

## **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

**Final Award:** MA Children's Literature: Children's Book Illustration

**Programme Name:** MA Children's Literature: Children's Book Illustration

**Total credit value for programme:** 180

Name of Interim Exit Award(s): Postgraduate Certificate and Postgraduate Diploma,

Duration of Programme: 1 year, 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:** 7

**Programme accredited by:** Not applicable

**Date programme specification last updated/approved:** October 2022

**Home Department:** Department of Educational Studies

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

Department of Media, Communications and Cultural Studies

## **Programme overview**

This MA pathway combines the expertise of two departments: the Department of Media, Communications and Cultural Studies and the Department of Educational Studies and aims to offer students a wide-ranging interdisciplinary programme in tune with Goldsmiths' priorities.

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.

In the Department of Media and Communications 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. They also have the option module in Picture Book Writing.

Educational Studies will provide the theoretical focus through a core module of the MA in Children's Literature programme and additional option modules. The core module from the MA in Children's Literature, Children's Literature, Culture and Diversity, 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.

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 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 expand to become author/illustrators and artists wishing to move into writing and illustrating books for 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 in

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 Masters 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 in Children's Literature: Children's Illustration pathway 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 Masters 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 Masters Level 7 module in Children's Literature offered on this programme. These students would potentially be interested in completing their Masters through the MA in Children's Literature: Children's Book Illustration pathway. 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 or Department of Media, Communications and Cultural Studies.

## Programme learning outcomes

### 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: Picture Book Writing, Children's Literature in Action Race, Culture and Education  Early Childhood Education for a Diverse Society
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: Picture Book Writing, Children's Literature in Action Race, Culture and Education  Early Childhood Education for a Diverse Society
B2	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: Picture Book Writing, 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 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	Children's Literature, Culture and Diversity

Code	Learning outcome	Taught by the following module(s)
	linguistic, social and cultural processes, informed by appropriate theoretical and methodological perspectives.	<p>Children's Book Illustration Practice Children's Publishing</p> <p>From a list of options including: Picture Book Writing ,Children's Literature in Action Race, Culture and Education</p> <p>Early Childhood Education for a Diverse Society</p>

## Transferable skills

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

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>Media, Communications and Cultural Studies Department: General assessment criteria for written work:</p> <p>A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an</p>

		<p>outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field.</p> <p>Department of Educational Studies</p> <p>General assessment criteria for written work:</p> <p>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:</p> <p>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</p> <p>General assessment criteria for written work: Department of Educational Studies: General assessment criteria for written work:</p>

		<p>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,</p> <p>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:</p> <p>A mark of 60-69% (Merit) is awarded when candidates demonstrate the 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</p> <p>General assessment criteria for written work:</p> <p>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</p> <p>the module to a very good extent.</p>
50-59%	Pass	<p>Media, Communications Department and Cultural Studies: General assessment criteria for written work:</p> <p>A mark of 50- 59% (Pass) is awarded when the candidate demonstrates the satisfactory application of appropriate</p>



		<p>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</p> <p>General assessment criteria for written work:</p> <p>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:</p> <p>A mark below 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</p> <p>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:</p> <p>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</p> <p>General assessment criteria for written work:</p> <p>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:</p> <p>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</p> <p>General assessment criteria for written work:</p> <p>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:</p> <p>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</p> <p>Department of Educational Studies</p>

		General assessment criteria for written work: Failure to submit or a plagiarised assessment.
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## **Mode of study**

## **Programme structure**

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

The modules and extended project in the Media, Communication and Cultural Studies Department allow students to engage in a sustained way with critical and practical debates relating to illustration and writing 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.

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.

### **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.

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.

**Full-time mode**

**Academic year of study 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Children's Book Illustration Practice	MC71198A	30	7	Compulsory	1
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	1
Children's Publishing	MC71199A	30	7	Compulsory	2
Children's Book Illustration Final Project (Dissertation)	MC71200A	60	7	Compulsory	2+3
Picture Book Writing	MC71244A	30	7	Optional	1
Race, Culture and Education	ED71098B	30	7	Optional	2
Revisiting Practice	ED71125A	30	7	Optional	1
Early Childhood Education for a Diverse Society	ED71092A	30	7	Optional	3
Children's Literature in Action	ED71151A	30	7	Optional	3

**MODEL 1 Part-time mode Year 1 ( 2 modules)**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Children's Book Illustration Practice	MC71198A	30	7	Compulsory	1
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	1

**MODEL 1 Part-time mode Year 2 ( 3 modules)**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Children's Publishing	MC71199A	30	7	Compulsory	2
Children's Book Illustration Final Project (Dissertation)	MC71200A	60	7	Compulsory	2+3
Picture Book Writing	MC71244A	30	7	Optional	1
Race, Culture and Education	ED71098B	30	7	Optional	2
Revisiting Practice	ED71125A	30	7	Optional	1
Early Childhood Education for a Diverse Society	ED71092A	30	7	Optional	3
Children's Literature in Action	ED71151A	30	7	Optional	3

**MODEL 2 Part-time mode Year 1 ( 3 modules)**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Children's Book Illustration Practice	MC71198A	30	7	Compulsory	1
Children's Literature, Culture and Diversity	ED71093B	30	7	Compulsory	1
Children's Publishing	MC71199A	30	7	Compulsory	2
Picture Book Writing	MC71244A	30	7	Optional	1
Race, Culture and Education	ED71098B	30	7	Optional	2
Revisiting Practice	ED71125A	30	7	Optional	1
Early Childhood Education for a Diverse Society	ED71092A	30	7	Optional	3
Children's Literature in Action	ED71151A	30	7	Optional	3

## MODEL 2 Part-time mode Year 2 ( 2 modules)

Module Name	Module Code	Credits	Level	Module Type	Term
Children's Publishing	MC71199A	30	7	Compulsory	2
Children's Book Illustration Final Project (Dissertation)	MC71200A	60	7	Compulsory	2+3
Picture Book Writing	MC71244A	30	7	Optional	1
Race, Culture and Education	ED71098B	30	7	Optional	2
Revisiting Practice	ED71125A	30	7	Optional	1
Early Childhood Education for a Diverse Society	ED71092A	30	7	Optional	3
Children's Literature in Action	ED71151A	30	7	Optional	3

## 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 to provide bespoke academic literacy sessions. It also offers a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Placement opportunities**

Many publishers offer internships. A student wishing to participate would need to apply directly to the publisher. We can provide a list of our industry contacts.

## **Employability and potential career opportunities**

The graduating student will primarily practice as a freelance picture book illustrator and author. The programme also presents the potential for possible careers including, designer of picture books, animator, editor, marketing and sales roles, children's book agencies, working in museums/galleries/schools.



## **Programme-specific requirements**

We have an optional course trip to visit the Bologna International Children's Book Fair in Italy which requires the cost of travel, flights, accommodation etc and entrance fees.

An equipment list of the recommended range of art materials is sent to the students before the start of the course.

## **Tuition fee costs**

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

## **Specific programme costs**

Not applicable