University of Hertfordshire UH

School of Humanities

Title of Programme: MA Teaching English to Speakers of Other Languages (TESOL)

Programme Code: HETESOL

Programme Specification

This programme specification is relevant to students entering:
27 September 2021

Associate Dean of School (Academic Quality Assurance):
Marjolein Groefsema

[signature]

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MA Teaching English to Speakers of Other Languages (TESOL)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane and de Havilland
Programme accredited by	Not Applicable
Final Award (Qualification)	MA
All Final Award titles (Qualification and Subject)	Teaching English to Speakers of Other Languages
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

The MA in Teaching English to Speakers of Other Languages at the University of Hertfordshire is a one-year full-time or two-year part-time programme for graduates in English, Languages or Education with little or no teaching experience who want a practical course in English Language Teaching at post-graduate level. The programme aims to develop the academic research skills of the students, to give an in-depth introduction to the teaching of English and to provide a strong theoretical and practical foundation in English Language Teaching for future development. A practical teaching element is a central feature of the programme; students will participate in practice teaching sessions and observations during their study period.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
- develop a critical understanding of the approaches, methods and techniques of English Language Teaching as well as current issues and debates concerning ELT
- provide practical tools and techniques for teaching English in differing contexts
- develop students' research skills in the context of English Language Teaching and learning
- improve students' ability to critically reflect on their future practice and hence continue to develop their knowledge and skills autonomously, so as to utilise these skills in flexible and novel ways in their careers
- develop a critical and practical awareness of a range of English Language Teaching contexts, teaching methods, materials and course design
- enable students to gain a systematic understanding of how second languages are learned and taught and developments in the world-wide use of English as first and additional language

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1 - the linguistic foundations of spoken and written English A2 - issues concerning the use of English in international contexts A3 - dominant theories of how languages are taught and learned and how these theories underlie approaches to teaching A4 - the issues concerning course design and choice of methods, materials and technologies in particular contexts A5 - techniques for collecting language data and/or analysing it for teaching and research purposes A6 - a range of English language teaching practices for use in differing contexts A7 - research methods relevant to the field	Acquisition of knowledge and understanding is through a combination of lectures (A1-7), seminars and workshops (A1-A7), class observation (A4-6) and coursework (A1-7). Throughout, the students are encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through assessed coursework in the form of essays (A1-7), case studies (A1-7), analytical tasks (A1-7), practical materials and course development (A3-6), written & oral reports (A1-7), lesson planning & teaching practice (A6) and reflective writing (A1-A7).
Intellectual skills:	Teaching/learning methods & strategies	Assessment
B1 - analyse, critically evaluate and solve linguistic and teaching-related issues using appropriate techniques B2 - critically evaluate relevant research B3 - articulate and discuss theoretical concepts that underpin teaching approaches, methods and techniques B4 - reflect critically on learning and teaching	Intellectual skills are developed through methods outlined in section A above. Analysis and evaluation skills (B1-3; B5-6) are further developed in small group seminars, workshops, class observations and tutorials. The relationship between theory and practice (B6) will be further developed in practical teaching sessions and case studies. Reflection skills (B4) will be developed in all modules. Throughout, the learner is encouraged to develop intellectual skills further through independent study. The learner is also encouraged to develop	Intellectual skills are assessed through analysis and problem solving assignments and reflective writing in class and in assignments. Intellectual skills B2 & B6 will be further tested in the dissertation, the latter dependent on topics selected.

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Practical skills:	Teaching/learning methods & strategies	Assessment
C1 - apply a range of techniques for the analysis of language data C2 - develop an appropriate language syllabus, taking context into account C3 - plan, design and carry out an independent piece of research C4 - plan and teach a language class C5 - adapt or create language teaching materials	Practical skills (C1-2; C4-5) are developed through workshop activities and practical coursework assignments. C4 is developed through practical teaching sessions. C3 is developed in the Approaches to Teaching and Learning Languages, PELT 1 & 2, Methods & Materials and Dissertation modules. Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.	Practical skills C1-5 are assessed through various practical assignments (e.g. designing courses, adapting materials, planning & teaching classes; interviewing for a case study). C3 will be further assessed in the dissertation.
Transferable skills:	Teaching/learning methods & strategies	Assessment
D1 - communicate effectively both orally and in writing D2 - work effectively in a team D3 – analyse and/or solve problems in appropriate and novel ways D4 - demonstrate self-reliance, initiative and an adaptable, flexible approach to research and professional practice D5 - show intercultural competence	Transferable skills (D2-5) are developed through group work in workshop and seminar sessions, coursework and practical teaching sessions. D1 is an essential aspect of the programme and will be developed through feedback in all modules and academic study and skills support.	Transferable skills are assessed through a range of assignments built into the curriculum – coursework reports, both oral and written (D1, D2 & D3), course design & teaching practice (D2-5)

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (1 year) and part-time (2 years) modes, and leads to the award of an MA Teaching English to Speakers of Other Languages (TESOL). Entry is normally at Masters level 7 (with related degree qualifications). The maximum study period for any student on the programme would be 5 years. Intake is in semester A (September).

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Professional and Statutory Regulatory Bodies
N/A

Work-Based Learning, including Sandwich Programmes
N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full Time

Entry point Semester A

Compulsory Modules Module Title	Module Code*	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Academic English & Study Skills Support	7HUM1116	0	English	0	0	0	A
Linguistic Analysis for Language Teaching	7HUM1039	15	English	0	100	0	A
Approaches to Teaching & Learning Languages	7HUM1117	15	English	0	100	0	A
The Practice of English Language Teaching 1	7HUM1113	15	English	0	50	50	A
Methods and Materials in ELT	7HUM1115	15	English	0	50	50	A
Course and Syllabus Design in ELT	7HUM1069	15	English	0	100	0	B
Teaching English as an International Language	7HUM1068	15	English	0	80	20	B
The Practice of English Language Teaching 2	7HUM1114	15	English	0	50	50	B
Research Methodology and Dissertation Skills	7HUM1073	15	English	0	100	0	B
Dissertation	7HUM1118	60	English	0	100	0	C

Mode of Study: Part Time

Entry point Year 1, Semester A (refer to Table 1a for further details of modules)

Year 1		Year 2		
Semester A	Semester B	Semester A	Semester B	Semester C
Academic English & Study Skills Support Linguistic Analysis for	Course and Syllabus Design in English Language Teaching Teaching	The Practice of English Language Teaching 1 Methods and	The Practice of English Language Teaching 2 Research Methodology and	Dissertation

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	Language Teaching Approaches to Teaching and Learning Languages	English as an International Language	Materials in English Language Teaching	Dissertation Skills	
Credits	30	30	30	30	60

Progression to year 2 of the part time programme requires a minimum of 45 credits from the first year programme.

The award of an MA degree requires 180 credit points passed at level 7, including the Masters dissertation.

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in UPR AS14, Section D and the students' handbook are met.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	MA Teaching English to Speakers of Other Languages	180 credit points including at least 150 at level 7	3-5 Semesters	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Postgraduate Certificate Teaching English to Speakers of Other Languages	60 credit points, including at least 45 at level 7	1-4 Semesters	*B1, B2, B3, B4, B6, C1, C4, D1, D2, D3, D4, D5*
Postgraduate Diploma	Postgraduate Diploma Teaching English to Speakers of Other Languages	120 credit points, including at least 90 at level 7	2-4 Semesters	*A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, C1, C2, C4, C5, D1, D2, D3, D4, D5*

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, UPR AS11, UPR AS12 and UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

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- None

Further points of clarification and interpretation relevant to this specific programme are given below:

- Students who have a disability which might impact on their attendance should consult with their disability advisor.

- The maximum study period for any student on the programme would be 5 years from their date of registration on it.

E. Management of Programme & Support for student learning

Management

The programme is managed by:
- A Dean of School who has overall responsibility for all programmes in the School
- An Associate Dean of School (Academic Quality Assurance) who has overall responsibility for academic quality, assurance and enhancement with and on behalf of the Dean of School
- An Associate Dean of School Education (Learning and Teaching) who has overall responsibility for learning and teaching with and on behalf of the Dean of School
- An Associate Dean of School Education (Student Experience) who has specific responsibility for induction with and on behalf of the Dean of School
- A Programme Leader who is responsible for the day-to-day management of the programme and with specific responsibility for selection and Admissions
- A Head of English Language & Linguistics who is responsible for all the modules on the programme
- A designated administrative team to deal with day-to-day administration associated with the modules within the Programme
- A programme committee which has a membership which includes all of the above plus an Information Manager and student representatives
- Module Leaders who are responsible for individual modules

Support

At university level, students are supported by:
- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres
- Canvas, a versatile on-line interactive intranet and learning environment
- Access to extensive digital and print collections of information resources
- A Student Centre which provides advice on issues such as Finance, University regulations, visa applications, legal matters, accommodation, international student support etc.
- The Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Overseas Orientation
- An International Office providing support for international students
- A Medical Centre
- University Disability Advisors
- An Equality Office
- The Students' Union
- A Careers Enterprise and Employment Services

At School level, students are further supported by:

- A Head of English Language & Linguistics
- A student support team
- Scheduled weekly Student Support and Advice ('Drop-in') hours for all academic staff for student support and guidance

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- A designated administrative team to deal with day-to-day administration associated with the modules within the Programme
- Module Leaders who are responsible for individual modules
- A School Community Organiser (SCO)
- An Academic Skills Tutor

On the MA TESOL Programme students are further supported by:

- A Programme Leader to help students understand the programme structure, and provide confidential academic advice
- An induction session at the beginning of each new academic session
- Student Representatives on the Programme Committee

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

The normal entry requirements for the programme are:

The equivalent of a good (i.e. minimum 55% classification grade) second class honours degree in a field related to Language, English or Education.

Applicants with degrees in other subjects may be considered, but candidates may be required to complete a selection activity which may include:
- Submission of a short written discussion of a topic related to English Language.

A minimum IELTS score of 6.5 (6.5 in writing, no sub-section below 6.0) or equivalent for those whose first language is not English.

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The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact ask@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

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MA Teaching English to Speakers of Other Languages

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
			Knowledge & Understanding							Intellectual Skills						Practical Skills					Transferable Skills				
Level 7	Academic English and Study Skills Support	7HUM1116																							
	Linguistic Analysis for Language Teaching	7HUM1039	×							×	×			×	×	×					×		×	×	
	Approaches to Teaching and Learning Languages	7HUM1117			×			×	×		×	×	×		×			×			×		×	×	×
	The Practice of ELT 1	7HUM1113		×	×	×		×			×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
	Methods & Materials in ELT	7HUM1115			×	×				×	×	×	×	×	×		×	×		×	×	×	×	×	
	Teaching English as an International Language	7HUM1068		×		×	×			×	×		×	×		×					×	×	×	×	×
	Course & Syllabus Design in ELT	7HUM1069			×			×		×	×			×			×			×	×		×	×	
	The Practice of ELT 2	7HUM1114		×	×	×		×			×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
	Research Methodology and Dissertation Skills	7HUM1073					×		×		×	×		×	×						×		×	×	
	Dissertation	7HUM1118	×	×			×		×		×	×	×	×	×	×		×			×		×	×	

Key: Learning Outcome which is assessed as part of the module ⊠

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. the linguistic foundations of spoken and written English

A2. issues concerning the use of English in international contexts

A3. dominant theories of how languages are taught and learned and how these theories underlie approaches to teaching

A4. the issues concerning course design and choice of methods, materials and technologies in particular contexts

A5. techniques for collecting language data and/or analysing it for teaching and research purposes

A6. a range of English language teaching practices for use in differing contexts

A7. research methods relevant to the field

Practical Skills

C1. apply a range of techniques for the analysis of language data

C2. develop an appropriate language syllabus, taking context into account

C3. plan, design and carry out an independent piece of research

C4. plan and teach a language class

C5. adapt or create language teaching materials

Intellectual Skills

B1. analyse, critically evaluate and solve linguistic and teaching-related issues using appropriate techniques

B2. critically evaluate relevant research

B3. articulate and discuss theoretical concepts that underpin teaching approaches, methods and techniques

B4. reflect critically on learning and teaching

B5. analyse and evaluate language and/or educational data from a range of perspectives

B6. demonstrate awareness of the relationship between theory and practice

Transferable Skills

D1. communicate effectively both orally and in writing

D2. work effectively in a team

D3. analyse and/or solve problems in appropriate and novel ways

D4. demonstrate self-reliance, initiative and an adaptable, flexible approach to research and professional practice

D5. show intercultural competence

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Section 2

Programme management

Management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	November 21
Date of production/ last revision of PS	March 2021
Relevant to level/cohort	Level 7 entering September 2021
Administrative School	School of Humanities

Course details		
Course code	Course description	HECOS
HETESOL	MA Teaching English to Speakers of Other Languages	100513