

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:
01 September 2024

Associate Dean of School (Academic Quality Assurance):
Tony Rosella

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

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

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	MA Teaching English to Speakers of Other Languages
(Qualification and Subject)	
FHEQ level of award	7

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 structure of the programme is designed 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

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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 (ELT) 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.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 (2021) 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 seminars and workshops (A1-7), class observation (A4-6) and coursework (A1-7). Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through a combination of essays (A1-7), critiques (A2-7), case studies (A1-7), analytical tasks (A1-7), practical materials and course development (A2-6), written and oral reports (A1-7), lesson planning and teaching practice (A6) and reflective writing (A1-7).
Intellectual skills:	Teaching/learning methods & strategies	Assessment
B1-analyse, critically evaluate and solve linguistic and teaching-related issues using appropriate techniques	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	Intellectual skills are assessed through analysis and problem solving assignments and reflective writing in class and in assignments. Intellectual

<p>B2-critically evaluate relevant research</p> <p>B3-articulate and discuss theoretical concepts that underpin teaching approaches, methods and techniques</p> <p>B4-reflect critically on learning and teaching</p> <p>B5-analyse and evaluate language and/or educational data from a range of perspectives</p> <p>B6-demonstrate awareness of the relation between theory and practice</p>	<p>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.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study. The learner is also encouraged to develop their awareness of the relationship between theory and practice (B6).</p>	<p>skills B2 and B6 will be further tested in the dissertation, the latter dependent on topics selected.</p>
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1-apply a range of techniques for the analysis of language data</p> <p>C2-develop an appropriate language syllabus, taking context into account</p> <p>C3-plan, design and carry out an independent piece of research</p> <p>C4-plan and teach a language class</p> <p>C5-adapt or create language teaching materials</p>	<p>Practical skills are developed through workshop activities and practical coursework assignments. C1 is developed in Linguistic Analysis for Language Teaching module. C2 is developed in the Course & Syllabus Design in ELT module as well as PELT 2. C3 is developed in the following modules: Approaches to Teaching and Learning Languages, PELT 1 & 2, Methods & Materials in ELT and Dissertation modules. C4 is developed through practical teaching sessions. C5 is developed in all modules except Approaches to Teaching & Learning Languages and Research Methods & Dissertation Skills.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.</p>	<p>Practical skills C1-5 are assessed through various practical assignments e.g. designing courses (C2, C5), adapting materials (C2, C4, C5), planning and teaching classes (C1, C2, C4, C5), interviewing for a case study (C1, C2, C3, C5). C3 will be further assessed in the dissertation.</p>
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>D1-communicate effectively both orally and in writing</p> <p>D2-work effectively in a team</p> <p>D3-analyse and/or solve problems in appropriate and novel ways</p> <p>D4-demonstrate self-reliance, initiative and an adaptable and flexible</p>	<p>Transferable skills are developed through coursework (D1-5), oral presentations (D1-5) and practical teaching sessions (D1-5). They are also developed through group work in workshop and seminar sessions.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum – coursework reports, both oral and written (D1-3), course design and teaching practice (D1-5).</p>

approach to research and professional practice D5-show intercultural competence	Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.
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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). Intake is normally in Semester A (September).

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

	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Linguistic Analysis for Language Teaching	7HUM1039	15	0	0	100	0	A
Approaches to Teaching & Learning Languages	7HUM1117	15	0	0	100	0	A
The Practice of English Language Teaching 1	7HUM1113	15	0	0	30	70	A
Methods and Materials in English Language Teaching	7HUM1115	15	0	0	50	50	A
Course & Syllabus Design in English Language Teaching	7HUM1069	15	0	0	100	0	B
Teaching English as an International Language	7HUM1068	15	0	0	80	20	B
The Practice of English Language Teaching 2	7HUM1114	15	0	0	30	70	B
Research Methodology and Dissertation Skills	7HUM1073	15	0	0	100	0	B
Dissertation	7HUM1118	60	0	0	100	0	C

Mode of study: Part Time

Entry point: Semester A

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Year 1							
Linguistic Analysis for Language Teaching	7HUM1039	15	0	0	100	0	A
Approaches to Teaching & Learning Languages	7HUM1117	15	0	0	100	0	A
Course & Syllabus Design in English Language Teaching	7HUM1069	15	0	0	100	0	B
Teaching English as an International Language	7HUM1068	15	0	0	80	20	B
Year 2							
The Practice of English Language Teaching 1	7HUM1113	15	0	0	30	70	A
Methods and Materials in English Language Teaching	7HUM1115	15	0	0	50	50	A
The Practice of English Language Teaching 2	7HUM1114	15	0	0	30	70	B
Research Methodology and Dissertation Skills	7HUM1073	15	0	0	100	0	B
Dissertation	7HUM1118	60	0	0	100	0	C

The award of an MA TESOL degree requires 180 credit points passed at Level 7, including the Dissertation.

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	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)
Postgraduate Diploma	Teaching English to Speakers of Other Languages	120 credit points, including at least 90 at level 7	2, 3 Semesters	A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, C1, C2, C4, C5, D1, D2, D3, D4, D5
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Teaching English to Speakers of Other Languages	60 credit points, including at least 45 at level 7	1-2 Semesters	B1, B2, B3, B4, B6, C1, C4, D1, D2, D3, D4, D5 <i>For untitled awards: See UPR AS11, section 13:</i> http://sitem.herts.ac.uk/secreg/upr/AS11.htm

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.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) 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 period within which a student may gain an award on the programme is 5 years from their date of registration on it.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction week at the beginning of each new academic session.
- Overseas Orientation
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

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 dedicated programme site containing a Programme Handbook
- A Definitive Module Document (DMD) 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/>.

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.

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:
hadmin@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding							Intellectual Skills						Practical Skills					Transferable Skills					
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	
Linguistic Analysis for Language Teaching	7HUM1039	X							X	X			X	X	X					X		X	X		
Approaches to Teaching & Learning Languages	7HUM1117			X			X	X		X	X	X		X			X			X		X	X	X	
The Practice of English Language Teaching 1	7HUM1113		X	X	X		X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	
Methods and Materials in English Language Teaching	7HUM1115			X	X				X	X	X	X	X	X		X	X		X	X	X	X	X		
Teaching English as an International Language	7HUM1068		X		X	X			X	X			X	X	X					X	X	X	X	X	
Course & Syllabus Design in English Language Teaching	7HUM1069				X			X		X	X			X		X			X	X		X	X		
The Practice of English Language Teaching 2	7HUM1114		X	X	X		X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	
Research Methodology and Dissertation Skills	7HUM1073					X		X		X	X		X	X						X		X	X		
Dissertation	7HUM1118	X	X			X		X		X	X	X	X	X	X		X			X		X	X		

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

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Linguistic Analysis for Language Teaching	7HUM1039	D			D		D
Approaches to Teaching & Learning Languages	7HUM1117	D			D	D	D
The Practice of English Language Teaching 1	7HUM1113	D	D	D	D	D	D
Methods and Materials in English Language Teaching	7HUM1115	D		D	D	D	D
Teaching English as an International Language	7HUM1068	D	D		D	D	D
Course & Syllabus Design in English Language Teaching	7HUM1069	D	D	D	D	D	D
The Practice of English Language Teaching 2	7HUM1114	D	D	D	D	D	D
Research Methodology and Dissertation Skills	7HUM1073		D		D		D
Dissertation	7HUM1118	D	D		D		D

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	November 23
Date of production/ last revision of PS	November 2023
Relevant to level/cohort	Level 7 entering September 2024
Administrative School	School of Creative Arts
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HETESOL	MA Teaching English to Speakers of Other Languages	100513	N/A