

These are the official Programme Specifications for the MA in Literacy Programme Development.

About the course		
1	Name of course and highest award	MA Literacy Programme Development
2	Level of highest award (according to FHEQ)	7
3	Possible interim awards	PGCert PGDip
4	Awarding/validating institution	University of Gloucestershire
5	Teaching institution	Centre for Linguistics, Translation and Literacy, Redcliffe College
6	Faculty responsible	School of Humanities
7	Mode of study (full-time, part-time, etc)	Part-time / Full-time
8	QAA <u>subject benchmark statement(s)</u> where relevant	Not applicable
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	Not applicable
10	Other external points of reference	SIL International Standard Learning Objectives (www.sil.org/training)
11	Date of initial validation	April 2013 for August 2013 commencement
12	Date(s) of revision	Summer 2016
13	Course aims The course aims to: <ol style="list-style-type: none"> 1. develop students' theoretical understanding of literacy and of literacy work with children and adults in the Global South and equip them to work as literacy specialists, particularly in minority language contexts 2. enable students to achieve a high level of professional skill in the practice of literacy in development 3. equip students to successfully undertake the role of educators and trainers in literacy in development 	

	<p>4. foster an ability to work comfortably and effectively in teams, especially in cross-cultural situations</p> <p>5. prepare students for further advanced study in this field to PhD level.</p>
14	Learning outcomes of the course
	<p>A. Knowledge and understanding</p> <p>A student graduating with a PG Certificate in Literacy Programme Development will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the complexities of language and communication 2. the range of tools and strategies available for acquiring another, particularly non-European, language and culture 3. the complex anthropological and sociolinguistic dimensions of the minority language context and their application to literacy programmes 4. the various aspects of successful literacy programmes in minority language communities, with particular attention to instructional methodologies, literature production and programme planning <p>A student graduating with a PG Diploma in Literacy Programme Development will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 5. the complex phonological and social factors involved in the development of orthographies for previously unwritten languages 6. the theory and implementation of multilingual education programmes <p>B. Intellectual (thinking) skills</p> <p>A student graduating with a PG Certificate in Literacy Programme Development will be able to:</p> <ol style="list-style-type: none"> 7. make critical and insightful choices between strategies for language and culture acquisition 8. critically evaluate appropriate strategies for the implementation of a literacy and education programme in a given context, taking into account incomplete data <p>A student graduating with a PG Diploma in Literacy Programme Development will be able to:</p> <ol style="list-style-type: none"> 9. evaluate and analyse complex information for its professional relevance, and present a reasoned argument based on it <p>A student graduating with an MA in Literacy Programme Development will be able to:</p> <ol style="list-style-type: none"> 10. engage critically with research theories and methodologies and carry out advanced research relevant to literacy programmes <p>C. Practical, subject-specific skills</p> <p>A student graduating with a PG Certificate in Literacy Programme Development will be able to:</p> <ol style="list-style-type: none"> 11. devise an appropriate learning programme to acquire a non-European language 12. develop literacy lessons appropriate for a specific context 13. teach literacy lessons in a professional manner and effectively train others to do so <p>A student graduating with a PG Diploma in Literacy Programme Development will be able to:</p> <ol style="list-style-type: none"> 14. create and publish high quality literature suitable for new and experienced readers

	<p>15. develop and implement an appropriate strategy for a literacy and education programme</p> <p>D. Generic, transferable skills</p> <p>A student graduating with a PG Certificate in Literacy Programme Development will be able to:</p> <p>16. present ideas and research findings in an organised and lucid format, orally and in writing</p> <p>17. work co-operatively with others in a cross-cultural context</p> <p>A student graduating with a PG Diploma in Literacy Programme Development will be able to:</p> <p>18. act autonomously in planning and implementing tasks in a professional manner</p> <p>19. competently use IT facilities and appropriate software</p>
<p>15</p>	<p>Learning and teaching</p> <p>Students gain knowledge and understanding through:</p> <ol style="list-style-type: none"> 1. classes, which include both lecturing and opportunity for discussion 2. guided and independent reading and private study 3. small groups undertaking a practical exercise or project 4. consultation with tutors. <p>Students learn intellectual skills through:</p> <ol style="list-style-type: none"> 5. reading and discussing course topics with tutors and fellow students, both informally and in formal presentations 6. completing research reports and other written assignments 7. independent study and discussion with supervisors when undertaking the research project for the dissertation <p>Students learn practical and generic skills through:</p> <ol style="list-style-type: none"> 8. practising the production and transcription of sounds in small groups with a tutor 9. writing reports and making oral presentations 10. designing and undertaking a supervised research project 11. writing up the research project and its findings in the form of a dissertation 12. learning in groups and individually how to use computer software, and exploiting it for research purposes, literature production and language analysis.

		Programme Outcomes																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Modules	LC 7001	X	X	X								X					X	X	X	X
	LD 7001			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X
	LD 7002				X			X			X				X		X	X	X	X
	LD 7003	X		X	X	X		X						X			X	X	X	X
	LD 7004			X	X	X	X	X	X	X	X			X		X	X	X	X	X
	LD 7005								X	X	X							X	X	X
16	Learning and teaching methods																			
	Level 7									Scheduled learning and teaching activities					33%					
										Guided independent learning					67%					
										Placement and study abroad					0%					

17	Assessment Strategy								
			Module Learning Outcomes (as numbered in individual module descriptors)						
	Module	Assessment number (as numbered in individual module descriptors)	1	2	3	4	5	6	
Summative Assessment Tasks	LC7000	001			X				
		002			X				
		003			X				
		004		X	X				
		005		X	X		X	X	
		LD7001	001	X	X			X	
			002	X		X		X	
			003	X	X	X		X	
			004				X	X	
		LD7002	001	X		X			
			002		X	X			
		LD7003	001	X	X	X			
			002	X	X		X		
			003	X	X	X	X		
			004		X			X	X
		LD7004	001		X				X
			002	X				X	X
			003			X	X	X	X
			004			X	X	X	X
		LD7005	001	X	X	X	X	X	
18	Assessment methods								
	Level 7		Written exams			3%			
			Practical exams			2%			
			Coursework			95%			
19	Location(s) of the course's delivery		Redcliffe College						
20	Admissions requirements		<p>A first degree in any subject and an interest in literacy programmes in minority language contexts in developing countries.</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 (AP(E)L).</p>						

21	Career and employability opportunities	Students who do not have experience in literacy programmes normally undertake a field internship of approximately two years duration after completion of the PGCert stage; they are assigned to an SIL International (or other international development agency) or Mission language project team in their chosen country. This is not an integral part or validated aspect of the MA course.
22	Management of Quality and Standards	
	<p>Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, via their Course Representatives and at Postgraduate Course Committees.</p>	
23	Support for Students and for Student Learning	
	<p>Academic support is given to students, in the first instance, by their Course Leader, who also acts as their Personal Tutor for the duration of their studies. Course Leaders and Module Coordinators are available to discuss any issues through email, telephone or Skype/Zoom. There are also regular 'MA cafes' where, together with two tutors, groups of students meet online to discuss course-related issues.</p> <p>Community is an important aspect of College life and students are encouraged to support and nurture one another, and each MA course has an elected Student Representative who takes a lead in offering peer support. The College's Community Director also offers personal support, as well as developing a college-wide ethos of community and mutual respect and care.</p> <p>Redcliffe also employs a specialised counsellor with many years of experience in both counselling and working in mission. Individuals or couples who require counselling contact our counsellor directly to arrange an appointment on a confidential basis. This service is freely available to Redcliffe students and is based locally.</p> <p>Students have access to the well-stocked College library during working hours, and can easily contact the librarian for assistance. As well as printed materials, students have access to a growing number of e-books that are available wherever they are studying. Students can access online resources via Moodle and the library catalogue, as well as joining Redcliffe's "Common Room" Facebook group, and following the College's research</p>	

	<p>and other blogs. For a small annual fee, Redcliffe students can become External Members of the nearby University of Gloucestershire library.</p>
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	<p>Other forms of student support include visits from specialist careers advisors; support for students with disabilities through the College's Enablement Officer; and ICT support.</p>
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