

APPENDIX 1 - PROGRAMME SPECIFICATION DOCUMENT

1. Qualification MA	2. Programme Title Children's Literature & Culture	3. UCAS Code Q300	4. Programme Type PGS
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The MA Children's Literature and Culture is aimed at graduates and experienced professionals (teachers, librarians, social workers and publishing workers) meeting the entry requirements, who are interested in children's books and culture, both historically and contemporarily, and wish to turn their interests into in-depth knowledge. The course is rooted in literary studies, but it will draw on insights from the visual arts, from cultural and media studies, and from related work in history and the social sciences.</p> <p>The programme will also open up opportunities for further research, to MPhil, PhD level.</p> <p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> • provide a coherent and progressive course that enables students to adjust comfortably to a postgraduate level of study, and to stimulate them intellectually • develop students' ability to read texts (verbal or pictorial, still or animated) critically, informed by relevant literary and cultural theories and concepts. • develop students' awareness of debates and controversies, both current and historical, around children and their literature • develop students' higher level study and communication skills: the ability to research, organise, argue, communicate orally and in writing, using suitable ICT programs. <p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • Awareness of the differing theoretical conceptions of 'the child'. • Awareness of the distinct nature of 'children's literature' as an area of literary studies. • Knowledge of the history and development of children's literature and its production. • Knowledge of the history and development of children's literary criticism, and its shift towards 'childhood studies'. • Understanding of the special importance of the visual in children's literature. 		<p><u>Subject-specific practical/professional skills</u></p> <ul style="list-style-type: none"> • Ability to read and appreciate material in a critically alert manner. • Ability to undertake advanced level research on a topic related to children's literature/culture. • Ability to summarise and synthesise material • Ability to formulate an argument with reference to evidence • Ability to present the results of study clearly and persuasively in a variety of forms and using appropriate academic conventions • Ability to appraise own needs for academic, personal and professional development 	

<ul style="list-style-type: none"> • Understanding of the wider aspects of children's culture and cultural products for children. • Understanding of techniques of literary and cultural analysis and of theory. • Understanding of the professional and ethical issues involved in researching children's literature and culture. <p><u>Cognitive skills in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • Ability to appreciate, analyse and evaluate children's literary and cultural texts, whether verbal, visual or filmic. • Ability to apply, discuss and critically evaluate different theoretical viewpoints in relation to children's literary and cultural texts. • Capacity to read, evaluate and synthesise criticism of children's literature/ culture critics. 	<p><u>Other skills (e.g. key/transferrable) developed in subject or other contexts</u></p> <ul style="list-style-type: none"> • Effective communication in a variety of registers, formats and situations (including both written and oral communication) • Use of ICT (and manual skills) for literature searching, database use, retrieval and redeployment of information • Facility with a Virtual Learning Environment (WebCT currently). • Ability to participate critically and constructively in group discussion/ activities • Effective time-management skills
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Critical reasoning	Writing skills	Self-expression	Appreciation of creativity and originality
Imaginative interpretation	Oral communication	Time-management	Ability to appraise own needs for academic, personal and professional development
Manipulation and application of concepts	Information-processing	Group interaction	
Attentive and evaluative reading and listening	Research skills	Self-confidence and individual initiative	
		Self-reflection	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

The programme will last for 2 - 2½ years part-time (equivalent of six semesters, or trimesters). It consists of 4 30-credit modules, the first of which incorporates advanced study skills, plus a 60-credit dissertation. Masters Degree = 180 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 120 and 60 credits respectively. It comprises 180 credits at level HE7.

Part II *Students take all 5 Modules*

Level HE 7 Modules	<u>Core</u>	<u>Options</u>	<u>Project</u>
	<p>Issues in Children's Literature and Culture</p> <p>Graphic Narratives</p> <p>The World of Faery</p> <p>Children's Film</p>		<p>Dissertation</p>

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Lectures, seminars, tutorials, group work, supported independent study, blended learning using a VLE

Students will be progressively nurtured into becoming self-directed learners and researchers.

Assessment Methods

Summative assessment through:
Coursework (including short and longer essays),
Analytical close readings with commentary,
Dissertation,
Oral presentation
ICT based exercises (using e-databases; e-books;
Powerpoint; search engines, WebCT),
compiling bibliographies.

Diagnostic assessment will occur throughout, from class questioning to essay/ dissertation advice.

Assessment Classification System

The MA degree is not broken into classes, but a Distinction is awarded for students completing with an overall average of at least 70%, including at least 70% on the 60-credit dissertation. The pass mark is 40%.

Distinction = 70%
Pass = 40-69%
Fail = 0-39%

10. Other Information (*including compliance with relevant University policies*)

Date programme first offered

January 2009 [subject to validation]

Admissions Criteria
Standard Requirements

The normal entry requirements for postgraduate study at M level will apply, namely an Honours degree of 2.2 or above in a relevant subject area; i.e. English, Literature, Cultural Studies, Media Studies, Theatre Studies, Creative Writing, or possibly some Social Sciences (Education, Sociology, Psychology).

Non Standard Entry

Applications without the above will be considered on an individual basis, dependent on previous background experience, knowledge and commitment.

Indicators of Quality and Standards

The course was devised in line with the QAA Framework and Subject Benchmarks, following the University's policies and regulations; i.e. in terms of Quality Assurance and Enhancement, and programme validation.

Involvement of External Examiner in assessment methods, marking and Examination Board decision to make awards;

Consultation with External examiner and other peers on the review and currency of programme, curriculum, learning and teaching;

Annual course monitoring and action plans;

External examiner reports

Student consultation via mid-semester and end of semester questionnaires and annual review of modules in the light of feedback;.

Research active staff, engaged in their disciplines at the highest (i.e. international) levels, in terms of conference attendance, publications, editing, reviewing, assessing book and research proposals, membership of key organisations.