MA Children's Literature
Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)	
Teaching Institution: Goldsmiths, University of London	
Final Award: MA	
Programme Name: Children's Literature	
Total credit value for programme: 180	
Name of Interim Exit Award(s): Postgraduate Certificate in Children's Literature **Postgraduate Diploma in Children's Literature**	
Duration of Programme: 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: 7	
Programme accredited by: Not applicable	
Date Programme Specification last updated/approved: March 2023	
Home Department:	
Department(s) 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 Comparative Literature 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 mutli-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 in 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. Students 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 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, students can pursue particular interests and preferences through their 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 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.

The aims of the programme are for students to develop:

- knowledge of the cross-disciplinary nature of children's literature;
- critical understanding of children's texts as cultural and social artefacts understanding of the application of literary and critical theory to the study of children's literature;
- detailed knowledge and critical understanding of debates in the field;
- critical understanding of how interpretations of children's literature can reinforce or challenge dominant ideological constructions in society;
- awareness of the relationship between children's literature and the social construction of childhood;
- critical understanding of theoretical explanations of the relationship between writer,

reader, text and context to construct meaning and develop a personal response based interpretation and experience.

- knowledge, skills and confidence to carry out personal research and critical inquiry in the field.

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 Module Leader. 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 non- fiction writing, for example, memoir. The Module Leader 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 Masters level. If the Module Leader 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 'issues and debates' pathway will be made instead.'

There are students currently studying on the BA Education, Culture & Society degree who may have an interest in developing the element of children's literature that is currently included in their undergraduate programme. As part of their second year module they are introduced to the academic study of children's literature and visit an educational setting that hosts an archive of texts for children and promotes the specialist study of literature as central to the development of language and literacy in schools and communities. In the third year of the programme students have the opportunity to develop their interest further by undertaking a language-based module that considers the links between culture, identity and communication in which literature for children plays a part.

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 if studying on the issues and debates pathway. These students would be exempt from the optional module in the Educational Studies department (Spring or Summer term). PGCE students who have successfully completed a research module at Masters level as part of their module, could receive advanced standing for 60 credits and would be exempt from the requirement to undertake the research methods module, Researching Children's Literature (Spring term). All students must take two core modules and the dissertation.

Programme learning outcomes

Students who successfully complete the **Postgraduate Certificate** in Educational Studies:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present advanced and systematic knowledge and understanding of recent and relevant literature relating to research in the field of children's literature and be able to demonstrate a critical awareness of current theoretical problems and new insights in the areas of study covered by the programme.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show understanding of and ability to apply skills in critical thinking and analysis to published material in the field.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conduct original detailed analyses of texts and interactions around them in terms of linguistic, social and cultural processes, including the use of digital media, informed by appropriate theoretical and methodological perspectives.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication and discussion skills, in written and oral contexts.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Students who successfully complete the **Postgraduate Diploma** will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present advanced and systematic knowledge and understanding of recent and relevant literature relating to research in the field of children's literature and be able to demonstrate a critical awareness of current theoretical problems and new insights in the areas of study covered by the programme.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show understanding of and ability to apply advanced skills in critical thinking and analysis to published material in the field.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
B2	Systematically and creatively engage in debates and develop reflective commentary taking into account alternative views, presuppositions and concepts.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conduct original detailed analyses of texts and interactions around them in terms of linguistic, social and cultural processes, including the use of digital media, informed by appropriate theoretical and methodological perspectives.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication and discussion skills, in written and oral contexts.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Students who successfully complete the **MA in Children's Literature** programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present advanced and systematic knowledge and understanding of recent and relevant literature relating to research in the field of children's literature and be able to demonstrate a critical awareness of current theoretical problems and new insights in the areas of study covered by the programme.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
A2	Demonstrate a sophisticated and critical understanding of the interaction of a	Children's Literature: Theory and Criticism; Children's Literature,

Code	Learning outcome	Taught by the following module(s)
	range of theoretical perspectives in the field of children's literature in particular with respect to literary theory and cultural studies.	Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
A3	Have an advanced understanding of relevant research methodologies and approaches to the study of children's literature and the ability to critically and systematically evaluate research.	Children's Literature: Theory and Criticism Children's Literature, Culture & Diversity Researching Children's Literature Children's Literature in Action Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show understanding of and ability to apply advanced skills in critical thinking and analysis to published material in the field.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
B2	Systematically and creatively engage in debates and develop reflective commentary taking into account alternative views, presuppositions and concepts.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
B3	Apply conceptual understanding and knowledge of literature for children in the formulation of insights and coherent and persuasive arguments and interpretations.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Children's Literature in Action; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conduct original detailed analyses of texts and interactions around them in terms of linguistic, social and cultural processes, including the use of digital media, informed by appropriate theoretical and methodological perspectives.	Children's Literature: Theory and Criticism Children's Literature, Culture & Diversity; Researching Children's Literature; Workshop in Creative and Life Writing; Writing for Children/Young Adults; Dissertation
C2	Creatively formulate appropriate and relevant research questions relating to a critical awareness of discourses relating to literature for children.	Children's Literature: Theory and Criticism; Children's Literature, Culture & Diversity; Researching Children's Literature; Children's Literature in Action; Dissertation
C3	Determine what data is needed to address given research questions and to select appropriate data collection methods.	Researching Children's Literature; Children's Literature in Action; Dissertation
C4	Ability to build a detailed, structured and coherent argument based on knowledge of theory and practice.	Researching Children's Literature; Children's Literature in Action; Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication and discussion skills, in written and oral contexts.	All modules
D2	Exhibit the capacity to handle ideas in rational, critical and evaluative ways.	All modules
D3	Demonstrate the self-management of learning, including working effectively to deadlines.	All modules
D4	Show independence and creativity in self- learning, exercising initiative and taking personal responsibility for work.	All modules

Code	Learning outcome	Taught by the following module(s)
D5	Work successfully in groups, as well as independently.	All modules

Grading Criteria (postgraduate – delete as necessary)

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	**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%	Distinction	**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.

		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%	Merit	**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%	Pass	**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.
30-49%	Fail	**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.
10-29%	Bad fail	**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%	Very bad fail	The submission does not attempt to address the specified learning outcomes
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

Mode of study

On campus

Programme structure

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

The optional elements of the programme offer students 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 Comparative Literature to develop their writing for children. Furthermore, the dissertation offers students the opportunity to undertake a critical enquiry

related to issues and debates in the study of children's literature or to undertake a portfolio dissertation that will enable them 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 for students wishing to pursue distinct pathways through the programme, but a unique feature of the MA in Children's Literature is the flexibility it offers for students to select a combination of core, core research and optional modules:

1)   Possible pathway: Children's Literature: Theoretical Approaches to Children's and YA Literature

        Core: Children's Literature: Theory and Criticism (Ed Studies)
        Core Children's Literature, Culture and Diversity (Ed Studies)
        Core research module: Researching Children's Literature (Ed Studies)
        Dissertation: Personal Enquiry (Ed Studies)
        Optional module: Children's Literature in Action (Ed Studies); Children's Publishing (MCC); Young Adult Literature in Context

OR

2)   Possible pathway: Children's Literature: Creative Writing for Children and Young Adults

3)   Core:Children's Literature: Theory and Criticism (Ed Studies)

4)   Core:Children's Literature, Culture and Diversity (Ed Studies)
        Workshop in Creative and Life Writing (ECL)
        Writing for Children/Young Adults (ECL)
        Dissertation: Portfolio Dissertation (ECL)
        Optional Modules: Children's Literature, Theory and Criticism (Ed Studies); Children's Literature in Action (Ed Studies); Picture Book Writing (MCC); Children's Publishing (MMC); or Young Adult Literature in Context (Ed Studies)

Full-time mode (include heading only where there is PT route)

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Children's Literature: Theory and Criticism (on the Theoretical Pathway)	ED71150D	30	7	Compulsory	2
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	1
EITHER: Dissertation OR: Final Project Portfolio	ED71152A EN71103A	60 60	7 7	Compulsory Compulsory	3 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	Compulsory	2
OR Researching Children's Literature (on the Theoretical Pathway)	ED71155A	30	7	Compulsory	1
An optional module in the Department of Educational Studies/ Media, Communication and Cultural Studies	Various	30	7	Optional	1,2 or 3

Part-time mode (where applicable)

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Children's Literature: Theory and Criticism (Theoretical Pathway)	ED71150D	30	7	Compulsory	2
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Workshop in Creative and Life Writing (on the Creative Writing Pathway) in Year 1 or Year 2	EN71084A	30	7	Compulsory	1
An optional module in the Department of Educational Studies/ MCC	Various	30	7	Optional	1,2 or 3

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
EITHER: Dissertation	ED71152A	60	7	Compulsory	3
OR: Final Project Portfolio	EN71103A	60	7	Compulsory	3
EITHER Writing for Children/Young Adults (on the Creative Writing Pathway)	EN71089A	30	7	Compulsory	2
OR Researching Children's Literature. (on the issues and debates 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

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study.

These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.
The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Centre for Academic Language and Literacies works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

Placement opportunities

N/A

Employability and potential career opportunities

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, students 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, students 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, students 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. Students 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 each student on a topic of their 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 dissertation, 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, students 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, students 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, students 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.

Programme-specific requirements

N/A

Tuition fee costs

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

Specific programme costs

N/A