

MA Children's Literature: Children's Book Illustration

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

MA Children's Literature: Children's Book Illustration

Name of Interim Exit Award(s):

Postgraduate Certificate in Children's Literature: Children's Book Illustration

Postgraduate Diploma in Children's Literature: Children's Book Illustration

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s):

(100444) Media and Communication Studies 70%

(100459) Education Studies 30%

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: March 2021

Home Department: Educational Studies

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

Media, Communications and Cultural Studies

Programme overview

This MA combines the expertise of two departments: the Department of Educational Studies and the Department of Media, Communications and Cultural Studies, and aims to offer students a wide-ranging interdisciplinary programme in tune with Goldsmiths' priorities. It draws on the structures of the already established and popular MA Children's Literature programme with its distinctive 'pathways' approach to study that has already been successfully established and implemented.

The academic study of children's literature has developed over the past thirty years and is now a recognised and multi-disciplinary field of enquiry. This programme will enable

students to explore the relationship between reader, writer, illustrator, text, image and context and to consider the processes that underpin those interactions.

Educational Studies will provide the theoretical focus through a compulsory module of the MA Children's Literature programme and an additional option module, while Media, Communications and Cultural Studies will provide the practice base, building on its current teaching in the field of illustration.

The compulsory module from the MA Children's Literature: Children's Book Illustration, 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. Through studying this module students will develop detailed knowledge and critical understanding of issues and debates in the field. In the Department of Media, Communications and Cultural Studies they will pursue modules that support and develop their children's book illustration practices and through the Children's Publishing module can choose to focus on achieving publication. This module will give an in-depth understanding of the children's publishing landscape and develop skills for self-publishing and dialogue with designers, editors and agents.

The programme is interdisciplinary in nature drawing on critical perspectives from education, cultural studies, anthropology, sociology, history and philosophy, and literary studies, and on professional and critical perspectives from art education and design. In addition, students will be able to immerse themselves in professional and practical approaches to the relationship between image, text, readers and context in illustrating for children. With guidance from tutors, students can pursue particular interests and preferences through their choice of modules, assignment titles and the practice-based portfolio 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 children's book illustration. It 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. The Children's Literature: Children's Book Illustration pathway is targeted at those who are interested in the theoretical study of children's literature and its practical applications but who specifically are illustrators wanting to specialise in work for children; teachers with an art and design background wanting to work in this area; children's writers wanting to move to become writer/illustrators; and artists wanting to move into illustration targeted at children. 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 opportunity to undertake the project-based Children's Literature in Action optional module may interest teachers, cultural outreach practitioners and creatives who work in youth and community settings. Thus the MA will add value to graduates' professional lives, whether as

teachers, researchers, creative or cultural practitioners or in other careers related to literature, or writing/illustrating for children and young adults. The combination of and interplay between the theoretical and practice elements of the MA Children's Literature: Children's Book Illustration pathway will equip graduates to work professionally as illustrators specialising in work 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

For direct entry into the programme the requirement is: at least a 2.1 in graphic design, illustration, art or a cognate area, or equivalent professional experience. Candidates are required to provide a portfolio as part of the application.

Candidates who do not have a background in illustration may be offered a place on a pre-sessional conversion course which will cover foundational elements of illustration including observational and sequential drawing, introduction to materials, and the psychology of pictorial reading. This is a two-week, full-time pre-sessional conversion programme, with one week spent in studio and one in the computer laboratories. Successful completion of the pre-sessional conversion programme or equivalent training experience is required for entry onto the MA Children's Literature: Children's Book Illustration for students without a previous formation in illustration.

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 (including a minimum of 6.5 in the written element) or equivalent. Where candidates fall short of this requirement, places might be offered conditional on successful completion of a pre-sessional English language programme as part of the pre-sessional conversion programme.

There are students currently undertaking the PGCE Secondary programme who have a background in Art and Design and who have already studied a Master's Level 7 module in their specialist subject. On the Primary ITE route there are students with an art background who may also have studied the Master's Level 7 module in Children's Literature offered on this programme. These students would potentially be interested in completing their Master's through the MA Children's Literature: Children's Book Illustration. They would be eligible for advanced standing on the programme for their PGCE Masters level credits to the value of 30 credits, which would exempt them from studying the optional module in the Department of Educational Studies.

Aims of the programme

The programme aims to offer graduates the opportunity to develop their knowledge of children's literature as both an academic and practice-based discipline and to develop an in-depth understanding of the children's publishing landscape.

The aims of the programme are for students to develop:

- knowledge and experience of the cross-disciplinary nature of children's literature;
- knowledge of the socio-political contexts in which children's books are produced and interpreted;
- knowledge of debates in the field;
- knowledge of traditional and emerging forms of publishing in preparation for their transition into the professional field;
- 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;
- critical understanding of how interpretations of children's literature can reinforce or challenge dominant ideological constructions in society;
- critical understanding of the relationship between image, text, readers and context in constructing meaning and developing a personal response-based interpretation;
- creative and professional skills in children's book illustration through sustained project-based work.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate 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 and practice in the field of children's literature.	Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society

Code	Learning outcome	Taught by the following module(s)
A2	Demonstrate practical knowledge and understanding in communicating ideas and emotions in visual form through appropriate techniques in children's book illustration.	Children's Book Illustration Practice Revisiting Practice (option module)

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, Culture and Diversity Children's Publishing Children's Book Illustration Practice From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Tell stories in visual form, conveying character and atmosphere through appropriate illustrative techniques using appropriate media.	Children's Book Illustration Practice
C2	Conduct original and detailed analyses of texts, including digital media, and interactions around them in terms of linguistic, social and cultural processes.	Children's Literature, Culture and Diversity Children's Publishing Children's Book Illustration Practice From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication skills, in written, illustration and oral contexts.	Children's Book Illustration Practice Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice
D2	Exhibit the capacity to handle ideas in rational, critical and evaluative ways.	All taught modules

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 and practice in the field of children's literature.	Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Race, Culture and Education Early Childhood Education for a Diverse Society Children's Literature in Action
A2	Demonstrate practical knowledge and understanding in communicating ideas and emotions in visual form through appropriate techniques in children's book illustration.	Children's Book Illustration Practice Revisiting Practice (option module)
A3	Demonstrate a critical awareness of current theoretical problems and new insights in the areas of study covered by the programme.	Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Race, Culture and Education Early Childhood Education for a Diverse Society

Code	Learning outcome	Taught by the following module(s)
		Children's Literature in Action

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, Culture and Diversity Children's Publishing From a list of options including: Race, Culture and Education Early Childhood Education for a Diverse Society Children's Publishing Children's Literature in Action
B2	Apply their understanding of children's reading and learning processes to the preparation of their materials.	Children's Book Illustration Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Tell stories in visual form, conveying character and atmosphere through appropriate illustrative techniques and using appropriate media in publication-ready artwork.	Children's Book Illustration Practice
C2	Conduct original and detailed analyses of texts, including digital media, and interactions around them in terms of linguistic, social and cultural processes, informed by appropriate theoretical and methodological perspectives.	Children's Literature, Culture and Diversity Children's Book Illustration Practice Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication skills, in written, illustration and oral contexts.	Children's Book Illustration Practice Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice
D2	Exhibit the capacity to handle ideas in rational, critical and evaluative ways.	All taught modules

Students who successfully complete the MA 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.	Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Race, Culture and Education Early Childhood Education for a Diverse Society Children's Literature in Action
A2	Demonstrate practical knowledge and understanding in communicating ideas and emotions in visual form through appropriate techniques in children's book illustration.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio Revisiting Practice (option module)
A3	Understand the evolving professional and industry practices involved in publishing children's illustrated books.	Children's Publishing
A4	Demonstrate a sustained and critical awareness of current theoretical and practice-based problems and new	Children's Literature, Culture and Diversity Children's Publishing

Code	Learning outcome	Taught by the following module(s)
	insights in the areas of study covered by the programme.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice

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, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society
B2	Apply their understanding of children's reading and learning processes to the preparation of their materials.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio
B3	Apply conceptual understanding and knowledge of literature for children in the formulation of (a) insights, (b) coherent and persuasive arguments, and (c) interpretations.	Children's Literature, Culture and Diversity Children's Publishing Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate understanding of the children's publishing landscape and apply the skills developed in both self-publishing and establishing dialogue with designers, editors and agents.	Children's Publishing Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio
C2	Tell stories in visual form, conveying character and atmosphere through appropriate illustrative techniques and using appropriate media in publication-ready artwork.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio
C3	Conduct original and detailed analyses of texts, including digital media, and interactions around them in terms of linguistic, social and cultural processes, informed by appropriate theoretical, methodological and practice-based perspectives.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced communication skills, in written, illustration and oral contexts.	Children's Book Illustration Practice Children's Book Illustration Final Project Portfolio Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice
D2	Exhibit the capacity to handle ideas in rational, critical and evaluative ways.	All modules

Code	Learning outcome	Taught by the following module(s)
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
D5	Work successfully in groups, as well as independently.	Children's Book Illustration Practice Children's Literature, Culture and Diversity Children's Publishing From a list of options including: Children's Literature in Action Race, Culture and Education Early Childhood Education for a Diverse Society Revisiting Practice

How you will learn

Knowledge and Understanding:

Across the modules included in the programme students will be invited to learn about seminal theories as well as their practice-based application in the respective disciplines and critically evaluate them via small-group and whole-group discussions (A1, 2, 4). Presentation of theory will be clearly linked with examples of literature, and some modules invite students to conduct small-scale research. Students' understanding, developed through research into the evolving professional and industry practices involved in publishing children's illustrated books (A3), will inform their communication of ideas and emotions in visual form through appropriate techniques in children's book illustration (A2). The dissertation will give students 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 and Thinking Skills:

Work in small groups and whole-group discussion across all modules supports the development of B1 and B3. Students' critical examination of published research in class and during their self-directed studies helps them practice and develop B1, whilst the practical application of their conceptual understanding of children's reading and learning processes

supports their preparation of materials and the creation of their illustrations for children's stories (B2, 3).

Subject Specific Skills and Professional Behaviours and Attitudes:

All modules will involve critical analysis of texts from different theoretical, methodological and practice-based perspectives through small-group and whole-group discussion. The discussion will examine the arguments and ideas contained in published material and look at how these apply in practice in their own work (C2) and the work of others, encouraging students to develop their own critiques (C1, 3). The dissertation is particularly instrumental in developing C1, 2 and 3 beyond passive understanding. Students will develop their skills in story-telling and atmosphere through workshops working through choices of materials and image-text relationships in relation to the child audience. They will discuss historical and current examples of children's book illustration as well as their own work and that of peers in small groups designed to encourage critical analysis of the intended audiences and experiences provided (B2, 3; C2, 3). They will discuss and analyse the organisational aspects of publishing to specific audiences in relation to their own, peers' and established author/illustrator practices in relation to existing and likely future developments in children's publishing (A1, 3; B1; C1).

Transferable Skills:

Throughout the programme, discussions in class and participation in the modules will involve D1 and D2. To complete the programme successfully, students will need to balance their workload and the varying demands on their time during the year, and they will be given advice on module selection in order to accomplish this. Time management and advice on how to organise the preparation and completion of assignments and the extended project (dissertation) will also be topics discussed in one-to-one tutorials (D3 and D4). Working in small groups in class and preparing team presentations for some of the modules will support D5. D2 and D4 will be supported through group crits (which also develop D5) and individual tutorials, practices they will be expected to bring to the development of work in Children's Publishing.

How you will be assessed

Knowledge and Understanding:

In the essays that students will write for some of their taught modules they will be expected to apply the theoretical concepts they have explored during the module with critical understanding and show how they may apply to literature for children. In some cases, they will provide an independent analysis of data arising from examples of specific texts, genres,

authors or contexts of use. The Children’s Book Illustration Practice and the Final Project portfolios require students to further develop and demonstrate their knowledge, understanding and application of practice-based approaches. The practice element of the portfolio dissertation will form a degree show for the Children's Literature: Children's Book Illustration programme, allowing graduates to display their work to industry specialists.

Cognitive and Thinking Skills:

Students’ work on their assessment units for the compulsory and optional modules and especially their work on their dissertation portfolio 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 students, while leaving them free to choose their own questions under the guidance of the tutor. Most assignments strongly encourage students whenever possible to relate what they have learned to examples from their own experience, or to data they have access to. A coherent, structured and valid argument involving critical analysis is an integral part of the assessment criteria for several of the assignments. The Children’s Book Illustration Practice and the Final Project portfolios require students to tell stories in visual form through appropriate illustrative techniques, thus supporting the development of subject specific and professional skills and behaviours. The latter are further addressed in the Children's Publishing module, which supports students in terms of managing their transition into the professional field and the wider publication of their own and others' work. The integration of theory and practice in the course helps students understand the social and cultural ramifications of design choices, and enables them to develop their own and others' work in relation to them.

Transferable Skills:

Student presentations and the written and illustration examinable components will all support the development of D1-5.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field.

Mark	Descriptor	Specific Marking Criteria
		<p>Department of Educational Studies General assessment criteria for written work: Awarded to candidates who show evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well-focused and cogent, considered to be of quality suitable for publication.</p> <p>Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptionally outstanding level.</p>
70-79%	Distinction	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 70%-79% is awarded when the candidate demonstrates the very effective application of appropriate knowledge, understanding and skills specified in the learning outcomes of the course. The outstanding work will show evidence of extensive relevant reading and an impressive grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning, with clear awareness of issues of methodology and evidence, and be particularly clear, well-focused and cogent.</p> <p>Department of Educational Studies: General assessment criteria for written work: Awarded when candidates show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well-focused and cogent. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an excellent level.</p>
60-69%	Merit	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 60-69% (Merit) is awarded when candidates demonstrate the</p>

Mark	Descriptor	Specific Marking Criteria
		<p>effective application of appropriate knowledge, understanding and skills specified in the course learning outcomes. The candidate will show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their topic, and will clearly have understood and assimilated the relevant literature.</p> <p>Department of Educational Studies General assessment criteria for written work: Awarded when candidates show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their particular educational field and will clearly have understood and assimilated the relevant literature. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent.</p>
50-59%	Pass	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 50-59% (Pass) is awarded when the candidate demonstrates the satisfactory application of appropriate knowledge, understandings and skills specified in the learning outcomes of the course. There is clear evidence of knowledge and understanding, but where there may be limited development of ideas, critical comment or methodology. Within these limitations there will be indication that the candidate has grasped fundamental concepts and procedures in the field.</p> <p>Department of Educational Studies General assessment criteria for written work: Awarded when there is clear evidence of knowledge and understanding but where there may be little development of ideas, critical comment or methodology. There will be reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module adequately.</p>
30-49%	Fail	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark below</p>

Mark	Descriptor	Specific Marking Criteria
		<p>50% indicates that a candidate has demonstrated an unsatisfactory application of appropriate knowledge, understandings and skills specified in the production courses learning outcomes.</p> <p>Department of Educational Studies General assessment criteria for written work: candidates do not satisfy the examiners that they have read and understood the essential texts of the module and when there are weak and inaccurate answers to questions. There may be confusion and incoherence and unfocused comment on the literature. Candidates will not have demonstrated achievement of the specific learning outcomes of the module.</p>
10-29%	Bad fail	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 10-29% is awarded when the assessed work demonstrates a significant overall failure to achieve the Learning Outcomes, and where there is no evidence of recognition of the question or of how it might be responded to.</p> <p>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.</p>
1-9%	Very bad fail	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A mark of 1-9% is awarded when the assessed work demonstrates a failure to achieve the Learning Outcomes, and where there is no evidence of recognition of the question or of how it might be responded to.</p> <p>Department of Educational Studies General assessment criteria for written work: Indicates a submission that does not attempt to address the module learning outcomes.</p>
0%	Non submission or plagiarised	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work: A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</p>

Mark	Descriptor	Specific Marking Criteria
		Department of Educational Studies General assessment criteria for written work: Failure to submit or a plagiarised assessment.

How the programme is structured

The MA Children's Literature: Children's Book Illustration is a 1 year full-time programme and 2 years part-time.

The modules in the Department of Educational Studies focus on the study of literature for children in its social and cultural context whilst the optional element offers students the flexibility to engage with debates in a related area of interest.

The modules and extended project in the Media, Communications and Cultural Studies Department allow students to engage in a sustained way with critical and practical debates relating to illustration practices for children and to develop their own practices in this area, extending their understanding of the evolving professional and industry practices involved in publishing children's illustrated books.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Children's Book Illustration Practice	MC71198A	30	7	Compulsory	1
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	2
Children's Publishing	MC71199A	30	7	Compulsory	2
Children's Book Illustration Final Project (Dissertation)	MC71200A	60	7	Compulsory	3
ONE option module from a list of options published annually by the Department of Educational Studies. Indicative options include:	Various	30	7	Optional	1, 2 or 3
Revisiting Practice	ED71125A	30	7	Optional	1
Race, Culture and Education	ED71098B	30	7	Optional	2
Children's Literature in Action	ED71151A	30	7	Optional	3

Module Title	Module Code	Credits	Level	Module Status	Term
Early Childhood Education for a Diverse Society	ED71092A	30	7	Optional	3

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Children's Book Illustration Practice*	MC71198A	30	7	Compulsory	1
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	2
ONE option module from a list of options published annually by the Department of Educational Studies*	Various	30	7	Optional	1, 2 or 3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Children's Publishing	MC71199A	30	7	Compulsory	2
Children's Book Illustration Final Project (Dissertation)	MC71200A	60	7	Compulsory	3
Children's Book Illustration Practice*	MC71198A	30	7	Compulsory	1
ONE option module from a list of options published annually by the Department of Educational Studies.*	Various	30	7	Optional	1, 2 or 3

N.B: Starred modules may be undertaken in either Year 1 or Year 2.

Academic support

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors

meet with their student at least twice 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 [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 for students throughout the year.

Links with employers, placement opportunities and career prospects

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 and children's book illustration, thus developing a well-informed understanding of issues and ideas that are currently contested in academia and in the wider world of publishing. 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. Assignments 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 group work 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 and material for their portfolios, 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. The Children's Publishing module in particular will

engage students with the children's publishing landscape and the skills needed for both self-publishing and establishing dialogue with designers, editors and agents.

Interpersonal skills

Both in whole-class discussion and group work 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 portfolio dissertation, in particular, demands a considerable degree of self-motivation and insight in order to devise and carry out an illustration project and critically analyse the process.

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 both the persuasiveness of their arguments and the analysis of their creative processes and output, so that they gain self-confidence and are ready to move forward in their academic or professional careers.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time

students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

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

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 at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on

the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).