PROGRAMME SPECIFICATION

Course Record Information

Name and level of final award:	MA in Teaching English to Speakers of Other Languages (TESOL)
Name and level of intermediate awards:	Postgraduate Diploma in TESOL Postgraduate Certificate in TESOL
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	University of Westminster, Regent site
Language of delivery and assessment:	English
Course/programme leader:	Michelle Laufer
Course URL:	westminster.ac.uk/courses/subjects/english/postgraduate-courses/full-time/p09fptsl-ma-teaching-english-to-speakers-of-other-languages
Mode and length of study:	Full-time or Part-time
University of Westminster course code:	
JACS code:	
UKPASS code:	035446
QAA subject benchmarking group:	
Professional body accreditation:	
Date of course validation/review:	June 2007
Date of programme specification:	April 2011

ADMISSIONS REQUIREMENTS

Applicants are normally required to have a good first degree or equivalent. Where English is not the first language of candidates, proof of competence will be required. This will normally take the form of an IELTS score of 6.5 overall with high scores in the individual elements of the test.

Applications from mature candidates with demonstrable relevant work experience and relevant professional qualifications are welcomed.

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
- 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. The optional module *English Language Teaching Methodology: Theory and Practice* involves an element of observed teaching practice.

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.

Module Title	Core/Option	Credit value
1TES7A1 Language & Learning: Description and Analysis	Core	40
1TES7A0 Dissertation	Core	60
1APP7B1 Current Developments in Language Teaching	Core	20
1TES7A4 Educational Management in TESOL	Option	20

Module Title	Core/Option	Credit value
1APP7A4 Testing and Assessment	Option	20
1APP7A1 Intercultural Communication	Option	20
1APP7B2 Languages for Specific Purposes	Option	20
1APP7A3 Materials Development	Option	20
1APP7A5 Media and Technology	Option	20
1LIN7A8 Analysing Spoken and Written Discourse	Option	20
1LIN7B1 Sociolinguistics	Option	20
1LIN7A7 Translation Studies	Option	20
SCRW707 Using Literature in ELT	Option	20

Postgraduate Diploma in TESOL
Students study the 40 credit Core Module *1TES7A1 Language & Learning: Description and Analysis* and the 20 credit module *1APP7B1 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 *1TES7A1 Language & Learning: Description and Analysis* and the 20 credit module *1APP7B1 Current Developments in Language Teaching*.

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

ACADEMIC REGULATIONS

The MA TESOL and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations.

AWARD

To qualify for the award of MA TESOL, a student must have:

- obtained a minimum of 180 credits at Level 7 (this may include a maximum of 30 credits at Level 6 where validated as part of the award);

- attempted modules worth no more than 240 credits; and

    Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate

attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.

- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

SUPPORT FOR STUDENTS

Upon arrival, an orientation programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students 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.

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.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

westminster.ac.uk/study/new-students/when-you-arrive

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. http://www.uwsu.com/

REFERENCE POINTS FOR THE COURSE

Internal
The course has been designed to take account of the University's mission to provide education for professional life and to meet the requirements of the University Policies on skills development and employability. The Course Structure follows the requirements of the modular frameworks and the academic regulations of the University. Within the department, the course is informed by University staff research in TESOL, Linguistics and Applied Linguistics.

External
Externally, the course has been designed with reference to the QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and sections of the Code of Practice (at qaa.ac.uk/academicinfrastructure), SEEC level descriptors.

QUALITY MANAGEMENT AND ENHANCEMENT

Course Management
Michelle Laufer, 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 Roland Dannreuther, Dean of Faculty, holds overall responsibility for the course, and for the other courses run by the Faculty.

Course approval, monitoring and review
The course was initially approved by a University Validation Panel in 2007 and revalidated in May 2011. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement
Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback 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 Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculties quality assurance evidence base.

For more information about this course:
Admissions Tutor: Michelle Laufer – lauferm@westminster.ac.uk

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PART TWO – ABOUT YOUR COURSE

1. HOW TO CONTACT US

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Jess Briggs

1.1 Contact details of the Course Leader/course management arrangements

Michelle Laufer, Course Leader

Room 307 Regent Street, telephone 0203 506 9097
lauferm@westminster.ac.uk
Please contact Michelle Laufer for information about the course in general, advice on essays, mitigating circumstances (in the case of illness or personal problems) and for advice on essays or your progress on the course.