

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	MA in Teaching English to Speakers of Other Languages (TESOL) The TESOL is a masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma TESOL Postgraduate Certificate TESOL
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	University of Westminster, Regent Street
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full-time or Part-time
<a href="#">QAA subject benchmarking group(s)</a> :	n/a
Professional statutory or regulatory body:	n/a
Date of course validation/review:	June 2007 and 2016
Date of programme specification approval:	May 2016
Valid for cohorts:	From 2016
Course Leader:	Sean Sutherland
Course URL:	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster Course Code:	PMENG08F (Full-time) PMENG08P (Part-time)
JACS code:	X162
UKPASS code:	P035446

## **ADMISSIONS REQUIREMENTS**

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

[westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

## **AIMS OF THE COURSE**

The MA provides a unique combination of theoretical academic study and robust practical application and skills development in English Language Teaching. The course aims to:

- provide advanced training for TESOL professionals;
- facilitate study of the latest developments in TESOL methodology and a range of related aspects of the profession, such as intercultural communication, issues in TESOL management, the relevance of Linguistics, and theories of learning;
- develop the practical and professional skills involved in TESOL;
- foster the ability to analyse and apply theoretical perspectives to practical situations;
- develop skills in argument, synthesis and critical expression of TESOL issues and their practical application in different teaching contexts;
- enhance advanced skills of research, presentation and analysis in TESOL contexts;
- nurture ongoing professional development and skills in pursuing further independent research;
- enable graduates to make a full contribution to professional development in their specialist areas.

## **EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Students may enrol on a CELTA (Certificate in Teaching English to Speakers of Other Languages) course with an institution near the university for an additional fee.
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.
- MA TESOL is intended to enable students to make substantial progress as advanced ELT practitioners and managers in a variety of different national, regional and cultural

educational systems. Students will have the training and preparation to make significant contributions in their professional context as instructors, managers and researchers.

## **COURSE LEARNING OUTCOMES**

Learning outcomes are statements on what successful students have achieved as the result of learning. They are statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

**Knowledge and Understanding** Graduates of the MA will have:

- reflected on and reassessed their personal contribution to their professional area;
- gained a critical understanding of issues such as policy, curriculum, syllabus, course design and delivery;
- experienced directly the progress or results of contemporary language- and learning-related projects and research undertaken by staff;
- undertaken research in specific areas of professional interest;
- applied skills and techniques of analysis to other professional areas;
- placed their own experiences within a conceptual framework constructed from the plurality of developments and issues;
- gained a sophisticated understanding of current theoretical positions and debates;
- prepared themselves for further independent learning in their professional areas.

### **Specific Skills**

Graduates of the MA will acquire a range of advanced analytic and critical skills such as:

- The development of research skills in TESOL (including project formulation and planning; selection and application of appropriate methodology; the design and implementation of fieldwork);
- The analysis of the needs and aspirations of differing groups of language learners and institutions;
- The critical review and evaluation of language-teaching materials;
- An informed response to the role of technology in language teaching and learning;
- The review and development of appropriate language-learning assessment methods;
- The analysis of the impact of cross-cultural factors on language learning and teaching;
- Techniques of textual analysis;
- Enhanced understanding of the input from specific Linguistics areas;
- Scholarly skills appropriate to the discipline, including accurate citation of sources and use of bibliographic conventions.

### **Key Transferable skills**

Graduates of the MA will:

- Be able to critically reflect on and assess their own role in and contribution to their professional area of expertise;
- Be equipped to contribute to discussion and policy-making on relevant issues;
- Be prepared for further, independent learning in their professional area of expertise;
- Know how to continue their own research in an academic or professional context in a chosen area of interest;

- Have further developed advanced skills in effective oral and written communication and argument.

## TEACHING, LEARNING AND ASSESSMENT METHODS Learning and Teaching

*Teaching methods* include weekly 2 or 3 hour lectures, tutorials, seminars, practical sessions and workshops, together with independent student-directed study, including work for the dissertation. All modules employ the University on-line learning system 'Blackboard' as part of their delivery, in providing course materials, discussion fora and where appropriate additional exercises. Students are prepared for the dissertation via a structured course in research methodology.

### Assessment

*Assessment methods* include submitted coursework in the form of essays, reports, teaching materials and a dissertation.

## COURSE STRUCTURE

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits or 7 modules per year.

### Credit Level 7 MA in TESOL

Students study the 40 credit Core Module *Language & Learning: Description and Analysis* in semester 1. They also study the core module *Current Developments in Language Teaching* in Semester 1. In addition they submit a 60 credit dissertation. They choose a further 3 modules from the 20 credit modules listed below, to a total of 180 credits.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7TESL003W	Language & Learning: Description and Analysis	Core	40	20
7HUMS001W	MA Dissertation	Core	60	30
7TESL001W	Current Developments in Language Teaching	Core	20	10
7TESL002W	Educational Management in TESOL	Option	20	10
7TESL009W	Testing and Assessment	Option	20	10
7TESL010W	Intercultural Communicative Competence	Option	20	10
7TESL005W	Languages for Specific Purposes	Option	20	10
7TESL007W	Materials Development	Option	20	10
7ENGL001W	Analysing Spoken and Written Discourse	Option	20	10
7ENGL005W	Sociolinguistics	Option	20	10
7CREW008W	Using Literature in ELT	Option	20	10

NB: Not all option modules will necessarily be offered in any one year.

**January starters** will take the following core modules:

### **Spring Term**

7TESL001W Current Developments in Language Teaching

7HUMS001W MA Dissertation (Seminars are in the spring term, the dissertation is due one year after enrolment for full-time students, two years after enrolment for part-time students.)

### **Autumn Term**

7TESL003W Language and Learning: Description and Analysis

In addition, students will enrol on additional option modules to bring their total to 180 credits in order to complete the course. Normally three option modules total across the two terms are required.

### **Postgraduate Diploma in TESOL**

Students study the 40 credit Core Module *7TESL003W Language & Learning: Description and Analysis* and the 20 credit module *7TESL001W Current Developments in Language Teaching* and choose a further THREE modules from the options above (excluding the dissertation).

### **Postgraduate Certificate in TESOL**

Students study the 40 credit Core Module *7TESL003W Language & Learning: Description and Analysis* and the 20 credit module *7TESL001W Current Developments in Language Teaching*.

## **ACADEMIC REGULATIONS**

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## **HOW WILL YOU BE SUPPORTED IN YOUR STUDIES?**

### **Course Management**

**Sean Sutherland**, the Course Leader, is responsible for day to day running and overall management of the course and development of the curriculum. In the first instance queries should be addressed to her.

**Professor Alex Warwick**, Head of Department, holds academic responsibility for the course and other courses within the Department.

**Professor Andrew Linn**, Dean of Faculty, holds overall responsibility for the course, and for the other courses run by the Faculty.

### **Academic Support**

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook,

which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

### **Learning Support**

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

### **Support Services**

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

### **How do we ensure the quality of our courses and continuous improvement?**

The course was initially approved by a University Validation Panel in 2007 and revalidated in May 2011 and May 2016. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

### **How do we act on student feedback?**

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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