERNATIONAL
PROGRAMMES

Programme Specification 2017–18

English

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

About this document

Last revised 1 March 2017

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.

Terminology

The following language is specific to the English programme:

Course: Individual units of a programme are called courses. Each course is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

An online [Glossary](#) provides an explanation of other terms used here and on the website.

Key revisions made

Programme specifications are revised annually. The quality committee of Goldsmiths, University of London, 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.

Any changes that may impact on continuing students are listed below. For all new students, the programme and general information provided in this document is correct and will be applicable for the current year.

Significant changes made to the programme specification 2017-18:

No significant changes.

Title and name of awards

Programme

English

Award titles

- Bachelor of Arts Honours Degree
- Diploma of Higher Education
- Certificate of Higher Education

Exit Awards

- Diploma of Higher Education
- Certificate of Higher Education

Individual courses

There is also the provision for individual courses of the programme to be studied and assessed on a stand-alone basis. Students can select a maximum of three full courses from those offered at Level 4 without being registered for an award.

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):

- | | |
|--|---------|
| • Bachelor of Arts (BA) | Level 6 |
| • Diploma of Higher Education (DipHE) | Level 5 |
| • Certificate of Higher Education (CertHE) | Level 4 |

Relevant QAA subject benchmarks group

Subject benchmarks set out national expectations about standards of degrees in a range of subject areas, as defined by the [Quality Assurance Agency](#).

The subject benchmarks for English can be found [here](#).

Awarding body

University of London

Registering body

University of London

www.londoninternational.co.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

A student may progress from the Certificate of Higher Education in English to the Diploma of Higher Education in English or the BA English or from the Diploma of Higher Education in English to the BA English by applying to transfer their registration.

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

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 (ECTS)
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
- The BA degree has a total value of 360 UK credits

Each course is assigned an FHEQ Level at Level 4, 5 or 6.

Recognition of Prior Learning (also known as Accreditation of Prior Learning (APL))

The University of London may recognise your prior learning and grant you credit towards the award.

You may apply for accreditation of prior learning for up to four Level 4 courses for the BA in English, or up to three Level 4 courses for the Diploma of Higher Education in English.

Accreditation of prior learning is not permitted for Level 5 and Level 6 courses.

Accreditation of prior learning or credit transfer is not permitted for the Certificate of Higher Education in English.

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](#).

Entrance requirements for all programmes are set out in detail on the website under the [Requirements](#) tab.

We consider qualifications from around the world. Details are available [here](#) and in the [Qualifications for Entrance](#) schedule.

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
- meet any additional programme specific entrance requirements; and
- satisfy English language requirements

General Entrance Requirements for Certificates of Higher Education

Age:

Applicants should check programme requirements which are given on our [website](#).

Qualifications:

Applicants must

- meet programme specific entrance requirements; and
- satisfy English language requirements

General Entrance Requirements for Individual courses

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

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.

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 a disability, learning difficulty or specific access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. The International Programmes admissions team encourages those students with a disability, or others who may need special arrangements to take examinations (such as separate room or special aids), to complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). Requests are 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. These considerations remain separate from the academic selection processes.

For further information, see the [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. 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.

Learning outcomes for the BA English Degree

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;
- Demonstrate the learning ability needed to undertake further study at postgraduate level.

Learning outcomes for the Diploma of Higher Education in English

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.
5. Develop coherent interpretations and arguments;
6. 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.

Learning outcomes for the Certificate of Higher Education in English

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

Study materials

Students will be provided with subject guides for each course studied. They 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.

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.

Virtual Learning Environment (VLE)

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. 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, as well as 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 learning support/tutor group advice can also be obtained from the Deputy Programme Director and 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.

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.

Further guidance and details about submitting formative assessments will be posted on the relevant course pages on the English VLE: students are advised to check these regularly for guidance and relevant updates.

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:

- [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.
- The Virtual Learning Environment (VLE); this gives access to materials (including online tutor group discussions, activities and assignments) for each course studied.
- The VLE also includes a range of additional study resources such as:
 - Online student café and discussion areas which allow students to communicate with each other.
 - Past examination papers and Examiners' commentaries; these provide generic feedback from assessment.
 - Employability skills module; guidance on how to manage your career in the future
- [Programme Handbook](#); this tells students how to access available resources and assessment and examinations procedures.
- Course subject guide for each course studied; these introduce and develop the topics.
- [Programme Regulations](#)

- Recommended reading lists.
- 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).
- [The Online Library](#); this provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- University of London library; registered students may use the resources located within the Senate House library (for a small additional fee).
- [The Student Charter](#); this outlines key mutual obligations between the University of London International Programmes and its students.
- A University of London email account and web area for personal information management.

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 feedback from the International Programmes student body on a range of topics relating to the student lifecycle. The results are considered in a number of different ways, including by the Pro-Vice Chancellor, the programme team, principal committees and departments at the International Programmes responsible for the different aspects of the student experience. Once the findings have been considered in detail, responses are published from both the International Programmes and from the individual Programme Directors.

Additional survey activity may also be conducted from time to time through the student portal, by email or from the programme team.

VLEs also provide the opportunity for informal feedback and discussion.

An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and *ad hoc* focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found at www.londoninternational.ac.uk/youengage

After graduation

Further study

Successful completion of the programmes may serve as preparation for students who wish to go on to take further study in English or a related area of the arts and humanities. This may be undertaken at Goldsmiths or elsewhere.

Graduates of the University of London International Programmes who have been awarded a BA in English are eligible for a 30% discount on taught Masters programmes at Goldsmiths, University of London. For further information, please see <http://www.gold.ac.uk/pg/fees-funding/scholarships-2017/>.

Graduate employment routes

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.

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 Network

Upon graduation, International Programmes' students automatically become members of its Alumni Network, a diverse community of over 100,000 alumni in more than 180 countries. The Alumni Network can provide past students with lifelong links to the University of London and each other. Benefits include social and networking events, access to local groups, a bi-annual magazine, 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, www.instagram.com/londonu and <http://linkd.in/alumniassociation>