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:
September 2020

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

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.

Summary of amendments to the programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 19</td>
<td>C</td>
<td>Programme Learning Outcomes updated</td>
</tr>
<tr>
<td></td>
<td>Table 1A</td>
<td>Module ‘Blended Learning’ removed. ‘Dissertation’ is now a 60 credit module.</td>
</tr>
<tr>
<td></td>
<td>Table 2</td>
<td>Table updated</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>Lists of Management and Support updated</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AOO@herts.ac.uk
Programme Specification  
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

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.
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:

<table>
<thead>
<tr>
<th></th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - the linguistic foundations of spoken and written English</td>
<td>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.</td>
<td>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 &amp; oral reports (A1-7), lesson planning &amp; teaching practice (A6) and reflective writing (A1-A7).</td>
</tr>
<tr>
<td>A2 - issues concerning the use of English in international contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 - dominant theories of how languages are taught and learned and how these theories underlie approaches to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 - the issues concerning course design and choice of methods, materials and technologies in particular contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5 - techniques for collecting language data and/or analysing it for teaching and research purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6 - a range of English language teaching practices for use in differing contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7 - research methods relevant to the field</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intellectual skills:

<table>
<thead>
<tr>
<th></th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 - analyse, critically evaluate and solve linguistic and teaching-related issues using appropriate techniques</td>
<td>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</td>
<td>Intellectual skills are assessed through analysis and problem solving assignments and reflective writing in class and in assignments. Intellectual skills B2 &amp; B6 will be further tested in the dissertation, the latter dependent on topics selected.</td>
</tr>
<tr>
<td>B2 - critically evaluate relevant research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 - articulate and discuss theoretical concepts that underpin teaching approaches, methods and techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 - reflect critically on learning and teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 is 5 years. Intake is in semester A (September).

<table>
<thead>
<tr>
<th>Practical skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5 - analyse and evaluate language and/or educational data from a range of perspectives</td>
<td></td>
<td>their awareness of the relationship between theory and practice (B6).</td>
</tr>
<tr>
<td>B6 - demonstrate awareness of the relationship between theory and practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 - communicate effectively both orally and in writing</td>
<td></td>
<td>Practical skills C1-5 are assessed through various practical assignments (e.g. designing courses, adapting materials, planning &amp; teaching classes; interviewing for a case study). C3 will be further assessed in the dissertation.</td>
</tr>
<tr>
<td>D2 - work effectively in a team</td>
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<td></td>
</tr>
<tr>
<td>D3 – analyse and/or solve problems in appropriate and novel ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4 - demonstrate self-reliance, initiative and an adaptable, flexible approach to research and professional practice</td>
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<td></td>
</tr>
<tr>
<td>D5 - show intercultural competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical skills:</th>
<th>Teaching/learning methods &amp; strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 - apply a range of techniques for the analysis of language data</td>
<td>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 &amp; 2, Methods &amp; Materials and Dissertation modules.</td>
<td></td>
</tr>
<tr>
<td>C2 - develop an appropriate language syllabus, taking context into account</td>
<td>Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.</td>
<td></td>
</tr>
<tr>
<td>C3 - plan, design and carry out an independent piece of research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4 - plan and teach a language class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C5 - adapt or create language teaching materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

Mode of Study: Part Time

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester A</td>
<td>Semester B</td>
</tr>
<tr>
<td>Academic English &amp; Study Skills Support</td>
<td>Course and Syllabus Design in English</td>
</tr>
<tr>
<td>Linguistic Analysis for Language Teaching</td>
<td>Teaching English as an International</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
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:

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

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

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:

- 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 Student Administrator to deal with day-to-day administration associated with the courses and 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
• Designated Programme Administrators 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

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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 the Ask Herts (de Havilland), DHAdmin@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 ago@herts.ac.uk
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.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>Academic English and Study Skills Support</td>
<td>7HUM1116</td>
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<tr>
<td>Linguistic Analysis for Language Teaching</td>
<td>7HUM1039</td>
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</tr>
<tr>
<td>Approaches to Teaching and Learning Languages</td>
<td>7HUM1117</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Practice of ELT 1</td>
<td>7HUM1113</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Methods &amp; Materials in ELT</td>
<td>7HUM1115</td>
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</tr>
<tr>
<td>Teaching English as an International Language</td>
<td>7HUM1068</td>
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<tr>
<td>Course &amp; Syllabus Design in ELT</td>
<td>7HUM1069</td>
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</tr>
<tr>
<td>The Practice of ELT 2</td>
<td>7HUM1114</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Research Methodology and Dissertation Skills</td>
<td>7HUM1073</td>
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<tr>
<td>Dissertation</td>
<td>7HUM1118</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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

Master’s Programme Specification / January 2020/
AS Review Date June 2020
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

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

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

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
Section 2

Programme management

Management

<table>
<thead>
<tr>
<th>Relevant QAA subject benchmarking statements</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of programme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Date of validation/last periodic review</td>
<td>November 19</td>
</tr>
<tr>
<td>Date of production/ last revision of PS</td>
<td>November 2019</td>
</tr>
<tr>
<td>Relevant to level/cohort</td>
<td>Level 7 entering September 2020</td>
</tr>
<tr>
<td>Administrative School</td>
<td>School of Humanities</td>
</tr>
</tbody>
</table>

Course details

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>HECOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HETESOL</td>
<td>MA Teaching English to Speakers of Other Languages</td>
<td>100513</td>
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