Programme Specification
Revised 19.06.17 HSS

(please see the notes at the end of this document for a summary of uses of programme specifications)

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath
Validated/Franchised/Licensed (if appropriate)	
*Programme accredited by (including date of accreditation)**	
Programme approved by (including date & minute number of Senate)	CPD committee in Dept of Education May 2000, minute number CPD33/99-00; Faculty Teaching Committee 6.12.00, minute 169; Faculty Board of Studies 7.3.01, minute 727a Senate
Final award	MA in Teaching English to Speakers of Other Languages; PG Diploma in Education; PG Certificate in Educational Studies
*Programme title**	MA in Teaching English to Speakers of Other Languages (MA TESOL)
UCAS code (if applicable)	N/A
*Subject Benchmark Statement**	N/A
*Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)**	Level 7 = Masters
*Duration of programme & mode of study**	One year, full-time
*Date of Specification preparation/revision**	28th Nov. 2012, 27th March 2013, 22nd Nov 2013, 2nd Apr 2014, 29th Oct 2014, 6th October 2015, 9th November 2016
*Applicable to cohorts (eg. for students commencing in September 2014 or 2014/15-2015/16)**	September 2017/2018

Synopsis and academic coherence of programme*

The MA in Teaching English to Speakers of Other Languages (MA TESOL) is a 90-credit Programme. For the 90 credits required, students may acquire 60 credits by following four 12-credit taught units and two 6-credit units, and 30 credits by satisfactorily completing a dissertation.

The MA TESOL is a full time, one-year programme which runs from September to September. It is taught on the University of Bath's main campus.

Students who already have the Delta or who have obtained the Trinity College London Diploma in TESOL (DipTESOL) within the previous five years can be awarded, via APL 24 x M-level credits, equivalent to two units of the MA TESOL. They do not take the units Language Awareness (ED50479) or Teaching and Assessing English as an International Language (ED50480). These students gain 36 credits from taught units of study and gain 30 credits by satisfactorily completing a dissertation. They can complete the programme in 12 months, September to September.

The MA TESOL provides a coherent programme of study, which is securely at Masters level and which is designed to meet the students' development needs.

Educational aims of the programme*

The educational aims of the programme are to:

- Develop students' understanding of relevant current issues in English language teaching in order to help them build a solid foundation for their professional practice;
- Provide participants with the theoretical foundations for good English language teaching practice;
- Improve students' critical thinking and analytical skills;
- Enable students to have a systematic and conceptual understanding of issues concerning teaching and learning a foreign language for all age ranges;
- Enable students to use research to inform their daily practice and decision-making as language educators;
- Enable students to critically analyse the role of English as the world's major international language;
- Enable students to develop reflective skills with which to examine their pre-existing beliefs and knowledge about language learning and teaching;
- Enable students to analyse the social and cultural factors which influence English language teaching in specific contexts.

Intended learning outcomes* (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)
Teaching methods include tutor-led lectures, student-led seminars, workshops, individual tutorials, and electronically mediated communications.

Students gaining the award of Postgraduate Certificate in Educational Studies will have demonstrated their ability to:
- identify and engage critically with appropriate and representative literature in the field of education;
- understand current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in educational issues.

Students gaining the award of Postgraduate Diploma in Education will have demonstrated their ability to:
- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in a wide variety of educational issues.

Students gaining the award of MA TESOL will have demonstrated their ability to:

	• identify and engage critically with a wide range of appropriate and representative literature in the field of education; • understand a broad range of current educational theories and apply them to their own professional practice; • demonstrate clarity of thought and quality of argument in a wide variety of educational issues; • design and systematically undertake an educational research study; • select and justify the focus, scope and methodology of an educational research study; • review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.
➤ Knowledge & Understanding	A systematic and conceptual understanding of: • linguistics, which enables them to evaluate theories and methodologies relating to linguistics and TESOL, and to develop critiques of these and, when appropriate, develop new hypotheses; • a conceptual understanding that enables students to evaluate critically current TESOL research and advanced scholarship; • a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the TESOL and Second Language Acquisition fields; • a comprehensive understanding of techniques applicable to their own research or advanced scholarship; • a critical awareness of current problems and/or new insights, at the forefront of, or informed by, applied linguistics and TESOL research and practice; • originality in the application of this knowledge.
➤ Intellectual Skills	The programme enables students to: • address complex and academic issues both systematically and creatively; • evaluate research and a variety of types of information and evidence critically, also making informed judgements in the absence of complete data; • synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; • apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge; • demonstrate self-direction and originality in tackling and solving problems; • analyse, evaluate and interpret the evidence underpinning practice critically and initiate change in practice appropriately; • design and carry out a research project related to their area of study.
➤ Professional Practical Skills	The programme enables students to: • be informed and competent TESOL practitioners;

	• be able to contribute professionally to the world of TESOL; • act autonomously in planning and implementing tasks at a professional level.
➢ Transferable/Key Skills	The programme enables students to: • make critical use of the literature of the field of Education; • make critical use of professional experience in the field of Education; • undertake an educational study in an appropriately critical, original and balanced fashion; • analyse, interpret and critique findings and arguments; • collect, analyse and interpret data appropriately; • draw appropriate conclusions from an education research study, taking account of its strengths and limitations; • select and justify the focus, scope and methodology of an educational research study; • review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study; • demonstrate self-direction and originality in tackling and solving problems; • evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data; • initiate change in practice appropriately; • contribute to professional debate in the field of education; • act autonomously in planning and implementing tasks at a professional level; • communicate their conclusions clearly to specialist and non-specialist audiences(T/F/A); • evaluate their own academic and professional performance; • manage change effectively and respond to changing demands; • manage time, prioritise workloads and recognise and manage personal emotions and stress; • utilise problem-solving skills in a variety of theoretical and practical situations; • develop new or higher level skill, for example in information technology; • understand career opportunities and challenges ahead and begin to plan a career path.

Structure and content of the programme (including potential stopping off points)

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The full programme comprises two stages (NB: the programme does not have Stage Required Units that must be passed before being permitted to progress to the next stage):

Stage 1 comprises the taught units and Stage 2 the Dissertation stage – see Annex 1 for the detailed Programme Description. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html.

PG Certificate and PG Diploma qualifications exist as components of the full Masters programme.

The programme descriptions in the Annex detail the programmes' structures, credits and the units required for each award.

The programme is full time. The period of study is one year. The programme runs from September to September and comprises taught units over two semesters, followed by study for the dissertation.

Students register for the MA TESOL award at the outset and are required to attend the University.

After the taught stage of the programme, students progress to the dissertation stage. The dissertation is worth 30 credits and is 15,000 words in length. Within the dissertation, the detailed content is negotiated (and re-negotiated as necessary as the work unfolds) between student and supervisor.

In addition to the MA in TESOL, there are two potential exit awards: a Postgraduate Certificate in Educational Studies, for which 30 credits are required (the Research Methods for Second Language Education 1 & 2 units are not required for this award), and a Postgraduate Diploma in Education, for which 60 credits are required (Research Methods for Second Language Education 1 & 2 units are required for this award).

Taught units are built around formal input from University lecturers. 12-credit units consist of 24 hours contact time (a mixture of lectures, group work and discussion) and approximately 216 hours of individual research and assignment writing. 6-credit units consist of 12 hours contact time (a mixture of lectures, group work and discussion) and approximately 108 hours of individual research and assignment writing.

See Annex 1 for the Programme Description.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

Details of support available to students (e.g. induction programmes, programme information, resources)

Support and guidance for students on the Programme is provided within the framework of the Department's overall strategy and is underpinned by the University's Quality Assurance Guidelines in the area. The exact form which support and guidance takes depends upon the individual student's mode of study and professional context. In this respect, the range of possible permutations available to students is large, with formal support being supplemented where appropriate with informal contacts.

The Department provides support and guidance to students from first enquiries to graduation and is the first point of contact for students requiring support. Members of staff also recommend students to the appropriate part of the University's central support network when necessary. Students are also made aware of this central support network through the University's Postgraduate Handbook, and other centrally-produced guides. However, given

the nature of the Programme, tutors and the Director of Studies work particularly closely with individual students (whether they are full-time on campus or part-time within the UK or overseas) and are thus the most appropriate source of support in most cases.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students. There are regular timetabled meetings on a group basis and individual students can meet with their Personal Tutor on request.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Prospective students are sent the programme booklet and copies of other booklets as appropriate to the stage they have reached in their work on the programme. They also have access to the University website from the many PCs on campus and from remote servers across the world. Via this site students and prospective students can obtain detailed information related to academic matters, learning support, and careers advice.

Admissions criteria (including arrangements for APL/APEL)

The entry requirements for students enrolling on the MA in Teaching English to Speakers of Other Languages, who do not already have the Cambridge ESOL Delta or Trinity College London Diploma in TESOL (DipTESOL), are:

Academic requirements:
A good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university.

English Language requirements:
Certificates must be dated to within two years of the start of the programme of study.

IELTS 6.5 (with not less than 6.0 in each of the four components)
Cambridge Proficiency English (CPE) grade B or above.
Cambridge Advanced English (CAE) grade A.

References:
One academic reference is required.

Requests for the award of credit in recognition of Accredited Prior Learning (APL) are considered for this Programme. APL credit may be granted to applicants who already hold a Cambridge ESOL Delta or a Trinity College London Diploma in TESOL (DipTESOL). This

credit must have been obtained within the previous five years. A maximum of 36 x M-level credits may be awarded towards the MA in Teaching English to Speakers of Other Languages. Claims for APL will be considered on a case by case basis.

A specialist APL committee exists to assess applications of this kind and to make recommendations to the MA Programme Board of Examiners.

Summary of assessment and progression regulations

Coursework for the MA TESOL programme is assessed through written assignments or oral presentation.

The programme's assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at http://www.bath.ac.uk/registry/nfa/index.htm. Specific regulations for the masters are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Descriptions in Annex 1.

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

For more general information on each part of the framework, click on the links.

1. A Quality Assurance Code of Practice, and associated regulations and policies:
   http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
   Governance:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
   Review and Monitoring:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

   Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

A more detailed overview of the University's Quality Management framework is set out in this summary document: http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for

the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Professional bodies (such as the Teaching Agency) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: http://www.bath.ac.uk/quality/documents/QA8-register-accreditations.pdf

The Department of Education maintains close links with the Institute for Learning and Teaching in Higher Education, the International Baccalaureate Organisation, and the National College for School Leadership, as well as with local schools, Education Authorities, and other external stakeholders.

Sources of other information

- Information can also be found on the programme webpage at http://www.bath.ac.uk/study/pg/programmes/ma-in-teac-engl-to-spea-of-othe-lang-ma-in-teso/

- National background on programme specifications is available from the Quality Assurance Agency website: http://www.qaa.ac.uk/en

- The QA statements on programme approval, amendment and review are published on the Learning and Teaching Enhancement Office website as part of the University's QA Code of Practice: http://www.bath.ac.uk/quality/cop/index.html. Faculty Assistant Registrars (or equivalents) are the primary source of advice on preparing documentation for programme approval, amendment and review.

………………………………………….. Dean/Head LPO   ………………………. Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Programme Description for MA TESOL   Updated for October 2014

Programme code	THED-AFM27
Programme title	MA in Teaching English to Speakers of Other Languages (MA in TESOL)
Award type	Masters
Award title	MA in Teaching English to Speakers of Other Languages (MA TESOL)
Mode of Attendance	FULL-TIME
Length	12 MONTHS FULL-TIME
State any designated alternative programme (s)	PG Diploma in Education comprising any 60 TSC (ED50492 and ED50493 are compulsory) DAP for MA PG Cert in Educational Studies comprising of any 30 TSC (ED50492 and ED50493 are not compulsory) DAP for PGDip and MA.
Approving body and date of approval	02/04/14

Year 1 (for implementation with effect from 2013-14): Students who have received APL credits for either the Cambridge ESOL Delta or the Trinity College London Diploma in TESOL (DipTESOL) will not be required to take Language Awareness (ED50479) or Teaching and Assessing English as an International Language (ED50480).

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/project credits	Notes
	1	S1	ED50492	**Research Methods for Second Language Education 1**	**C**	6	DEU	Non SRU	*TSC*	
		S1	ED50327	**Second Language Acquisition**	**C**	12	-	Non SRU	*TSC*	
		S1	ED50479	**Language Awareness**	**C**	12	-	Non SRU	*TSC*	**All must be grounded in TESOL**
		S2	ED50493	**Research Methods for Second Language Education 2**	**C**	6	DEU	Non SRU	*TSC*	
		S2	ED50317	**Language Policy, Curriculum and Methodology**	**C**	12	-	Non SRU	*TSC*	
		S2	ED50480	**Teaching and Assessing English as an International Language**	**C**	12	-	Non SRU	*TSC*	
	2	(Summer)	ED50484	**Dissertation for the MA TESOL**	**C**	30		NonSRU	*DPC*	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm**
1	67%	All assessment:
2	33%	All assessment:

where: **C**   Compulsory; **O**   Optional; **OA** Optional Audit

NOTES

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website in the form of Guidance Notes, at
http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf .

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at his stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website

- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School/. Once approved, the revised programme specification should be published on the University website.

- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.10).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions (PD Forms for NFAAR for UG, PG, and non-NFA are available) should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document.