Module Descriptor

Title	Children's Literature		
Session	2025/26	**Status**	
Code	UGED08001	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J Ellis		

Summary of Module

Recognising that books for children reflect aspects of the culture, society and age in which they are written, students study children's literature not only as a literary field in itself, but also in terms of its social, cultural and historical constructions. In this module, they explore the ways in which children are introduced, through text (novels and picture books), to messages and value systems, thereby developing critical debate and enquiry in the field of children's literature. In addition, they consider ways in which experiences of marginalisation, exclusion and conflict are explored in children's literature. Students explore the work of contemporary authors and illustrators and study some significant examples from the enormous range of picture books. Students have the opportunity to examine different modes of narrative in picture and verbal text and decode visual elements in picture books.

The module is not exclusively designed to support students towards meeting the GTCS Standard for Provisional Registration. Through studying this module, however, students know how to access and apply relevant findings from educational research (SPR 2.3.2) and work collaboratively to share their professional learning and development with colleagues (SPR 3.4.2).

In relation to learning for sustainability, students engage in critical reflection and use enquiring/critical approaches. They also explore global citizenship.

Through participating in the module, students develop UWS Graduate Attributes and demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative, research-minded, emotionally intelligent, and culturally aware.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Analyse the ways in which contemporary children's literature relates to the social, cultural and historical contexts of its production.
L2	Identify and evaluate the kinds of messages and value systems encoded in books for child readers.
L3	Make informed readings of contemporary children's literature.
L4	Examine in detail the work of a range of author-illustrators.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	**SCQF 8** Demonstrate and/or work with • A knowledge of the scope, defining features and main areas of contemporary children's literature • A discerning understanding of a defined range of theories, concepts, principles and terminology
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding • in using a range of skills, techniques, practices and materials associated with children's literature

---

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	• in analyzing examples of contemporary children's literature
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in contemporary children's literature
Communication, ICT and Numeracy Skills	**SCQF 8** Convey complex information to a range of audiences and for a range of purposes
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in carrying out discussion about/research on children's literature Take the lead on planning in the context of discussing children's texts Practise in ways that show awareness of own and others' roles and responsibilities when carrying out group tasks

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.
In all modules on the B.A. Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working and student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as selection of a children's book for the final assessment.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	7
Tutorial / Synchronous Support Activity	21
Asynchronous Class Activity	3.5
Independent Study	168.5
Please select	
Please select	

TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Arizpe, E., Noble, K. and Styles, M. (2023) Children Reading Pictures: New Contexts and Approaches to Picturebooks 3rd edition. London: Routledge.

CLPE. (2024) Representation in Children's Literature: Reflecting Realities in the Classroom. London: Corwin.

Gamble, N. (2019) Exploring Children's Literature 4th edition. London: Sage.

Children's novels and picture books are also required reading. These change on a regular basis. Details are shared with students at the end of term preceding the start of the module.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTC Scotland.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.](#)

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers develop knowledge and understanding of biases and their impact on people and practices and challenge these. They create and sustain effective working relationships with colleagues. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	J Stewart
External Examiner	F Hendry
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students choose and study a children's novel that explores a theme. They produce and share a group presentation, outlining their response to the text. The oral presentation comprises 40% of the total module assessment.
Assessment 2
Assessment 2 Students produce a written assignment (2000 words) in which they compare the book chosen for the group presentation with another book that addresses a comparable theme. They consider techniques used by authors and illustrators for different audiences. The written assignment comprises 60% of the total module assessment. To pass the module, students are required to pass both assessment components. The module handbook contains an outline of the assessment components and the marking criteria.
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Group Presentation	☒	☒	☒	☒	☐	40	0.5

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	☒	☒	☒	☐	☐	60	0.5

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transfer to new template, indicative resources updated for 25/26	Mar 25	J Ellis