

Programme Specification

1	Name of Course and highest awards	MA Language, Community and Development Postgraduate Diploma Language, Community and Development Postgraduate Certificate Language, Community and Development
2	Level of highest award (according to FHEQ)	7
3	Named interim awards	Postgraduate Certificate Language, Community and Development Postgraduate Diploma Language, Community and Development
4	Awarding/validating institution	University of Gloucestershire
5	Teaching institution	Moorlands College
6	Faculty responsible for the course	Moorlands College
7	Mode of study	Full-time or part-time
8	QAA subject benchmark statement(s)	No applicable subject benchmark statements
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	None
10	Other external points of reference	QAA Characteristics Statement: Master's Degree (2015); QAA UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) Wycliffe UK professional standards SIL International Standard Learning Objectives
11	Date of initial validation	8th February 2019
12	Date(s) of revision/confirmation	23 rd June 2020 (L41 assessments)
13	Course aims This course aims to:	<ol style="list-style-type: none"> 1. Develop students' systematic understanding of language, community and culture, and the ability to relate this to aspects of relevant related disciplines, for example: linguistics; education; missiology; biblical studies; development studies (FHEQ 4.17i). 2. Provide students with the opportunity to engage critically and creatively with current problems and new insights in the arena(s) of language, community and development from Christian and other perspectives (FHEQ 4.17iv), and equip them to communicate their conclusions clearly to specialist and non-specialist audiences (FHEQ 4.17v). 3. Enable students to achieve a high level of professional skill for working with communities within a specific area of language and development, for example: Literacy Programme Development; Scripture Engagement; Field Linguistics; Language Project Management; Bible Translation (FHEQ 4.17vi). 4. Foster an ability to work comfortably, effectively and ethically in cross-cultural contexts.

5. Prepare students for further professional development in this field (FHEQ 4.17viii).

14 Learning Outcomes of the Course

A student graduating with a PGCert will demonstrate:

1. a systematic understanding of language, community and culture and how these impact contemporary issues in development (FHEQ 4.17i).
2. a critical awareness of current approaches to professional practice and of research methods relevant to the student's chosen focus within language and development work with communities (FHEQ 4.17ii, 4.17iii).
3. skills to work proactively (FHEQ 4.17viiiic), creatively and respectfully with others, to communicate effectively with a range of audiences (FHEQ 4.17v), and to reflect critically on their own beliefs and preconceptions.

A student graduating with a PGDip will also demonstrate:

4. self-direction, ethical awareness and originality in synthesising and applying advanced theoretical perspectives on language, community and development (FHEQ 4.17vi).
5. critical, contextually-informed responses to complex issues arising within the student's specialist area of professional practice (FHEQ 4.17v, 4.17.1).

A student graduating with an MA will also demonstrate:

6. competence to design and undertake a substantial investigation to analyse complex data or address significant areas of theory and / or practice (FHEQ 4.17vi, 4.17.3).
7. a deep understanding within a specialised field of study related to language, community and development (FHEQ 4.17ii, 4.17vi).

15 Learning and Teaching Strategy

The College's Learning and Teaching Strategy is set out in its Learning, Teaching and Assessment Framework.

The following table demonstrates how the modules contribute to supporting students to achieve the programme Learning Outcomes set out in Section 14.

Programme Learning Outcomes

Mod	1	2	3	4	5	6	7
L10	✓	✓	✓				
L20	✓	✓	✓				
L31	✓	✓	✓				
L32	✓	✓	✓				

L33	✓	✓	✓				
L41	✓	✓	✓				
L42	✓	✓	✓				
L50	✓	✓	✓	✓	✓		
L61	✓	✓	✓	✓	✓		
L62	✓	✓	✓	✓	✓		
L63	✓	✓	✓	✓	✓		
L64	✓	✓	✓	✓	✓		
L65	✓	✓	✓	✓	✓		
L66	✓	✓	✓	✓	✓		
L90	✓	✓	✓	✓	✓	✓	✓

16 Learning and Teaching Methods

Level 7

Scheduled learning and teaching activities: 33%

Guided independent learning: 67%

Placement and study abroad: 0%

The goal is the transformation of students' thinking and attitudes through activities such as: practical skills sessions; lectures; discussions; group work; and student-led presentations and seminars, in which students will be encouraged to critically reflect on prior relevant experience and relate theory to real-world situations. Students will have the opportunity to engage with experienced practitioners from a variety of global contexts through class interaction, mentored projects and individual tutorials.

17 Assessment Strategy

The College's approach to these areas is set out in its Learning, Teaching and Assessment Framework (which can be found on the College VLE).

Assessment of learning is achieved through a variety of tasks, including exams, portfolios and presentations (as part of portfolios), but the majority are standard written assignments. These vary in nature: some demand reflection on the student's own practice or development, and some are more theoretical in their orientation. Provision is made both within the module's scheduled learning and teaching activities and outside of this to prepare students for the assessment tasks, in the form of briefings and group discussion.

Most modules have one or two summative assessment tasks. The assessment of module learning outcomes by summative assessment is shown in the following table. Grey boxes represent modules with less than four module learning outcomes.

Further information is given in the Course Assessment Strategy (CAS)

Module	CATS	Element	Description	Module learning outcome			
				1	2	3	4
L10	15	A	15% Practical exam: oral examination, 25 mins				✓
		B	15% Practical exam: oral examination, 25 mins				✓
		C	70% Coursework: individual portfolio, 3200 words	✓	✓	✓	
L20	15	A	40% Coursework: individual, portfolio, 1800 words or equivalent			✓	✓
		B	60% Coursework: individual, portfolio 2700 words	✓	✓	✓	
L31	15	A	50% Examination: Unseen, Open Book, 1hour 30 minutes.	✓	✓	✓	
		B	50% Coursework: individual, portfolio, 2250 words or equivalent	✓	✓	✓	
L32	15	A	40% Coursework: Individual, standard written, 1800 words	✓	✓	✓	✓
		B	60% Coursework: individual, portfolio, 2700 words or equivalent	✓	✓	✓	✓
L33	15	A	100% Coursework: Individual, portfolio, 4500 words or equivalent	✓	✓	✓	
L41	15	A	100% Coursework: Individual, portfolio, 4500 words or equivalent	✓	✓	✓	✓
L42	15	A	33% Coursework: individual, standard written. 1500 words	✓	✓		
		B	67% Coursework: individual, standard written. 3000 words	✓	✓	✓	
L50	15	A	50% Coursework: Individual, standard written. 2250 words	✓	✓		
		B	50% Coursework: Individual, standard written. 2250 words			✓	✓
L61	15	A	50% Examination: Unseen, Open Book, 1hour 30 minutes.	✓			

		B	50% Coursework: individual, standard written, 2250 words or equivalent		✓	✓	
L62	15	A	100% Coursework: Individual, standard written, 4500 words or equivalent	✓	✓		
L63	15	A	100% Coursework: Individual, standard written, 4500 words or equivalent	✓	✓	✓	
L64	15	A	100% Coursework: Individual, standard written, 4500 words or equivalent	✓	✓	✓	
L65	15	A	22% Coursework: individual, standard written, 1000 words	✓	✓	✓	
		B	78% Coursework: individual standard written, 3500 words	✓	✓	✓	
L66	15	A	100% Coursework: individual, portfolio, 4500 words or equivalent	✓	✓	✓	
L90	60	A	100% Coursework: individual, standard written, 18000 words or equivalent	✓	✓	✓	✓
18	Assessment Methods Level 7 Practical exams: 3% Coursework: 97%						
19	Location(s) of the Course's delivery	School of Language and Scripture, Moorlands College, Christchurch campus.					
20	Admissions Requirements	<p>Bachelor's degree with at least a 2:2 or equivalent.</p> <p>Applicants will be interviewed prior to admission.</p> <p>For applicants who do not meet the formal criteria, their qualifications and experience will be evaluated and assessed to determine their suitability for admission to the course via AP(E)L.</p>					
21	Career and employability opportunities	Students graduating with a PGCert often undertake a field internship under the auspices of SIL International or a Christian mission organisation in their chosen country. The PGDip and Masters stages offer opportunities to critically reflect on this kind of work experience as part of ongoing professional development.					
22	Management of Quality and Standards						
	<p>The College follows the approach to the management of quality and standards as set out by the University of Gloucestershire, which validates all the College's Higher Education programmes. The University's Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice are all applied to the College's provision. All regulations, policies and procedures are aligned with QAA reference points. The College's own Quality Manual defines how these are implemented within the programme.</p> <p>Quality assurance is embedded through robust feedback mechanisms, progressing from the module level reviews to Course Committees, and through to the Academic Board so that issues can be</p>						

	<p>addressed and delivery improved in the appropriate arena. The student voice is facilitated at every point through the Student Representative Association.</p> <p>Externality is guaranteed via external examiner reports which allow the College and the University to make judgements on the quality and standards of its provision. The College also benefits from the input of externals in University approval and review procedures.</p>
<p>23</p>	<p>Support for Students and for Student Learning</p> <p>The handbook and other course information is available on the College's Virtual Learning Environment.</p> <p>The College has a Disability Officer who takes particular responsibility for relevant issues.</p> <p>The Learning Support Department runs an effective system of helping students with learning disabilities to successfully manage their studies through providing additional support where necessary. A confidential one-to-one service provides information, support and advice. The team facilitates students to identify their needs through screenings and by arranging assessments, including full dyslexia assessments. Guidance and assistance is also available regarding applications for the Disabled Student Allowance (DSA). Support for students is ongoing and available throughout their College career.</p> <p>The College's library operates across multiple campuses and delivers effective, efficient and learner-focussed services in a number of ways:</p> <ul style="list-style-type: none"> • traditional academic library resources (over 45,000 print books, 60 current print journals and various back runs); • electronic information resources (over 3,000 full-text journals with over 2.5 million articles and over 7,500 e-books); • dedicated study spaces; • additional borrowing access to print books (around 40,000) via formal arrangements with Sarum College Library in Salisbury; • access to expert help in locating and using learning resources
<p>24</p>	<p>Current Course Maps See separate documents</p>