Programme Specification
MA Children's Literature

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Children's Literature
Name of Interim Award(s)	Postgraduate Certificate in Children's Literature Postgraduate Diploma in Children's Literature
Duration of Study/Period of Registration	1 year full-time; 2 years part-time
UCAS Code(s)	N/A
HECoS Code(s)	(100459) Education Studies
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	May 2024
Primary Department/Institute	Educational Studies

Departments which will also be involved in teaching part of the programme
English and Creative Writing

Programme overview

This MA combines the expertise of two departments: the Department of Educational Studies and the Department of English and Creative Writing and aims to offer students a wide-ranging interdisciplinary programme.

The academic study of children's literature has developed over the past thirty years and is now a recognised multi-disciplinary field of enquiry. The programme will enable students to explore the relationship between reader, writer, text and context and consider the processes that underpin those interactions. The MA Children's Literature at Goldsmiths offers a unique focus on the socio-political contexts in which texts are produced and interpreted and how texts for children can challenge or reinforce dominant ideological constructions. You will develop detailed knowledge and critical understanding of issues and debates in the field. In addition, those who are interested in creating texts for children/young adults can select modules that will support creative writing practices.

The programme is interdisciplinary in nature drawing on critical perspectives from education, cultural studies, anthropology, sociology, history and philosophy, in addition to literary studies and creative writing practice. With guidance from tutors, you can pursue particular interests and preferences through your choice of pathways, modules, assignment titles and the dissertation.

The programme aims to incorporate and respond to the unique background of each student as an individual with experience of or interest in children's and YA literature and strives to remain open and responsive to the experiences students bring with them, as well as to the data they are asked to collect in order to contribute to modules or for their dissertation.

This programme is targeted at those who are working or planning to work in education in the areas of literacy and literature, such as teachers and librarians, as well as those who might have an interest in the theoretical study of children's literature and its practical applications, such as parents, publishers or others working in children's media. The emphasis on the interplay between words and visual text in some genres may make it of interest to artists or those with a background in visual literacies. The modules on creative writing and option to include creative writing as a component of the dissertation may appeal to those who aspire to write for children. The choice to undertake a project-based module in a community may interest those involved in youth and community work as cultural outreach workers. The MA will add value to graduates' professional life, whether as managers, teachers, researchers, creative or cultural practitioners or in other careers related to literature, literacy or writing for children.

Intermediate exit points at PG Certificate and PG Diploma level are available for those students who do not wish, for whatever reason, to complete the full master's programme.

Programme entry requirements

The standard requirement is at least second class honours BA in education, literature, creative writing or another relevant subject. Other qualifications of equivalent level will be considered where there are indications of academic strength and relevant professional experience. A high level of competence in written and spoken English is also required. If their first language is not English, candidates would need a minimum score of 6.5 in IELTS (with a 6.5 in writing and no element lower than 6.0) or equivalent. Where candidates fall short of this requirement, places might be offered conditional on successful completion of a pre-sessional programme or a Graduate Certificate at the English Language Centre.

There is an additional entry requirement for those candidates who wish to study, alongside their theoretical studies, the creative writing pathway leading to a Portfolio dissertation (a portfolio of creative writing for children accompanied by a critical commentary). Candidates who intend to opt for the creative writing pathway should submit a piece or pieces of creative writing as part of their MA application, for consideration by the Head of the Pathway. The submission should include one item from the following list up to a maximum of 3,000 words: 1 short story; 7-10 poems; 1 or 2 extracts from a novel; 1 or 2 extracts from life writing, for example, memoir. The Head of the Pathway will assess the submission in terms of what it demonstrates about the candidate's potential for further engagement with and study of creative writing practices at master's level. If the Head of the Pathway feels that a candidate's writing is not of the standard required, but the Head of Programme judges that the application meets the programme entry requirements in all other respects, an offer of a place on the Theoretical Approaches to Children's and YA Literature pathway will be made instead.

There are also students currently undertaking the PGCE Secondary module who have a background in English and those on the Primary route who have already studied a Master's Level 7 module in Children's Literature. These students would potentially be interested in completing their Masters through the MA in Children's Literature. They would be eligible for advanced standing on the programme for their PGCE Masters level credits.

Students can bring 30 credits from previous Level 7 modules for a Postgraduate Masters qualification.

Aims of the programme

The programme aims to offer you the opportunity to develop your knowledge of children's and young adult literature as an academic discipline and through optional elements to pursue the opportunity to engage in creative writing for children and young adults.

The aims of the programme are for you to develop:

- critical understanding of children's and YA texts in context

- detailed knowledge of key stakeholders in the children's and YA publishing industries, such as authors, publishing professionals, booksellers, and readers, and the roles they play in shaping literature for young people;

- the ability to enact detailed analysis of primary texts while synthesising and incorporating critical and theoretical perspectives discussed across the programme;

- critical engagement with key themes and concepts of concern in children's literature and YA studies, including childhood, adolescence, liminality, canonicity, and inclusivity;

- advanced critical awareness of the history and development of children's and YA literature within debates about the function of literature, with particular reference to its focus as an area of academic study;

- an understanding of the genres and forms of writing for young people through creative multimodal practices.

What you will be expected to achieve

When you successfully complete the Postgraduate Certificate in Educational Studies, you will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate advanced knowledge of the field of children's and YA literature, including its history and development and diverse genres and forms.	Inclusion & Diversity; Research with Texts; The Publishing Industry; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

Cognitive and Thinking Skills		Taught by the following modules
B1	Systematically synthesise and critique a range of children's and YA literature scholarship across different disciplines, including literary studies, education and book studies.	Children's Literature, Culture & Diversity; Research with Texts, The Publishing Industry R Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project, Portfolio

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Critically reflect on how textual ideologies pertaining to race, gender, sexuality, age, and other aspects of identity reflect and/or challenge dominant cultural attitudes and power structures	Inclusion & Diversity; Research with Texts; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

Transferable Skills		Taught by the following modules
D1	Develop advanced communication and discussion skills, in written and oral contexts.	Inclusion & Diversity; Research with Texts Children's Literature in Action; It The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

When you successfully complete the Postgraduate Diploma you will be able to:

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Knowledge and Understanding		Taught by the following modules
A1	Demonstrate advanced knowledge of the field of children's and YA literature, including its history and development and diverse genres and forms.	Inclusion & Diversity; Research with Texts; Children's Literature in Action; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

Cognitive and Thinking Skills		Taught by the following modules
B1	Systematically synthesise and critique a range of children's and YA literature scholarship across different disciplines, including literary studies, education and book studies.	Children's Literature, Culture & Diversity; Research with Texts; t; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project
B2	Identify and evaluate a range of methodologies and methods in the study of texts for young people.	Inclusion & Diversity; Research with Texts ; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Critically reflect on how textual ideologies pertaining to race, gender, sexuality, age, and other aspects of identity reflect and/or challenge dominant cultural attitudes and power structures.	Inclusion and Diversity; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project

Transferable Skills		Taught by the following modules
D1	Develop advanced communication and discussion skills, in written and oral contexts.	Inclusion & Diversity; Research with Texts Children's Literature in Action; The Publishing; Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

When you successfully complete the MA in Children's Literature programme, you will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate advanced knowledge of the field of children's and YA literature, including its history and development and diverse genres and forms.	Inclusion & Diversity; Research with Texts Children's Literature in Action; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio
A2	Systematically understand relevant theoretical and cultural concepts in the study of literature for young people.	Inclusion & Diversity; Research with Texts; Children's Literature in Action; The Publishing Industry; Workshop in Creative and Life

		Writing; Writing for Children/Young Adults; Final Project; Portfolio
A3	Determine key stakeholders and factors that shape the current landscape of the children's and YA literature industry and publishing market.	Inclusion & Diversity; Research with Texts Children's Literature in Action; The Publishing Industry; Final Project; Portfolio

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Systematically synthesise and critique a range of children's and YA literature scholarship across different disciplines, including literary studies, education and book studies.	Inclusion & Diversity; Research with Texts; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio
B2	Identify and evaluate a range of methodologies and methods in the study of texts for young people.	Inclusion & Diversity; Research with Texts Children's Literature in Action; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio
B3	Demonstrate self-direction and originality in the formulation of cogent and persuasive arguments.	Inclusion & Diversity; Children's Literature in Action; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Critically reflect on how textual ideologies pertaining to race, gender, sexuality, age, and other aspects of identity reflect and/or challenge dominant cultural attitudes and power structures.	Inclusion & Diversity; Research with Texts; The Publishing Industry; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Final Project; Portfolio
C2	Analyse children's and YA texts by employing appropriate methods that support complex academic enquiry, including close textual, multimodal and digital approaches.	Includion and Diversity; Researchi with Texts Children's Literature in Action; The Publishing Industry; Final Project
C3	Propose and undertake innovative research that is informed by a holistic understanding of key concerns in children's and YA literature studies	Research with Texts ; Children's Literature in Action; Final Project; Portfolio

Transferable Skills		**Taught by the following modules**
D1	Develop advanced communication and discussion skills, in written and oral contexts.	All modules
D2	Demonstrate independence in the self-management of learning, including working effectively through asynchronous tasks and to deadlines.	All modules
D3	Determine how to handle ideas in rational, critical, creative and evaluative ways.	All modules

How you will learn

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Knowledge & Understanding:

Across the modules included in the programme you will be invited to learn about seminal theories in the respective disciplines and critically evaluate them via small-group and whole-group discussions (A1). In all modules, presentation of theory will be clearly linked with examples of literature and most modules invite students to conduct small-scale research into practice- based examples and case studies. In most cases this will form the basis for student presentations (A2). Discussions of current research in the area will include learning about and critical evaluation of research methodology and will provide you with a familiarity with the issues set out in A3, whilst the final project will give you the opportunity to develop an in-depth competence in these areas. Throughout the programme there will be an emphasis on peer support through collaborative group working, and further support through one-to-one tutorials for assignments.

Cognitive & Thinking Skills:

Work in small groups and whole-group discussion across all modules supports the development of B2 and B3. Critical examination of published research in class and during your self-directed studies helps you practice and develop B1.

Subject Specific Skills and Professional Behaviours and Attitudes:

All modules will involve critical analysis of texts from different theoretical and methodological perspectives through small-group and whole-group discussion. The discussion will examine the arguments contained in published research and look at how these apply in practice and encourage students to develop their own critiques (C1, C2 & C4). The requirement on the Theory and Criticism pathway, to undertake a module on research with texts will offer support with C3. The final project is particularly instrumental in developing C2 & C3 beyond passive understanding.

Transferable Skills:

Throughout the programme, discussions in class and participation in the modules will involve D1 & D2. To complete the programme successfully, you will need to balance your workload and the varying demands on your time during the year, and you will be given advice on module selection in order to accomplish this. Time management and advice on how to organise the preparation and writing of assignments and the dissertation will also be topics discussed in one-to-one tutorials (D3 & D4). Working in small groups in class and preparing team presentations for some of the modules will support D5.

How you will be assessed

Knowledge & Understanding:

In the essays t you will write for your taught modules you will be expected to apply the theoretical concepts you have explored during the module with critical understanding and show how they may apply to literature for children. On a number of the taught modules you will be expected to provide an independent analysis of data arising from examples of specific texts, genres, authors or contexts of use and/or related to issues of teaching and learning. The Final Project requires you to further develop and demonstrate your theoretical knowledge and understanding of methodological approaches.

Cognitive & Thinking Skills:
You ' work on your assessment units for the compulsory and optional modules and especially your work on your final project supports the development of the cognitive/intellectual skills listed above.

Subject Specific Skills and Professional Behaviours and Attitudes:

Some taught modules suggest research questions to you, while leaving you free to choose your own questions under the guidance of the tutor, thus providing support with C2. Most assignments strongly encourage you whenever possible to relate what you have learned to examples from your own experience, or to data they have access to (C1, C3). A coherent, structured and valid argument involving critical analysis is an integral part of the assessment criteria for all of the assignments and the final project (C4).

Transferable Skills:
Your presentations and the written summatively assessed components will all support the development of D1-5.

If you are taking modules in the Department of English and Creative Writing you are advised to note further the following general assessment criteria for written work:
1) Relevance of discussion and argument to the topic; ability to discriminate between merely descriptive statements and critical analysis, and to identify pertinent issues with precision.
2) Ability to present, sustain and conclude fluently a discussion, investigation or complex argument based on close and imaginative engagement with the text(s) in question, and to draw reasoned and logical conclusions.
3) Clarity of the work in terms of legibility, spelling, punctuation and grammar; and the professionalism of the presentation.

Marking criteria

Marking criteria for MA Children's Literature in the Educational Studies Department

Mark	Specific Marking Criteria
80%-100%	**Overall** candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptional level. The work is of outstanding merit throughout. **Research** shows outstanding evidence of sustained academic enquiry drawing on a comprehensive range of sources, all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks, reviewed critically with insight, independence and originality of thought. **Practice** demonstrates outstanding research and there is abundant evidence of contextualisation and critical analysis; excellent technical competence utilising reading processes (such as surveys, critical commentaries etc) and materials (such as podcasts, films, websites etc) with confidence and expertise; appropriate literary and aesthetic codes explored thoroughly and employed incisively; work displays outstanding literary and technical coherence appropriate to the idea/theme. **Text based** arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well focused and cogent, considered to be of publishable quality.
70%-79%	**Overall** the work shows evidence of rigorous analytical research in its conceptualisation of the project; an excellent level of response to the set tasks; the conceptual coherency of the work/project is strong and ideas are researched and deployed within a clearly defined contextual framework. **Research** shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources, all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks. **Practice** has been researched thoroughly and a process of contextualisation and critical analysis is much in evidence; abundant evidence of competence utilising reading processes (such as surveys, critical commentaries etc) and materials (such as podcasts, films, websites etc) with confidence and expertise; appropriate creative, literary and aesthetic codes explored thoroughly and employed incisively; work displays outstanding literary and technical coherence appropriate to the idea/theme.

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	Text-based work is extremely well structured and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.
60%-69%	**Overall** evidence of good analytical research in the conceptualisation of the project; a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. **Research** shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks. **Practice** is coherent and displays material and technical cohesion appropriate to the idea; good technical competence utilising a range of reading processes (such as surveys, critical commentaries etc) and materials (such as podcasts, films, websites etc) with confidence; appropriate literary and aesthetic codes employed incisively; work displays good creative, literary and technical coherence appropriate to the idea/theme. **Text-based** work is well organised, with sound underlying structure and ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.
50%-59%	**Overall** mainly adequate level of response to the set task; the conceptual coherency of the work/project is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. **Research** shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed. **Practice** utilises a limited range of processes and materials in a technically adequate manner; appropriate literary, creative and aesthetic codes have been explored and employed inconsistently. The brief has been researched but limited evidence of a process of contextualisation and critical analysis. **Text-based** work is structured around an argument, although the focus is not always clear; largely correct scholarly procedures employed.
Fail Grades	
30%-49%	**Overall** inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. **Research** shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. **Practice** demonstrates inadequate visual/conceptual coherency of the work/project and ideas are not fully researched or deployed sufficiently; contextual frameworks are not well established; appropriate literary, creative and aesthetic codes have not been explored. **Text-based** work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.

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10%-29%	**Overall** the work may not be without merit but not Masters' standard. The concept is realised inappropriately or underdeveloped. **Research** includes a very limited range of sources; little interpretation or analysis; lacking breadth or awareness of contextual framework. **Practice** Does not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the creative idea/concept; materials and processes are inadequate. The work may have merits but is not at Masters' level. Variable presentation/display with errors and inconsistencies. Little evidence of technical competence. **Text-based** work demonstrates weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.
1%-9%	The submission does not attempt to address the specified learning outcomes
0%	Failure to submit or a plagiarised assessment.

Marking criteria for the MA Children's Literature in the English and Creative Writing Department

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	English and Creative Writing Department: General assessment criteria for written work: Department of English and Comparative Literature: Criteria for Creative Writing: is awarded when candidates show evidence of an outstanding ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and executed professionally. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent.
70-79%	Distinction	English and Creative Writing Department: General assessment criteria for written work: Mature and full grasp of issues raised by the question/topic, communicated fluently within a structured essay demonstrating analytical rigour and well substantiated independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and into context and/or secondary criticism; a professional standard of execution. Department of English and Comparative Literature: Criteria for Creative Writing: is awarded when candidates show evidence of an excellent ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and

			executed professionally. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent. .
60-69%	Merit		English and Creative Writing Department : General assessment criteria for written work: Lucid and analytical discussion showing clear understanding of the principal issues raised by the question/topic, and making aptly selective use of module text(s) and concerns and of relevant contextual or secondary criticism in a structured way to reach substantiated conclusions. Well articulated and presented to a good standard of professionalism. Department of English and Comparative Literature: Criteria for Creative Writing: is awarded when candidates show consistency and fluency in developing ideas, character, dialogue, form and language. The candidate is able to analyse their aims and practice. They will demonstrate an ability to relate their reading to their writing, and will clearly have understood and assimilated the relevant literature.
50-59%	Pass		English and Creative Writing Department: General assessment criteria for written work: Adequate discussion showing understanding of some of the issues raised by the question/topic, making use of module text(s) and concerns in a reasonably coherent way to reach sufficiently substantiated conclusions. Satisfactorily clear, with an adequate standard of presentation and execution. Department of English and Comparative Literature: Criteria for Creative Writing: is awarded when there is clear evidence of knowledge and understanding but where there may be limited development of ideas, character, dialogue, form, language or critical comment. There may be uncertainty in the candidate's ability to shape and control their creative writing or in their ability to analyse their aims and practice. Within these limitations there will be indication that the candidate has grasped adequately fundamental concepts and techniques in the field.
30-49%	Fail		English and Creative Writing Department: General assessment criteria for written work: Department of English and Comparative Literature: Criteria for Creative Writing: At this level of study, a creative writing submission may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be relevant and well-informed but incoherent in expression and argument; it may lack a grasp of

		fundamental concepts and techniques and may lack coherence and conviction.
10-29%	Bad fail	English and Creative Writing Department: General assessment criteria for written work: At this level of study, an essay, dissertation or examination answer may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be fluently argued but lack adequate evidence of the student having understood the work set for the module; or it may be relevant and well-informed but incoherent in expression and argument.
		Department of English and Creative Writing: Criteria for Creative Writing: Department of Educational Studies: General assessment criteria for written work: Represents a significant overall failure to achieve the module learning outcomes, reading is limited or restricted to non-academic texts and key concepts are inadequately discussed.
1-9%	Very bad fail	Indicates a submission that does not attempt to address the module learning outcomes.
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

How the programme is structured

The MA Children's Literature will be offered 1 year (full -time programme) and 2 years (part-time programme).

The optional elements of the programme offer you the flexibility to choose between pursuing a pathway based mainly in the Department of Educational Studies focusing on the study of literature for children in community contexts or mainly, but not exclusively, in the Department of English and Creative Writing to develop your writing for children. Furthermore, the final project offers you the opportunity to undertake a critical enquiry related to theory and criticism in the study of children's literature or to undertake a portfolio that will enable you to engage with critical and practical debates relating to creative writing and work creatively and imaginatively within the constraints of the designated project.
The following example demonstrates a possible model to pursue distinct pathways through the programme, but a unique feature of the MA in Children's Literature is the flexibility it offers for you to select a combination of core, core research and optional modules:

Possible pathway: Children's Literature: Theory and Criticism
Core: Inclusion and Diversity (Ed Studies)
Core research module: Research with Texts (Ed Studies)
Core: The Publishing Industry
Dissertation: Final Project (Ed Studies)
Optional module: Children's Literature in Action (Ed Studies);
OR

Possible pathway: Children's Literature: Creative Writing
Core: Inclusion and Diversity (Ed Studies)
Core: Workshop in Creative and Life Writing (ECL)
Core: The Publishing Industry
Dissertation: Portfolio (ECL)
Optional Modules: Writing for Children/Young Adults (ECL)); Children's Literature in Action (Ed Studies); Picture Book Writing (MCCS);

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Academic Year of Study 1 (Full-Time)

Module Title	Module Code	Credits	Level	Module Status	Term
Inclusion and Diversity	ED71093B	30	7	Compulsory	1
The Publishing Industry		30	7	Compulsory	2
EITHER: Final Project	ED71152A	60	7	Compulsory	3
OR: Portfolio	EN71103A	60	7	Compulsory	3
Workshop in Creative and Life Writing (on the Creative Writing Pathway)	EN71084A	30	7	Compulsory	1
EITHER Writing for Children/Young Adults (on the Creative Writing Pathway)	EN71089A	30	7	Optional	2
OR Research with Texts (on the Theory and Criticism Pathway)	ED71155A	30	7	Compulsory	1
Children's Literature in Action	ED 71151D	30	7	Optional	,2

Academic Year of Study 1 (Part-Time)

Module Title	Module Code	Credits	Level	Module Status	Term
Inclusion and Diversity	ED71093B	30	7	Compulsory	1
The Publishing Industry		30	7	Compulsory	2
Workshop in Creative and Life Writing (on the Creative Writing Pathway) in Year 1 or Year 2	EN71084A	30	7	Compulsory	1
Children's Literature in Action	ED 71151D	30	7	Optional	2

Academic Year of Study 2 (Part-Time)

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: Final Project	ED71152A	60	7	Compulsory	3
OR: Portfolio	EN71103A	60	7	Compulsory	3
EITHER Writing for Children/Young Adults (on the Creative Writing Pathway)	EN71089A	30	7	Optional	2
OR Researc with Texts Theory and Criticism pathway)	ED71155A	30	7	Compulsory	1
Workshop in Creative and Life Writing (on the Creative Writing Pathway) in Year 1 or Year 2	EN71084A	30	7	Compulsory	1

Academic support

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Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure you get the right help to reach their best potential both academically and personally.

You are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication with you in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

You are assigned a personal tutor who will meet with you twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available for you 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 way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

You are sent information about learning resources in the Library and on the VLE so that you have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that you can begin to manage your preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which you are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so you are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that your work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. You are given feedback on developing projects and practice as you attend workshops and placements.

You may be referred to specialist student services by department staff or you may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with you and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and you can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which you can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

The programme is aimed at students with an interest in or experience of literature for children. For example, teachers, librarians, those working in publishing or other children's media and those in the

creative industries or interested in creating texts for children.

The programme aims to develop the following skills with regard to the Goldsmiths Graduate Attributes:

Thinking skills

Throughout the programme, you will be required to debate and discuss a wide range of ideas relating to children's literature thus developing a well-informed understanding of issues and ideas that are currently contested in academia and in the wider world. This process will hone critical and analytical skills. Furthermore, the intake for the programme is expected to include a number of international students, who will be encouraged by tutors to share their experience in order to stimulate an exchange of knowledge and viewpoints with home students. Such discussions will raise intercultural awareness and foster the skills of adaptability and flexibility. Essays and other written work will require rigorous presentation of a coherent argument in the appropriate academic style following the conventions of academic writing, including referencing. In the process of preparing their assessment submissions students will need to make effective use of libraries, electronic databases, the virtual learning environment and other appropriate information technologies. In most cases assessments will be prepared using word processing packages. In this way the programme will develop high level literacy skills.

Entrepreneurial skills

In all modules, you will work collaboratively in small groups to critique texts, analyse data, and prepare and deliver presentations to the class. Tutors will ensure that groups consist of students from different countries and backgrounds and encourage groupwork strategies through which group members develop networking and negotiating skills. Building on this in- class experience, further peer networking will take place, since students will be encouraged to support each other to gain access
to contacts and settings that enable them to gather data for their dissertations, and aid future work opportunities in the UK or internationally. To foster networking on a wider scale, you will be introduced to experts in the field at research seminars in each Department and invited to attend a range of events and conferences relevant to the programme run by other departments at Goldsmiths and throughout universities in London.

Interpersonal skills

Both in whole-class discussion and groupwork activities, tutors will emphasise the importance of equal participation by all students, for example by asking groups to share out tasks and take turns when reporting back to the class, thus developing teamwork, leadership and social skills. You will be encouraged to work in teams in a supportive environment that fosters intercultural understanding, building the skills of empathy, involvement and diplomacy.

Intrapersonal skills

All assignments will be individually planned by you on a topic of your choice, often involving small-scale research into practice-based issues and case studies of particular events or settings. In order to successfully carry out these investigations, students will be supported (in individual tutorials and through the additional skills sessions) to develop skills of planning and organisation, time management and reflection. The final project, in particular, demands a considerable degree of self-motivation and insight in order to devise and carry out a research project and critically analyse the findings. Again, you will receive individual and group support to develop these skills over a number of months as they move through the stages of the dissertation process.

Presentation

To build articulacy, you will develop many of their ideas through pair work and small group discussion before presenting them to the whole class. Individual and group presentations on specific issues will be arranged in each module, using a variety of technologies and formats. In order to prepare these presentations, you will be encouraged to engage in communication and networking and will receive constructive feedback from tutors and peers with regard to the persuasiveness of their arguments, so that they gain self-confidence and are ready to move forward in their academic or professional careers.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Taught Programmes which may be found here: http://www.gold.ac.uk/gam/taught-programmes/

Programme-specific rules and facts

For the Postgraduate Certificate to be awarded, you must have passed modules to the value of 60 credits (30 of which must be from the compulsory modules).

For the Postgraduate Diploma to be awarded, you must pass modules to the value of 120 credits (60 of which must be from the compulsory modules).

Programme costs

General Programme Costs
In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: https://www.gold.ac.uk/programme-costs

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