

MA Children's Literature (online)

Programme specification

1. Programme details

Item	Information
a) Programme name (incl. pathways):	MA Children's Literature
b) Programme code(s)	TBA
c) Programme credit value(s)	180 CATS 90 ECTS
d) Programme author(s)	Emily Corbett
e) Entry requirements	<p>BA or BSc Degree at level 2:1 or above from one of the following disciplines:</p> <ul style="list-style-type: none"> • Literature and Humanities • Education and Childhood Studies • Creative and Arts • Social Sciences <p>OR</p> <p>A BA or BSc Degree at level 2:2 or above in any discipline and at least 2 years of relevant work experience.</p> <p>OR</p> <p>No degree and at least 3-5 years of relevant work experience.</p>
f) Academic year effective from	2025/2026

2. Programme Aims & Overview

Aims

The MA Children's Literature aims to provide students with a critical, creative, and contextual understanding of literature for children and young adults. The programme supports students in developing advanced knowledge of how texts for young readers are shaped by literary traditions, cultural narratives, and the social and political forces that inform constructions of childhood. It encourages students to engage critically and ethically with issues of representation, identity, and diversity, and to situate their own scholarly or creative practice within wider debates in the field. Students are introduced to a range of research and methodological

approaches relevant to the study and production of children’s and YA literature, enabling them to undertake sustained independent inquiry that is reflective and relevant to their research interests and/or professional contexts. More broadly, the programme aims to foster graduates who can navigate and contribute to contemporary literary, publishing, and cultural landscapes, offering informed, critically grounded perspectives that speak to different national contexts.

Overview

The MA Children’s Literature offers a flexible and intellectually engaging exploration of texts for young readers, inviting students to examine how children’s and young adult literature is produced, circulated, and understood across diverse historical, cultural, and professional contexts. The programme exposes students to critical inquiry, methodological experimentation, and opportunities for creative or practice-based work, culminating in a bespoke research project that aligns with their own interests and aspirations. Across the programme, students consider how ideas about childhood, identity, and power intersect with questions of genre, form, authorship, and audience, and how these dynamics continue to evolve within contemporary literary and publishing landscapes. The online learning environment supports reflective, inclusive, and collaborative engagement, enabling students from different national and professional backgrounds to contribute meaningfully to shared debates and to develop independent lines of inquiry. By the end of the programme, students will have cultivated the research expertise, analytical skills, and creative confidence to produce sustained multimodal and written work, and to apply their learning within relevant academic, cultural, or professional settings.

3. External reference

Item	Information
a) FHEQ Level of Award:	7
b) UCAS Code(s):	N/A
c) HECoS Code(s):	100459 (Education Studies)
d) QAA Benchmark group:	Master’s Degree Characteristics Statement

4. Awards

Item	Information
g) Awarding institution:	Goldsmiths, University of London
h) Teaching institution:	Goldsmiths, University of London
i) Home School:	Mind, Body & Society
j) School(s) also involved in teaching of the programme:	1. None 2. None 3. None If other, name here: N/A
k) Entry awards:	<input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input checked="" type="checkbox"/> PGCert <input checked="" type="checkbox"/> PGDip
l) Interim exit awards:	<input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input checked="" type="checkbox"/> PGCert <input checked="" type="checkbox"/> PGDip
m) Final awards:	PGCert, PGDip, MA

5. Delivery

Item	Information	
a) Language of study:	English	
b) Valid intake points in year:	<input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> Sept/Oct <input checked="" type="checkbox"/> Other If other, specify: First intake in June 2026, with intakes in Aug/September, January, and May thereafter.	
c) Mode of study:	Online Distance Learning Indicate the overall balance of teaching modes in the table below.	
d) Total hours directed learning/year	265	
e) In-person hours	0	0%
f) Online hours	265	100%
g) Pace of study:	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time	
h) Duration of programme	Full time: N/A <input type="checkbox"/> years <input type="checkbox"/> months Part time: 24 <input type="checkbox"/> years <input checked="" type="checkbox"/> months	
i) External accreditation:	N/A	
j) Apprenticeship Standard:	N/A	

6. Programme Learning Outcomes

Also, see the [curriculum map](#) at the end of document.

For UG exit awards, Learning Outcomes must be achieved in the level indicated below:

- CertHE = Level 4
- DipHE = Level 5

Learning outcomes are grouped in categories of:

- **Declarative learning** - knowledge, thinking & facts (D1-3)
- **Functional learning** - application of knowledge, thinking & facts (F1-3)
- **Professional and transferable skills and behaviours** (P1-3)

On successful completion of the programme, you will be able to:

Learning Outcome		Level	Graduate Attribute
D1	Articulate comprehensive knowledge of the historical development, genres, and forms of children's and young	7	Diversity of perspective

	adult literature, situated within their cultural, social, and publishing contexts.		
D2	Contextualise a wide range of theoretical frameworks, methodological, and/or creative approaches that shape the study, creation, and interpretation of texts for young people.	7	Responsible agency
D3	Critique how texts construct, contest, and mediate identity, ideology, and power, and how perspectives are framed within diverse cultural and creative contexts.	7	Political in the personal
F1	Integrate theory and practice to produce critically informed responses that synthesise advanced scholarship and practice-based research.	7	Responsible agency
F2	Curate, evaluate, and reflect critically on extensive primary, secondary, and/or creative materials to develop coherent, supportive arguments.	7	Diversity of perspective
F3	Evaluate theoretical and ethical assumptions underpinning different methodological positions, including their social and cultural implications.	7	Political in the personal
P1	Communicate complex ideas with clarity and coherence to specialist and non-specialist audiences through plural forms.	7	Collaboration
P2	Systemically devise substantial independent research and/or creative projects over extended periods, demonstrating initiative, strategic planning, and resilience.	7	Responsible agency
P3	Reflect critically and reflexively on personal perspectives, research practices, and creative processes to enhance creative, scholarly, and professional autonomy.	7	Political in the personal

7. Programme Structure

For Undergraduate programmes (UG), each level must amount to at least **120 CATS** (60 ECTS).

Postgraduate (PGT) programmes must amount to at least 180 CATS (90ECTS), with exception to interim exit awards.

Compulsory modules must be taken by all students.

Option modules – you must choose one or more of the options available to this programme at this level and point. The option modules available from this list may vary from year to year, depending on student numbers and staff availability. Selection takes place during your studies, not before.

Also, see [curriculum structure grid](#).

Phase 1 (FT)

Module Name	Code	Credit	Level	Type	Term	Year PT	Pathway
Inclusion and Diversity	TBC	15	7	Compulsory	Multi	N/A	N/A
Form and Genre	TBC	15	7	Compulsory	Multi	N/A	N/A
Publishing Histories	TBC	15	7	Compulsory	Multi	N/A	N/A
Writing Childhoods	TBC	15	7	Compulsory	Multi	N/A	N/A

Phase 2 (FT)

Module Name	Module Code	Credit	Level	Module Type	Term	Year PT	Pathway
Contemporary Publishing	TBC	15	7	Compulsory	Multi	N/A	N/A
Writing Futures	TBC	15	7	Compulsory	Multi	N/A	N/A
Methods	TBC	15	7	Compulsory	Multi	N/A	N/A
Methodologies	TBC	15	7	Compulsory	Multi	N/A	N/A

Phase 3 (FT)

Module Name	Module Code	Credit	Level	Module Type	Term	Year PT	Pathway
Final Project	TBC	60	7	Compulsory	Multi	N/A	N/A

8. Learning, Teaching & Assessment

Learning & Teaching methods

Teaching will be via a range of formats to be as relevant as possible to the topic and learning outcomes. This may be through workshops, practical labs, lectures and seminars. It may have a mix of in-person and online activities, designed to give you the best learning experience and to make the most out of your time on campus. You are expected to attend all your timetabled learning activities.

Specifically, this programme will be taught in the following ways:

The teaching and learning strategy for this programme is designed to support you independent, flexible engagement within an online, predominantly asynchronous environment. Structured weekly topics provide a clear scaffold for learning, combining a range of materials and activities that may include short lecture videos, readings, and interactive tasks.

Discussion forums and reflective prompts create opportunities for dialogue, peer exchange, and the development of a learning community in the online space. This approach prioritises a diverse range of engagement opportunities, while ensuring consistent academic support, clear learning development, interaction, and reflection.

Assessment modes and approaches

You will be assessed in a range ways throughout your course. These will be both Formative (for feedback and development), and Summative (required to pass and progress to the next level). Summative assessments are compulsory.

Feedback is a crucial part of your learning and development in this programme. You will receive feedback both on your Formative (work in progress) tasks/assessments, and your Summative (graded) assessments. This feedback will help the assessment to be a part of your learning, not just a test. It may be verbal, written or video based. Please engage with this feedback to improve your future work.

Specifically, this programme will be assessed in the following ways:

Per module, there is one major summative assessment due in Week 8. Some units include smaller ‘build-up’ tasks completed over several weeks but also submitted in Week 8. Most assessments are individual coursework, though less weighted tasks may involve group presentations. A formative, ungraded assessment is due mid-module to monitor progress and provide tutor feedback.

Assessment diet (number of assessments for compulsory modules)

Mode	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Coursework	0	0	0	0	4	4
Exam	0	0	0	0	0	0
Live (presentation, performance etc.)	0	0	0	0	0	0
Portfolio (multi-modal)	0	0	0	0	3	3
Practical / multimedia	0	0	0	0	1	1
Written	0	0	0	0	1	1
TOTAL:	0	0	0	0	9	9
Of which...	Individual:	9	Group:	0		

9. Other information

Item	Information
a) Assessment regulations	https://www.gold.ac.uk/gam/taught-programmes/assessment/
b) Placement opportunities	N/A

Item	Information
c) Programme-specific requirements	N/A
d) Programme specific costs and resources	N/A
e) Employability and potential career opportunities	<p>This programme welcomes students from academic, publishing, education, or children’s media backgrounds, as well as those with an emerging interest in children’s and young adult literature. It develops critical, creative, and analytical thinking through debates, discussions, and portfolio assignments that enhance adaptability, intercultural awareness, and digital proficiency. Students gain entrepreneurial insight into the intersection of creative and commercial aspects of literature for young people, exploring industry roles and marketing strategies while networking with experts. Interpersonal skills are fostered through collaborative online activities that promote empathy and diplomacy, while intrapersonal skills such as planning, organisation, and self-reflection are strengthened through independent research projects and the Final Project. The programme also builds confidence in presenting ideas across oral, written, and digital formats, equipping graduates with high-level transferable skills for careers in academia, teaching, publishing, and children’s media.</p>

10. Academic support

There is a range of support available to you to give you the best possible chance of success in this programme.

Please see your tutors and student portal/VLE for details of what’s available and how to access this support.

11. Curriculum map

Programme Learning Outcomes assessed by each module:

Module name	Code	Type	D1	D2	D3	F1	F2	F3	P1	P2	P3
Inclusion and Diversity	Click or tap here to enter text.	Compulsory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Form and Genre	Click or tap here to enter text.	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publishing Histories	Click or tap here to enter text.	Compulsory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Childhoods	Click or tap here to enter text.	Compulsory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Contemporary Publishing	Click or tap here to enter text.	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Futures	Click or tap here to enter text.	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Methods	Click or tap here	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module name	Code	Type	D1	D2	D3	F1	F2	F3	P1	P2	P3
	to enter text.										
Methodologies	Click or tap here to enter text.	Compulsory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Final Project	Click or tap here to enter text.	Choose an item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

