



**BISHOP
GROSSESTE
UNIVERSITY**

Arts and Humanities

MA Children's Literature and Literacies

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

| | | |
|----------|---|----------------------------------|
| 1 | BGU approval – date and outcome of last approval | 4 March 2020 1 September 2025 |
| 2 | Next Scheduled Review Date: [Month/Year] | June 2026 |
| 3 | Programme Specification - Effective date: [Day/Month/Year] | 1 September 2021 |
| 4 | Version Number | 2.1 |

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

- Section A – Administrative and Regulatory Information
- Section B – Outcomes
- Section C – Structure
- Section D – Teaching, Learning and Assessment
- Section E – Programme Management
- Section F – Mapping
- Section G – Graduate Attributes
- Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

| | | | | |
|--|---|--------------------------------|-----------------------|--------------------|
| 1 | Programme Specification Title | | | |
| | MA Children's Literature and Literacies | | | |
| 1a | Programme Code | | | |
| | MACLL01F21 – MA Children's Literature and Literacies | | | |
| 2 | Brief Summary (for Marketing Purposes) | | | |
| <p>The MA in Children's Literature and Literacies gives you an opportunity to deepen your passion for literature written for children through research-led modules that engage with emerging frameworks and debates. Supported by a team of academic specialists, you will investigate theories of literacy development, and the learning and reading experiences of children and young people through interdisciplinary, inclusive, and current approaches. You will critically explore 'classic' texts and contemporary publications across a range of genres, ranging from poetry, picture books and non-fiction to graphic novels and digital applications, aimed at readers from 0-18. You will examine the nature of literacy and literature in a digital age, their current existence and future directions. This MA will foster your academic capabilities and individual interests through conceptual and empirical research.</p> | | | | |
| 3 | Awarding institution | Bishop Grosseteste University | | |
| 3a | Programme Length | Full-Time 1 | Part-Time 2 | |
| 3b | Mode(s) of Study | Full-time, Part-time | | |
| 4 | Programme Area | Arts and Humanities | | |
| 5 | HECoS/UTT/UCAS code(s) | HECoS 100459; 100139 | UTT/ITT N/A | UCAS N/A |
| 6 | Framework for HE Qualifications position of final award(s) | Masters (Level 7) | | |
| 7 | Alignment with University Credit Framework | Postgraduate | | |

| | | |
|----------|--|---------------------------------------|
| 8 | Compliance with University Assessment Regulations | Regulations for Taught Masters Awards |
| 9 | Progression routes with Foundation Degree (FdA) or Top-up | N/A |

Awards

| | | |
|------------|---|--|
| 10 | Final Award title(s) | Master of Arts (MA) Children's Literature and Literacies (students who completed a minimum of 180 credits at level 7, including the 60-credit MA Dissertation module) |
| 10a | Exit or Fall back Award title(s) | Postgraduate Certificate (PG Cert) Children's Literature and Literacies (students who completed a minimum of 60 credits at level 7) Postgraduate Diploma (PG Dip) Children's Literature and Literacies (students who completed a minimum of 120 credits at level 7) |
| 10b | Pathway | N/A |

Arrangements with Partners - NOT RELEVANT IN THIS CASE

| | | | |
|-----------|--|--------------|-----------------------------------|
| 12 | Approved Collaborative partner(s) | Partner Name | Type of Collaborative Partnership |
| | | N/A | |
| 13 | Articulation Arrangements with Partners | Partner Name | Details of Arrangements |
| | | N/A | |

Professional, Statutory and Regulatory Bodies - NOT RELEVANT IN THIS CASE

| | | |
|-----------|--|-----|
| 14 | PSRB(s) associated with final award of any route within the programme specification | N/A |
| 15 | Date and outcome of last PSRB approval/accreditation | N/A |
| 16 | Expiry Date of PSRB approval | N/A |

SECTION B - OUTCOMES

| | |
|---|-----------------------------------|
| 17 | QAA Benchmark Statement(s) |
| <p>This programme's aims and learning outcomes conform to the QAA Characteristics Statement: Master's Degree (February 2020) and are informed by the QAA English and Education Studies Subject Benchmark Statements (2019) which, while set at level 6 of the QAA UK Quality Code for Higher Education (2018) and aspiring to a bachelor's degree with honours, define the national academic standards for English and Education Studies. The development of this programme is also informed by the QAA Higher Education Credit Framework for England: Advice on Academic and Credit Arrangements (2021), and in accordance with BGU University Awards and Credit Framework (2018).</p> <p>The qualification aim for this programme is a Master of Arts; however, those students who do not achieve such aim, may be able to qualify for two other intermediate possible exit awards: a Postgraduate Certificate (PG Cert, completing 60 credits) and a Postgraduate Diploma (PG Dip, completing 120 credits), as shown below in Section B.20.</p> | |
| 18 | Programme Aims |
| <p>The MA Children's Literature and Literacies is a vibrant, wide-ranging degree course that offers professional development and academic progression by enhancing subject and research expertise in these interdisciplinary fields of study. Informed by current scholarship, research, and practice, it provides an opportunity to develop in-depth and advanced knowledge and understanding of children's literature and literacy through both wide-ranging and diverse specialist modules, culminating in an independent research project (MA dissertation) that reflects a student's individual ambition and aspirations, their engagement with conceptual and empirical research; and critical reflective approaches to research methods and professional situations, both practical and theoretical.</p> <p>This MA aims to develop the knowledge and expertise of participants from a range of related disciplines including recent graduates, qualified teachers, librarians or anyone with a passion for children's literature and literacy. It aims to enable students to develop a broad, inclusive, critical and contemporary understanding of literacies, including the range of digital, visual and interactive texts available to children and young people and the influence of these on their learning experiences. It equips students with a wider understanding of current research methodologies and critical and theoretical frameworks, to sustain and further their independent research and topic interests and questions. It aims to produce postgraduates who are autonomous, reflexive, inquiring and able to apply their enhanced understanding to diverse academic and professional contexts.</p> <p>The MA Children's Literature and Literacies aims to:</p> <ul style="list-style-type: none"> • provide an advanced critical understanding and in-depth knowledge of children's literature and literacies, and the theoretical issues stimulating critical debates in, and pushing the boundaries, of the discipline; • provide a progressive structure in which students can interrogate and apply a variety of theoretical positions and research methodologies, evaluate the importance of alternative and inclusive perspectives in literary and literacy studies, and critically reflect on the | |

relationships between theory and practice in changing and diverse literacy experiences and outcomes for children and young people;

- foster autonomy, independence, and innovation in scholarship by demonstrating a sophisticated ability to deploy a range of advanced research methods, approaches, and resources appropriate to postgraduate literary and literacy studies;
- develop a sophisticated ability to articulate advanced knowledge and understanding of literary texts, concepts, and theories through key communication, digital, organisational and self-management skills relevant to postgraduate studies;
- foster and contribute to current theoretical issues and critical debates in literary and literacy studies at postgraduate level.

19 Programme Specific Outcomes

Final Award Learning Outcome

The MA Children's Literature and Literacies is awarded to students who have successfully demonstrated:

Knowledge and Understanding [KU]

KU1 a systematic understanding of knowledge and a critical awareness of current debates and/or new insights informed by the forefront of the field of study of children's literature and literacies;

KU2 a comprehensive understanding of research methodologies and techniques applicable to their own research or advanced scholarship in literary and literacy studies;

KU3 originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the study of children's literature and literacies;

KU4 conceptual understanding of current research and advanced scholarship in the discipline that enables them to evaluate methodologies, critique, and innovate them, where appropriate.

Typically, holders of the MA Children's Literature and Literacies will be able to:

Subject-Specific and Professional Skills [SPS]

SPS1 evaluate critically current research and advanced scholarship in relation to children's literature and literacies, and literacy development;

SPS2 develop advanced independent, scholarly interpretations of literary and critical material, to synthesise and present them accurately and effectively;

SPS3 examine, interpret, and analyse critically literary texts and subjects for children independently, and produce cogent arguments and sound judgements built on them;

SPS4 articulate their own and other people's ideas accurately, concisely, and persuasively both verbally and in writing.

Intellectual skills [IS]

IS1 deal with complex issues both systematically and creatively, make sound judgements, and communicate their conclusions clearly to specialist and non-specialist audiences;

IS2 demonstrate self-direction and creativity in tackling and solving problems, and autonomy in learning, planning, and implementing complex tasks at a high level.

IS3 continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have the qualities and skills to:

Transferable skills (TS)

TS1 work autonomously exercising initiative and personal responsibility;

TS2 identify, evaluate, analyse, interpret and present substantial bodies of information independently while working to deadlines;

TS3 make informed decision in complex and unpredictable situations;

TS4 continue to advance their knowledge and understanding and to develop new skills independently.

20 | Exit Award Learning Outcomes

Postgraduate Certificate

On successful completion of a Postgraduate Certificate (a minimum of 60 credits at level 7), students have successfully demonstrated:

Knowledge and Understanding [KU]

KU1 a systematic understanding of knowledge and a critical awareness of current debates and/or new insights informed by the forefront of the field of study of children's literature and literacies;

KU4 conceptual understanding of current research and advanced scholarship in the discipline that enables them to evaluate methodologies, critique, and innovate them, where appropriate.

Typically, holders of a Postgraduate Certificate will be able to:

Subject-Specific and Professional Skills [SPS]

SPS1 evaluate critically current research and advanced scholarship in relation to children's literature and literacies, and literacy development;

SPS3 examine, interpret, and analyse critically literary texts and subjects for children independently, and produce cogent arguments and sound judgements built on them.

Intellectual skills [IS]

IS1 deal with complex issues systematically, make sound judgements, and communicate their conclusions clearly to specialist and non-specialist audiences;

IS3 continue to advance their knowledge and understanding, and to develop new skills.

And holders will have the qualities and skills to:

Transferable skills (TS)

TS1 work autonomously exercising initiative and personal responsibility;

TS4 continue to advance their knowledge and understanding and to develop new skills independently.

Postgraduate Diploma

On successful completion of a Postgraduate Diploma (a minimum of 120 credits at level 7), students have successfully demonstrated:

Knowledge and Understanding [KU]

KU1 a systematic understanding of knowledge and a critical awareness of current debates and/or new insights informed by the forefront of the field of study of children's literature and literacies;

KU2 a comprehensive understanding of research methodologies and techniques applicable to their own research or advanced scholarship in literary and literacy studies;

KU4 conceptual understanding of current research and advanced scholarship in the discipline that enables them to evaluate methodologies, critique, and innovate them, where appropriate.

Typically, holders of a Postgraduate Diploma Children's Literature and Literacies will be able to:

Subject-Specific and Professional Skills [SPS]

SPS1 evaluate critically current research and advanced scholarship in relation to children's literature and literacies, and literacy development;

SPS3 examine, interpret, and analyse critically literary texts and subjects for children independently, and produce cogent arguments and sound judgements built on them;

SPS4 articulate their own and other people's ideas accurately, concisely, and persuasively both verbally and in writing.

Intellectual skills [IS]

IS1 deal with complex issues both systematically and creatively, make sound judgements, and communicate their conclusions clearly to specialist and non-specialist audiences;

IS2 demonstrate self-direction and creativity in tackling and solving problems, and autonomy in learning, planning, and implementing complex tasks.

IS3 continue to advance their knowledge and understanding, and to develop new skills.

And holders will have the qualities and skills to:

Transferable skills (TS)

TS1 work autonomously exercising initiative and personal responsibility;

TS3 make informed decision in complex and unpredictable situations;

TS4 continue to advance their knowledge and understanding and to develop new skills independently.

SECTION C – STRUCTURE

| | |
|------------|---|
| 21a | Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements |
|------------|---|

POSTGRADUATE – MASTER (level 7)

Full-time – one-year degree

| Sept. – Jan. | Jan. / Feb. – April / May | May / June – Sept. |
|---|--|---|
| ELI70921 Critiquing and Theorising Literature (30 credits) Entry Point | ELI71021 Poetics and Politics of Identity (30 credits) | |
| CLL70621 Children's Literate Lives (15 credits) | CLL70821 Researching Children's Literature and Literacies (15 credits) | ELI70721 MA Dissertation (60 credits) |
| CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) | CLL70921 Children's Literacies: Now, New, Next (15 credits) Exit Point Dip HE | |

Part time – two-year degree/rotation 1

| Year 1 | | |
|---|--|--|
| Sept. – Jan. | Jan. / Feb. – April / May | |
| ELI70921 Critiquing and Theorising Literature (30 credits) Entry Point | CLL70821 Researching Children's Literature and Literacies (15 credits) | |
| | CLL70921 Children's Literacies: Now, New, Next (15 credits) | |

| Year 2 | | |
|--|--|---|
| Sept. – Jan. | Jan. / Feb. – April / May | May / June – Sept. |
| CLL70621 Children's Literate Lives (15 credits) | ELI71021 Poetics and Politics of Identity (30 credits) | ELI70721 MA Dissertation (60 credits) |
| CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) | Exit Point Dip HE | |

Part time – two-year degree/rotation 2

| Year 1 | | |
|---------------------|--|--|
| Sept. – Jan. | | Jan. / Feb. – April / May |
| Entry Point | CLL70621 Children's Literate Lives (15 credits) | ELI71021 Poetics and Politics of Identity (30 credits) |
| | CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) | |

| Year 2 | | |
|--|--|---|
| Sept. – Jan. | Jan. / Feb. – April / May | May / June – Sept. |
| ELI70921 Critiquing and Theorising Literature (30 credits) | CLL70821 Researching Children's Literature and Literacies (15 credits) | ELI70721 MA Dissertation (60 credits) |
| | CLL70921 Children's Literacies: Now, New, Next (15 credits) | |
| Exit Point Dip HE | | |

| | |
|------------|-------------------------|
| 21b | Module Structure |
|------------|-------------------------|

POSTGRADUATE – MASTER (level 7)

| Full time - one-year degree | | | | |
|--|-----------|--|-----------------|---------------|
| Core Modules | | | | |
| <ul style="list-style-type: none"> • <i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer) – 4 – Full Year</i> | | | | |
| Code | Status | Module Title | Period (number) | No of credits |
| ELI70921 | Mandatory | Critiquing and Theorising Literature | 1 | 30 |
| CLL70621 | Mandatory | Children's Literate Lives | 1 | 15 |
| CLL70721 | Mandatory | Children's Literature: Words, Pictures, Voices | 1 | 15 |
| ELI71021 | Mandatory | Poetics and Politics of Identity | 2 | 30 |
| CLL70821 | Mandatory | Researching Children's Literature and Literacies | 2 | 15 |
| CLL70921 | Mandatory | Children's Literacies: Now, New, Next | 2 | 15 |
| ELI70721 | Mandatory | MA Dissertation | 3 | 60 |

| Part time – two-year degree | | | | |
|--|-----------|--|-----------------|---------------|
| Core Modules | | | | |
| <i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer) – 4 – Full Year</i> | | | | |
| Code | Status | Module Title | Period (number) | No of credits |
| ELI70921 | Mandatory | Critiquing and Theorising Literature | 1/2 | 30 |
| CLL70821 | Mandatory | Researching Children's Literature and Literacies | 1/2 | 15 |
| CLL70920 | Mandatory | Children's Literacies: Now, New, Next | 1/2 | 15 |
| CLL70621 | Mandatory | Children's Literate Lives | 1/2 | 15 |
| CLL70721 | Mandatory | Children's Literature: Words, Pictures, Voices | 1/2 | 15 |
| ELI71021 | Mandatory | Poetics and Politics of Identity | 1/2 | 30 |
| ELI70721 | Mandatory | MA Dissertation | 3 | 60 |

SECTION D - TEACHING, LEARNING AND ASSESSMENT

| 22 | Curriculum Design |
|--|-------------------|
| <p>The MA Children's Literature and Literacies is research-led and informed by current and innovative scholarly theories and research methodologies that shape English and Education Studies in the twenty-first century. It empowers research practice through involvement and contribution in scholarly practice by encouraging and supporting scholarship and active research through modules that provide the methodology and starting points for the students' independent growth as active learners through collaborative as well as independent projects. It engages with 'related subjects such as film, drama' and identity studies, and more uniquely with education studies. It promotes 'interdisciplinary modes of study which continue to reshape the contours of English' through intersections with, for instance, 'book history, critical and cultural theory, digital humanities', 'postcolonial studies, gender and queer studies' (QAA English Subject Benchmark Statement, 2019). It is concerned with understanding and reflecting on 'educational processes, systems and approaches, and their cultural, societal, technological, political, historical and economical contexts' (QAA Education Studies Subject Benchmark Statement, 2019). Moreover, it values students as 'reflective lifelong learners' (QAA Education Studies Subject Benchmark Statement, 2019).</p> <p>Its structure mirrors that of the MA English Literature, with which it shares the delivery of three modules (120 credits in total). This is based on the strategies and methods of research which children's literature and literacies shares with English. Its underpinning pedagogical framework reflects scholarly methodologies and is founded on a philosophical approach that sees students and staff as active researchers, who debate, critique and propose strategies and methods of literary scholarly research, and share good scholarly practice. The students will discuss, reflect on and adapt them, and be empowered to follow their interests. With the exception of the dissertation module (ELI70721), where the students' own research interests and projects define the module's delivery and support, the modules in this programme are built on a framework that reflects scholarly research in literary and literacy studies but does not limit their content to specific authors, texts, periods, genres, or subjects. The modules comply with the expectations of level 7 learning outcomes, rationale and syllabus without limiting their possibilities in terms of fixed authors, texts, periods, genres, or subjects. Their specifications are deliberately broad and general to secure the flexibility and specialist knowledge that is key at MA level to support students' individual, diverse disciplinary interests. The modules frame ambitions, aims, scope, and outcomes allowing simultaneously a delivery that is flexible, adaptable and ready to capture the most recent developments in the disciplinary debates and support students' individual research interests. From the entry point (ELI70921), delivery methods encourage scholarly practice through sharing, partaking, and contributing. The modules provide the methodology and starting points for the students' independent growth as active learners through collaborative as well as independent work. The modules' methodological models and experiential knowledge of staff form a flexible and inclusive learning environment where students can experiment, trial, and refine their ideas before planning and realising their own research projects.</p> <p>This programme requires students to complete two 30-credit modules (ELI70921 and ELI71021), four specialist 15-credit modules (CLL70621, CLL70721, CLL70821, and CLL70921), and a final 60-credit dissertation module (ELI70721) for the award of the Master's degree in Children's Literature and Literacies. The tables in Section C show them and how the programme operates a viable full-time and part-time route, with one or two sessions a week, normally). The seven modules are</p> | |

connected by the methodological framework: while the four 15-credit modules provide a specialist pathway to the final MA Dissertation module, the two 30-credit modules secure knowledge and understanding of the interdisciplinary nature of scholarship, theories and research methodologies in the discipline. Together with the delivery of the MA Dissertation module's group sessions, these two modules will share delivery with the MA English Literature, which has been enriched and updated to be revalidated with this programme.

This is a strategic decision to enhance the research and knowledge exchange strengths of the University in literature and literacy studies. BGU English has delivered children's literature modules at undergraduate level for more than ten years, and previous MA English Literature students have chosen to work on children's literature for their modules' assignments and for their MA Dissertation. The shared delivery of the two thirty-credit modules (ELI70921 and ELI71021) and the MA dissertation module (ELI70721) will enrich the postgraduate with diverse and vibrant opportunities to engage with and share different perspectives and learning experiences. The students will meet a variety of module tutors who share their interest in literature from different disciplinary perspectives and with diverse scholarly experiences. The alumni, current students and applicants who contributed to developing this reshaped MA English Literature and new MA Children's Literature and Literacies agreed that the shared modules will enrich the student learning experience and increase the transferable skills and future opportunities for continue development of postgraduate studies, advanced skills and employability prospects. They also like the range offered by the fifteen-credit modules and the flexibility to shape their assessment around projects whose texts, authors, genres, themes, and literary periods are chosen by them.

The following tables show the shared delivery of the two MAs - full-time and the part-time routes, to demonstrate the learning, teaching and assessment strategy the two programmes jointly foster.

Full-time Route

| MA English Literature | | MA Children's Literature & Literacies | | |
|---|--|---|--|--|
| TERM 1 (Sept. – Jan.) | | | | |
| ELI70221 Literature in Time (15 credits) | ELI70321 Framing Genre (15 credits) | ELI70921 Critiquing and Theorising Literature (30 credits) Shared delivery | CLL70621 Children's Literate Lives (15 credits) | CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) |
| TERM 2 (Feb. – April / May) | | | | |
| ELI70521 The Author in Focus (15 credits) | ELI70621 Thematic Threads (15 credits) | ELI71021 Poetics and Politics of Identity (30 credits) Shared delivery | CLL70821 Researching Children's Literature and Literacies (15 credits) | CLL70921 Children's Literacies: Now, New, Next (15 credits) |
| TERM 3 (May/June – Sept.) | | | | |
| ELI70721 MA Dissertation (60 credits) Shared delivery | | | | |

Part-time Route

| Year 1/2 | | | | | | |
|--|--|--|--|--|--|--|
| MA English Literature | MA Children's Literature & Literacies | | | | | |
| TERM 1 (Sept. – Jan.) | | | | | | |
| ELI70921 Critiquing and Theorising Literature (30 credits) Shared delivery | | | | | | |
| TERM 2 (Feb. – April / May) | | | | | | |
| ELI70521 The Author in Focus (15 credits) | ELI70621 Thematic Threads (15 credits) | CLL70821 Researching Children's Literature and Literacies (15 credits) | CLL70921 Children's Literacies: Now, New, Next (15 credits) | | | |
| Year 1/2 | | | | | | |
| TERM 1 (Sept. – Jan.) | | | | | | |
| ELI70221 Literature in Time (15 credits) | ELI70321 Framing Genre (15 credits) | CLL70621 Children's Literate Lives (15 credits) | CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) | | | |
| TERM 2 (Feb. – April / May) | | | | | | |
| ELI71021 Poetics and Politics of Identity (30 credits) Shared delivery | | | | | | |
| YEAR 2 - TERM 3 (May/June – Sept.) | | | | | | |
| ELI70721 MA Dissertation (60 credits, core) Shared delivery | | | | | | |

The final table shows their shared assessment strategy, starting with the full-time route:

| MA English Literature | | MA Children's Literature & Literacies | | |
|---|---|--|--|--|
| TERM 1 (Sept. – Jan.) | | | | |
| ELI70221 Literature in Time (15 credits) Practical | ELI70321 Framing Genre (15 credits) Coursework | ELI70921 Critiquing and Theorising Literature (30 credits) Coursework Component 1: 20% Component 2: 80% | CLL70621 Children's Literate Lives (15 credits) Practical | CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) Coursework |
| TERM 2 (Feb. – April / May) | | | | |

| | | | | | |
|---|---|---|---|---|--|
| ELI70521 The Author in Focus (15 credits) Practical | ELI70621 Thematic Threads (15 credits) Coursework | ELI71021 Poetics and Politics of Identity (30 credits) Coursework | CLL70821 Researching Children's Literature and Literacies (15 credits) Coursework | CLL70921 Children's Literacies: Now, New, Next (15 credits) Practical | |
| TERM 3 (May/June – Sept.) | | | | | |
| ELI70721 MA Dissertation (60 credits, core) Coursework | | | | | |
| MA Dissertation from a minimum of 15,000 words to a maximum of 18,000 words | | | | | |

Part-time route

| Year 1/2 | | | | | |
|--|---|---|---|--|--|
| MA English Literature | | MA Children's Literature & Literacies | | | |
| TERM 1 (Sept. – Jan.) | | | | | |
| ELI70921 Critiquing and Theorising Literature (30 credits) Coursework: Component 1: 20% and Component 2: 80% | | | | | |
| TERM 2 (Feb. – April / May) | | | | | |
| ELI70521 The Author in Focus (15 credits) Practical | ELI70621 Thematic Threads (15 credits) Coursework | CLL70821 Researching Children's Literature and Literacies (15 credits) Coursework | CLL70921 Children's Literacies: Now, New, Next (15 credits) Practical | | |
| Year 1/2 | | | | | |
| TERM 1 (Sept. – Jan.) | | | | | |
| ELI70221 Literature in Time (15 credits) Practical | ELI70321 Framing Genre (15 credits) Coursework | CLL70621 Children's Literate Lives (15 credits) Practical | CLL70721 Children's Literature: Words, Pictures, Voices (15 credits) Coursework | | |
| TERM 2 (Feb. – April / May) | | | | | |
| ELI71021 Poetics and Politics of Identity (30 credits) Coursework | | | | | |
| YEAR 2 - TERM 3 (May/June – Sept.) | | | | | |
| ELI70721 MA Dissertation (60 credits, core) Coursework | | | | | |
| MA Dissertation from a minimum of 15,000 words to a maximum of 18,000 words | | | | | |

The MA Children's Literature and Literacies is designed to advance professional reflection and transferable skills at a postgraduate level offering a variety of types of assessment that will enhance skills such as presentation, leading, team-working and research skills, digital literacies and

communication skills, independent critical thinking and analysis, design and delivery. It fosters and enhances Graduate Attributes and employability for a range of professional careers and lifelong learning, as well as subject-specific skills, including the ability to communicate 'accurately and persuasively both orally and in writing, analyse critically and 'respond to the affective power of language', evaluate, and 'apply scholarly bibliographical skills' (QAA English Subject Benchmark Statement, 2019). MA Children's Literature and Literacies graduates are advanced, effective researchers and active, 'reflective lifelong learners' who 'apply theories and concepts to a range of real-world educational contexts' (QAA Education Studies Subject Benchmark Statement, 2019) who are 'sensitive to cultural contexts when working with others' and 'understand the role of narrative and emotion in decision-making' (QAA English Subject Benchmark Statement, 2019). These graduate subject-specific, qualities and skills are embedded and assessed in the programme (for more details on the forms of assessment, please see Section 24).

This MA aims to produce postgraduates who are autonomous and reflexive, possessing of inquiring and analytical minds. It trains adaptable, reflective postgraduates who are 'versatile researchers', able to 'adapt to [complex], different demands and tasks (QAA Master's Characteristics Statement: Master's Degree 2020), and are sought-after employees. Its curriculum design supports postgraduate prospects to continued study at doctoral level along with wider opportunities for career progression strengthened by specialist knowledge and understanding and advanced intellectual transferable skills.

23 Learning and Teaching Strategies

The MA Children's Literature and Literacies has a research-led and student-centred approach to learning, teaching, and assessment built in collaboration with students. Our ethos places student engagement and research ambition at the core of enhancing students' learning and staff teaching. A student-centred approach is essential to an excellent learning experience because it is mindful that 'student engagement is a process rather than a product' (McFadden and Munns, 2002, p. 362) and uses this awareness to empower learners to be engaged, proactive, and autonomous. The experiential learning approach (the Kolb learning cycle) is also central to the strategies on which our learning and teaching is envisaged for this postgraduate award.

Flexibility in delivery is considered key to the ongoing success of master's degrees (QAA Master's Characteristics Statement: Master's Degree 2020), and the MA Children's Literature and Literacies is built on the ability to be flexible at module level to facilitate specialist research-led teaching. Teaching will be delivered by discipline specialists drawing from English and the wider Faculty on the basis of their research and methodological strengths through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning. The two thirty-credit modules (ELI70921 and ELI71021) will be co-taught. They will establish and sustain a collegial, interdisciplinary, and strong postgraduate research community within the two cohorts.

The delivery of modules involves a variety of flexible and inclusive learning and teaching strategies that typically use a combination of directed input by module tutors (via lectures or VLE tasks and resources) followed by associated workshops and seminar discussion. This pattern recognises the value of conceptual and cultural boundaries in the shared exploration of multiple texts, whilst also affirming the primacy of active learning through its emphasis upon participation, collaborative analysis, focussed discussion and critical debate. Tutors can take advantage of face-to-face seminars and adapt their versatile teaching strategies to maximise the quality of student participation and learning. All the modules are designed to empower student independence, autonomy, initiative and creativity and encourage active, analytical engagement. Typically, MA

seminars will begin by outlining the parameters of the required tasks before moving into a delivery pattern of individual or small group contributions to analysis, discussions and debates enhanced by technological platforms for learning. Across all modules, consistency and clarity of information are assured by equivalent VLE sites, and tutorial support is available throughout the academic year through our personal tutor programme, linked to the institution's Development and Career Plan, and our 'open door' commitment to staff-student interaction (please see Sections 25 & 26 for details). The VLE also ensures accessibility of teaching material.

Students are encouraged to select texts, writers, genres, theories, themes, literary periods and topics autonomously. This creates an equally challenging Learning and Teaching Strategy for staff and students, and a highly rewarding teaching and learning practice. Scheduled activities will include lectures, seminars, workshops, tutorials, and individual as well as group supervision. They will be enriched by structured online activities and tasks, and enhancement sessions. Module tutors' input and suggestions (via lectures, workshops, seminars, and tutorials, and/or VLE tasks and resources) are maximised through technology-enhanced platforms that facilitate preparatory learning, further reflection and peer feedback. Students' independent study of primary and secondary material is developed, challenged, and broadened through group sessions, and workshops, as well as seminars where ideas, texts, theories, research methodologies and practice are discussed, exchanged, and communicated respectfully and effectively. These activities emphasise participation, collaborative analysis, focussed discussion, and critical debate. They foster independent research through further reading lists that encourage students to make effective, autonomous use of the library resources, from archival (BGU University Archive and Lincolnshire Collection) to digital specialist resources and the Teaching Resources Collection (TRC), which is home to about 24,000 resources for primary and secondary trainee teachers, students intending to work (or already working) in educational settings, and students who are interested in children's literature. It has a dedicated Teaching Resources Librarian. This collection stimulates the work of those colleagues who contribute to the Research and Knowledge Exchange Unit (RKEU) 'Literature and Literacies'. The uninterrupted historical records (from its Victorian origins in 1862) and diverse documents and artefacts pertaining to the long history of BGU and kept in the University Archive, have been valuable resources for research projects led by colleagues who are members of the RKEU 'Voicing the Past: Culture, Legacy, and Narrative'. Students will have the opportunity to engage with and participate in the afore mentioned BGU RKEUs as they are led by members of the English team involved in the delivery of this programme.

Books can be purchased new or second hand, accessed online, or alternatively borrowed from our library on campus free of charge by students. However, students may also be required to buy some set texts that are not yet out of copyright. Their additional cost will be outlined in accordance with CMA regulations and the University's rule and made available via the website before the beginning of the academic year.

Through institutional and external partners, the team actively participates in organising events and employability opportunities for students to broaden their learning and research opportunities. These enhance their awareness of the contemporary literary scene, how English contributes to society now and why it matters. They may include workshops led by special guests such as children's literature authors and illustrators, poets, writers and scholars, as well as external visits to collaborative partners (the Tennyson Research Centre, The Collection, The Lincolnshire Life Museum, Lincoln Cathedral). These are significant learning activities that enrich student experience and foster students' participation in the life of the institution at a wider level than their subject. Hence, we regularly inform students about activities organised by CELT, the International Office, Chaplaincy, the Library, Careers and BG Futures, as well as external partners such as the

Reading Agency, The Tennyson Society, Lincoln Historical Society, First Story, and the Lincoln Book Festival.

24 | Assessment Strategies

This programme is distinguished by a diversity of assessment forms based on the strength of five years of successful delivery of the MA English Literature, from which it stems, underpinned by a philosophical approach that places students at its centre and shapes their learning experience around their disciplinary interests and values. It enables the development of advanced skills such as systematic and accurate referencing, presentation of complex material orally and in written form for specialist and non-specialist audiences, and effective use of digital technology. It systematically builds knowledge and understanding to support the final skills required to design, implement and analyse research. Some of the tasks will enable students to reflect upon knowledge exchange and the impact of scholarly practice as they will be given the opportunity to present their research projects to an audience and answer questions. The MA's The assessment strategy structures and sustains students' learning experience by developing their powers of critical inquiry, independent judgement and a creative application to their learning in an inclusive, diverse, and safe environment where students and staff are active researchers, who debate, critique and propose strategies and methods of literary scholarly research, and share good scholarly practice. The assignment briefs will enable this flexibility by setting out the framework within which the students meet the learning outcome and have the opportunity to choose relevant texts, writers, genres, theories, themes, literary periods and topics on which to focus independently, in agreement with the module tutor/s.

As the tables illustrate, the assessment strategy is designed to review the students' skills promptly at the start of the programme to evaluate strengths and weaknesses and provide feedback through the 30-credit modules (ELI70921 and ELI71021), which also prepare them for a sustained independent research project in the final term for the MA dissertation module (ELI70721). The forms of assessment prepare the students through consistency of types and diversity in complexity and changeability through a trajectory sustained by consistent formative, constructive feedback during group sessions and individual tutorials, as well as summative assessment and feedback.

Full-time route

| Module Code | Module Title | Credits | Assessment and learning methods | |
|-------------|--|---------|---------------------------------|----------------------------------|
| | | | Practical % | Coursework % |
| ELI70921 | Critiquing and Theorising Literature | 30 | | 100% 2 components (20% & 80%) |
| CLL70621 | Children's Literate Lives | 15 | 100% 1 component | |
| CLL70721 | Children's Literature: Words, Pictures, Voices | 15 | | 100% 1 component |
| ELI71021 | Poetics and Politics of Identity | 30 | | 100% 1 component |
| CLL70821 | Researching Children's Literature and Literacies | 15 | | 100% 1 component |
| CLL70921 | Children's Literacies: Now, New, Next | 15 | 100% 1 component | |
| ELI70721 | MA Dissertation | 60 | | 100% 1 component |

Part-time route

| Module Code | Module Title | Credits | Year 1 | |
|-------------|--|---------|---------------------|--|
| | | | Practical % | Assessment and learning methods Coursework % |
| ELI70921 | Critiquing and Theorising Literature | 30 | | 100% 2 components (20% & 80%) |
| CLL70821 | Researching Children's Literature and Literacies | 15 | | 100% 1 component |
| CLL70921 | Children's Literacies: Now, New, Next | 15 | 100% 1 component | |

| Module Code | Module Title | Credits | Year 2 | |
|-------------|--|---------|---------------------|--|
| | | | Practical % | Assessment and learning methods Coursework % |
| CLL70621 | Children's Literate Lives | 15 | 100% 1 component | |
| CLL70721 | Children's Literature: Words, Pictures, Voices | 15 | | 100% 1 component |
| ELI71021 | Poetics and Politics of Identity | 30 | | 100% 1 component |
| ELI70721 | MA Dissertation | 60 | | 100% 1 component |

Indicative Assessment Strategy

Full-time route

| Module Code | Module Title | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
|-------------|--|---------|--|-------------------------------|-----------------------|
| ELI70921 | Critiquing and Theorising Literature | 30 | Critical Review Comp 1: 20% Essay Comp 2: 80% | 2,000 words 4,000 words | October January |
| CLL70621 | Children's Literate Lives | 15 | Presentation 100% | 20 minutes | November |
| CLL70721 | Children's Literature: Words, Pictures, Voices | 15 | Essay 100% | 3,000 words | January |
| ELI71021 | Poetics and Politics of Identity | 30 | Essay 100% | 6,000 words | May |
| CLL70821 | Researching Children's Literature and Literacies | 15 | Portfolio 100% | 3,000 words | March |
| CLL70921 | Children's Literacies: Now, New, Next | 15 | Presentation 100% | 20 minutes | May |
| ELI70721 | MA Dissertation | 60 | Dissertation 100% | from a minimum of 15,000 | September |

| <p>words to a maximum of 18,000 words.</p> <p>Part-time route</p> | | | | | |
|---|---|---------|--|--|-----------------------|
| Year 1 | | | | | |
| Module Code | Module Title | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
| ELI70921 | Critiquing and Theorising Literature | 30 | Critical Review Comp 1: 20% Essay Comp 2: 80% | 2,000 words 4,000 words | October January |
| CLL70821 | Researching Children's Literature and Literacies | 15 | Portfolio 100% | 3,000 words | March |
| CLL70921 | Children's Literacies: Now, New, Next | 15 | Presentation 100% | 20 minutes | May |
| Year 2 | | | | | |
| Module Code | Module Title | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
| CLL70621 | Children's Literate Lives | 15 | Presentation 100% | 20 minutes | November |
| CLL70721 | Children's Literature: Words, Pictures, Voices | 15 | Essay 100% | 3,000 words | January |
| ELI71021 | Poetics and Politics of Identity | 30 | Essay 100% | 6,000 words | May |
| ELI70721 | MA Dissertation | 60 | Dissertation 100% | from a minimum of 15,000 words to a maximum of 18,000 words. | September |
| 25 | Inclusive Practice and Personal Development Planning | | | | |
| <p><u>Inclusive Practice</u></p> <p>BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students are supported throughout their programmes through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. In accordance with BGU's Diversity and Equality Policy, the MA Children's Literature and Literacies strives to reflect and value the diverse experiences which students bring to the course, and a flexible and inclusive curriculum. It aims to promote 'social mobility and enhancing individual life chances, by giving everyone, regardless of their background or circumstances, the chance to study at higher levels of education' (GuildHE Inclusive Teaching</p> | | | | | |

and Learning in Higher Education as a route to Excellence, 2017). At subject level, all forms and patterns of delivery and assessment are carefully considered to facilitate diversity, flexibility, and inclusivity. They align to the inclusive and widening participation conditions of BGU's Learning and Teaching strategy and BGU's Assessment Strategy. Every module tutor will offer relevant, helpful adjustments to learning styles and materials to facilitate access to knowledge and, where relevant, scaffolding to ensure access to knowledge, and alternative forms of assessment, which allow students to demonstrate knowledge and understanding equitably but through adjusted assessment in collaboration with Student Advice and CELT and approved by Registry.

Inclusive modes of learning, teaching, and assessment are actively employed in this MA to enhance the student learning experience and enable all students to deliver to their full potential throughout their studies by ensuring they have 'a positive experience and are able to be involved in all aspects higher education' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence, 2017). We promote flexible ways of learning and study resources. Our interactive taught sessions are enhanced by inventive and innovative ways to stimulate students to participate in debates and reflections and to engage with imaginative teaching tools. We endeavour to support students and to remove, whenever possible, barriers so that all students can be independent and equal in society, 'with choice and control over their own lives.' (2) We provide 'reasonable adjustments' under the Equality Act 2010 and mitigate the ways in which social barriers restrict education opportunities and life choices for students with disabilities, specific learning differences and other special needs through flexible study resources and alternative forms of assessment. For example, we provide modifiable handouts so that students can edit the font or background to their own preference, sessions that target assessment forms and skills that can be accessed flexibly on the VLE to support students with their learning and revision. Our assessment strategy challenges students in different ways so that students can demonstrate their learning and understanding through oral and written forms of assessment that include the use of relevant technology. When reasonable, we create flexible ways of testing students' knowledge and understanding by developing adjusted forms of assessment in collaboration with Student Advice and CELT, and approved by Registry as afore mentioned, to allow students to demonstrate their learning equitably and flexibly.

From their enrolment, students can be directed by the Programme Leader, Student Advice, and Module Tutors to the range of support that is provided at Faculty level by Student Advice, CELT, Library Services and BG Futures. Their Personal Tutor (included the University's Development and Career Plan described below and allocated at the beginning of their studies) will also be able to advise them and direct them to the relevant support departments.

Personal Development Planning

Through the University Development and Career Plan (DCP), the MA English Literature students are supported in pursuing their personal academic and professional development through reflective practice embedded in the DCP online facilities, as well as regular one-to-one tutorials. Each student is allocated a Personal Tutor that will meet them regularly throughout their studies, becoming a reliable point of reference. Students are encouraged to take advantage of all the opportunities to further their academic and employability skills that are embedded within individual modules and offered in conjunction with CELT, Digital Learning and Learning Development, the Library, Careers and BG Futures.

Students are also encouraged to enhance their development by taking part in institutional extra-curricular activities organised by the International Office, CELT, Library Services, Chaplaincy, as well as programme-specific enhancement activities and events.

26 Technology Enhanced Learning

Technology is a key component of the programme's learning, teaching, and assessment strategies. Mindful of the impact of digital literacies and communication skills more generally, the MA develops technology enhanced learning tasks to enhance the student learning experience via BGU's Virtual Learning Environment (VLE), currently supported by Blackboard, where independent learning, debates and discussions are facilitated, and teaching material and shared resources are accessed. A central tool for technology enhanced learning of this programme, Blackboard is also an area for assessment and feedback, together with Turnitin. Students would be expected to engage creatively with a range of presentation tools and software that enable the production of presentations, including assessment tasks for CLL70621 and CLL70821. Technology is also key in enabling flexible ways of learning, study resources, and forms of assessment.

Students' face-to-face teaching sessions are enhanced through online digital learning and teaching methods, including preparation and further discussion and research tasks. Teaching materials will be made available on the VLE, and resources will be accessed through the modules' individual VLE pages and including TALIS reading lists. Students will engage with advanced scholarship through online databases and electronic search engines included within the Library Systems' provision that caters for subject-related learning resources, including the Modern Language Association's MLA International Bibliography was first acquired in 2015 when the MA in English Literature was launched. Together with the Library Service, English has supported a strategic investment in resources and electronic databases to assist research-led delivery and original research, including the wealth of material kept in the University Archive, the Lincolnshire Collection, and the Teaching Resource Collection, where the children's literature collection is located. Together with access to multidisciplinary collections and databases, such as JSTOR and Project MUSE, since 2015, we have added the Cambridge, Wiley, SAGE and Taylor & Francis journal collections. Overall, BGU Library Services subscribes to twenty-four collections and databases that cater for literature students.

Students will be encouraged to work creatively and proactively with the Digital Learning team as well as a wider network of support (e.g., professional networks such as UKLA) to enhance their own digital confidence and capability autonomously, in order to engage creatively with the programme content and tools for assessment.

27 Work-related Learning and/or Placement

There are no required placements as part of this programme.

28 Employability

This programme can act as a foundation to further postgraduate work, including doctoral research. It prepares students for a professional career that values in-depth knowledge as well as advanced professional skills such as, critical, analytical and lateral thinking, sophisticated communication, the ability to formulate arguments, and creativity. It fosters their capacity to work independently, interpret and analyse literary and cultural products. It advances students' research abilities and their presentation of research findings, and information management. These are transferable skills valued in a wide range of professional contexts. The MA Children's Literature and Literacies need not result in a career specifically tied to the subject; it equips students with organizational, project-

management, and interpersonal skills sought-after in sectors such as administration, leadership, and the media.

As a national curriculum subject, English continues to be in demand and teachers may study this programme to enhance their subject knowledge and advance their employability skills. As part of programme development, a number of school leaders, Heads of Department and current teacher practitioners were consulted. They indicated that the programme would be beneficial and appropriate to support career development and specialism within education. Employers more broadly indicate that this qualification may set MA Children's Literature and Literacies graduates apart and increase their employability. They recognise the value of the programme for professional development, career and research progression, and in supporting the capacity for organisational change.

Typical career and training progression routes for MA graduates in children's literature and literacies include:

- Academia (through doctoral studies)
- Researcher
- Teaching
- Marketing and Publishing
- The Civil Service
- Public Relations
- Journalism and Broadcasting
- Librarianship and Information Management
- Archivist

The BGU Graduate Attributes developed by this programme - through emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment - are highly relevant to the priorities of graduate recruiters. The map presented in Section G shows how the enhancement of the Graduate attributes is embedded at module level. In particular, we want to highlight how the Graduate Attributes of Information Literacy (communication), Being Enterprising (problem-solving), and Global Citizenship (ability to work with others, potentially across cultures) will benefit MA graduates in an increasingly competitive market.

SECTION E - PROGRAMME MANAGEMENT

| | |
|---|--|
| 29 | Programme Specific Admission Requirements |
| <p>This MA adopts the current regulations of Bishop Grosseteste University for Taught Masters in respect of requirements and admission, accreditation of prior learning, assessment, intercalation, progression, and award. Candidates would normally be expected to have an undergraduate honours degree with a minimum of lower second-class honours (or equivalent) in English or related disciplines. Prospective students may be required to attend a consultation with the Programme Leader or a member of the academic team before commencing the course.</p> <p>As outlined in BGU English Language Requirements Policy (2019), international students are required to demonstrate a minimum requirement of IELTS level 6.5 with a minimum of 6 in reading and writing and 6.0 in speaking and listening. In addition, the University may also consider other English language test scores, which meet the University's English language requirements on a case-by-case basis. Any alternative English language test must indicate an applicant's performance in speaking, reading, writing and listening.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining recognition of prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities. If a prospective student has recently completed or studied a particular module as part of a previous qualification, they may apply for Recognition of Prior Learning in line with BGU Code of Practice for Recognition of Prior Learning (2021).</p> | |
| 30 Programme Specific Management Arrangements | |
| <p><u>General</u></p> <ul style="list-style-type: none"> • Programme Leader for English – responsible for the MA Children's Literature and Literacies and its academic and quality standards overall; • Module Tutor – responsible at modular level for one or more modules, taught individually or with other tutor in co-teaching mode; • MA Supervisor – responsible for allocated, specific MA dissertations. <p><u>Other</u></p> <p>All MA Children's Literature and Literacies students must use the MHRA Referencing Style.</p> | |
| 31 | Staff Responsibilities |
| <p><u>General</u></p> <ul style="list-style-type: none"> • Programme Leader for English – responsible for the overall programme's management, planning, and running, and its academic and quality standards; • Module Tutor – responsible at module level for the planning, administration, delivery, marking and moderation, other responsibilities related to the running of the degree programme, and their standards; • MA Supervisor – responsible for the supervision of individual students' MA dissertations. | |
| 32 | Programme Specific Academic Student Support |

Active engagement with professional services is key to excellent student experience and their contribution is embedded in the delivery of the programme. Sessions led by the Library Services liaison team, the Centre for Enhancement in Learning and Teaching (CELT) will support academic and digital literacies and students' work towards assessments and will be included in the delivery of the MA from its entry point (ELI70921). Close engagement with the professional services will continue within each module, when relevant. The students will have an allocated personal tutor as part of the University's Development and Career Plan process. This will be a member of the academic team delivering the programme. For the MA dissertation module (ELI70721) each student will be allocated a supervisor who will oversee the design, planning and completion of an independent MA dissertation. Where relevant, the module tutors will also supervise the development and submission of a Research Ethics Form for approval of the appropriate Research Ethics Panel reporting to the BGU Research Ethics Committee, and compliance with BGU's Research Ethics Policy.

The BGU Student Advice team will offer advice and guidance to students in areas such as accessibility and disability support, funding, welfare and counselling, alongside access to a 24-hour online peer and professional support service.

BG Futures will support students in terms of career education, guidance and information, supporting students to continue their professional development and enhance their employability prospects.

33 | Programme Specific Student Evaluation

The MA Children's Literature and Literacies team's learning, teaching and assessment philosophy places at its centre a student-centred approach built on feedback to and from students. We are keen for students to co-produce elements of their learning, teaching, and assessment experience in collaboration with their module tutors through workshops and assessment forms that will enable autonomous choices both in the case of group-based or independent tasks. These will facilitate key moments for students' informal evaluation that exist in parallel with BGU's current institutional evaluation policies and existing modes of evaluation, including the use of module evaluations, students' representatives through processes such as the Students' Union Representative Feedback System (RFS), a formal procedure that has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative, and BGSUSS.

The Personal Tutor System will also enable opportunities for individual students' feedback that is reflective as well as informative due the closer rapport developed between the personal tutor and the tutee. Our open-door office-hour policy also facilitates communication between students and staff.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

MA Children's Literature and Literacies

| Module Code and Title | Programme outcomes | | | | | | | | | | | | | | |
|---|--------------------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | TS1 | TS2 | TS3 | TS4 |
| ELI70921 Critiquing and Theorising Literature | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | | | √ |
| CLL70621 Children's Literate Lives | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | √ |
| CLL70721 Children's Literature: Words, Pictures, Voices | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | √ |
| ELI71021 Poetics and Politics of Identity | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | | √ | |
| CLL70821 Researching Children's Literature and Literacies | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | |
| CLL70921 Children's Literacies: Now, New, Next | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | √ |
| ELI70721 MA Dissertation | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ |

Postgraduate Certificate (PG Cert, achieved through the completion of any combination of the modules listed below to a minimum of 60 credits at level 7)

| Module Code and Title | Programme outcomes | | | | | | | | | | | | | | |
|---|--------------------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | TS1 | TS2 | TS3 | TS4 |
| ELI70921 Critiquing and Theorising Literature | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | | | √ |
| CLL70621 Children's Literate Lives | √ | | | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | √ |
| CLL70721 Children's Literature: Words, Pictures, Voices | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | √ |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|
| ELI71021 Poetics and Politics of Identity | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | | √ | |
| CLL70821 Researching Children's Literature and Literacies | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | |
| CLL70921 Children's Literacies: Now, New, Next | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | √ | √ |

Postgraduate Diploma (PG Dip, a minimum of 120 credits at level 7)

| Module Code and Title | Programme outcomes | | | | | | | | | | | | | | |
|---|--------------------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | TS1 | TS2 | TS3 | TS4 |
| ELI70921 Critiquing and Theorising Literature | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | | | √ |
| CLL70621 Children's Literate Lives | √ | | | √ | √ | | √ | √ | √ | √ | √ | √ | | | √ |
| CLL70721 Children's Literature: Words, Pictures, Voices | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | √ |
| ELI71021 Poetics and Politics of Identity | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | | | |
| CLL70821 Researching Children's Literature and Literacies | √ | | | √ | √ | | √ | √ | | √ | √ | √ | | | |
| CLL70921 Children's Literacies: Now, New, Next | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | | √ |

SECTION G**MAP 2****Graduate Attribute Mapping**

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

| Attribute | Programme Learning outcomes | | | | | | | | | | | | | | |
|----------------------|-----------------------------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | TS1 | TS2 | TS3 | TS4 |
| Academic Literacies | x | x | x | x | x | x | x | x | x | | x | x | x | x | x |
| Global Citizenship | x | | x | x | x | | | x | | x | x | x | | x | |
| Information Literacy | x | x | x | x | x | | x | | | x | | x | | x | x |
| Digital Fluency | | x | x | x | | | x | | | x | | x | | x | x |
| Employability | x | x | x | x | x | x | x | x | x | | x | x | x | x | x |
| Being Enterprising | | x | x | x | x | x | | | x | x | x | x | x | x | x |

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION H**MAP 3****Approved Modifications to Programme Specification since Approval/Last Review**

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

| QASA Reference | Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i> | Date of QASA Approval (or event) | Approval effective from: | Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i> |
|-------------------|--|--|-----------------------------|--|
| 2.1 | Addition of 2nd rotation for delivery of part-time programme | Chair's Action | 1 September 2025 | n/a |
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