



Programme Specification

GENERAL INFORMATION	
Programme title	MA (PG Dip / PG Cert) in Teaching English to Speakers of Other Languages (TESOL)
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	
Subject Benchmark Statement*Subject Benchmark Statement:	n/a
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme
<p>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.</p> <p>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.</p> <p>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.</p>
Educational aims of the programme
<p>The educational aims of the programme are to:</p> <ul style="list-style-type: none"> • 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. <p>Intended Learning Outcomes:</p> <p>Teaching methods include tutor-led lectures, student-led seminars, workshops, individual tutorials, and electronically mediated communications.</p> <p>Students gaining the award of Postgraduate Certificate in Educational Studies will have demonstrated their ability to:</p> <ul style="list-style-type: none"> • 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. <p>Students gaining the award of Postgraduate Diploma in Education will have demonstrated their ability to:</p> <ul style="list-style-type: none"> • 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. <p>Students gaining the award of MA TESOL will have demonstrated their ability to:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • Knowledge & Understanding: 	<p>A systematic and conceptual understanding of:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Intellectual Skills: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Professional Practical Skills: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Transferable/Key Skills: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • 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.
Summary of assessment and progression regulations	
NFA - fully compliant	
Progression Regulations and Awards	
<p>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. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html</p>	
PG Certificate and PG Diploma qualifications exist as components of the full Masters programme.	

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:

- 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),
- 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.

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 Work Placements Requirements / Work Based Learning / Industrial Training Requirements

Details of Study Abroad Requirements

Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

The entry requirements for students enrolling on the MA in Teaching English to Speakers of Other Languages 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.

Details of Support Available to Students

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.

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.

Department and Programme Specific Support Information

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.

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.

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-inteso/>
- 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.