

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - TESOL</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Teaching English to Speakers of Other Languages (TESOL)</li> <li>• Postgraduate Certificate (Pg Cert) - Teaching English to Speakers of Other Languages (TESOL)</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	N/A
<b>Professional statutory or regulatory body</b>	N/A
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• MA TESOL FT, Full-time, September or January start - 1 year standard length</li> <li>• MA TESOL PT, Part-time day, September or January start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2022/3 2016

## Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

## Aims of the programme

The MA provides a unique combination of theoretical academic study and robust practical application and skills development in English Language Teaching. The course aims to:

- Provide advanced training for TESOL professionals.
- Facilitate study of the latest developments in TESOL methodology and a range of related aspects of the profession, such as intercultural communication, issues in TESOL management, the relevance of Linguistics, and theories of learning.
- Develop the practical and professional skills involved in TESOL.
- Foster the ability to analyse and apply theoretical perspectives to practical situations.
- Develop skills in argument, synthesis and critical expression of TESOL issues and their practical application in different teaching contexts.
- Enhance advanced skills of research, presentation and analysis in TESOL contexts.
- Nurture ongoing professional development and skills in pursuing further independent research.
- Enable graduates to make a full contribution to professional development in their specialist areas.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.
- Students may enrol on a CELTA (Certificate in Teaching English to Speakers of Other Languages) course with an institution near the university for an additional fee.
- MA TESOL is intended to enable students to make substantial progress as advanced ELT practitioners and managers in a variety of different national, regional and cultural educational systems. Students will have the training and preparation to make significant contributions in their professional context as instructors, managers and researchers.

## What will you be expected to achieve?

### Course learning outcomes

Learning outcomes are statements of what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- KNU1 Reflected on and reassessed their personal contribution to their professional area. ( KU )
- KNU2 Gained a critical understanding of issues such as policy, curriculum, syllabus, course design and delivery. ( KU )
- KNU3 Experienced directly the progress or results of contemporary language- and learning related projects and research undertaken by staff. ( KU )
- KNU4 Undertaken research in specific areas of professional interest. ( KU )
- KNU5 Applied skills and techniques of analysis to other professional areas. ( KU )
- KNU6 Placed their own experiences within a conceptual framework constructed from the plurality of developments

and issues. ( KU )

- KNU7 Gained a sophisticated understanding of current theoretical positions and debates. ( KU )
- KNU8 Prepared themselves for further independent learning in their professional areas. ( KU )
- KTS1 Be able to critically reflect on and assess their own role in and contribution to their professional area of expertise. ( KTS )
- KTS2 Be equipped to contribute to discussion and policy-making on relevant issues. ( KTS )
- KTS3 Be prepared for further, independent learning in their professional area of expertise. ( KTS )
- KTS4 Know how to continue their own research in an academic or professional context in a chosen area of interest. ( KTS )
- KTS5 Have further developed advanced skills in effective oral and written communication and argument. ( KTS )
- SS1 The development of research skills in TESOL (including project formulation and planning; selection and application of appropriate methodology; the design and implementation of fieldwork). ( SS )
- SS2 The analysis of the needs and aspirations of differing groups of language learners and institutions. ( SS )
- SS3 The critical review and evaluation of language-teaching materials. ( SS )
- SS4 An informed response to the role of technology in language teaching and learning. ( SS )
- SS5 The review and development of appropriate language-learning assessment methods. ( SS )
- SS6 The analysis of the impact of cross-cultural factors on language learning and teaching. ( SS )
- SS7 Techniques of textual analysis. ( SS )
- SS8 Enhanced understanding of the input from specific Linguistics areas. ( SS )
- SS9 Scholarly skills appropriate to the discipline, including accurate citation of sources and use of bibliographic conventions. ( SS )

## How will you learn?

### Learning methods

Students learn through seminars, guided reading and independent research. All modules employ the University on-line learning system Blackboard as part of their delivery in providing course materials, discussion fora and, where appropriate, additional exercises.

### Teaching methods

Teaching methods include weekly 2 or 3 hour lectures, tutorials, seminars, practical sessions and workshops, together with independent student-directed study, including work for the dissertation. Students are prepared for the dissertation via a series of academic writing and research workshops.

### Assessment methods

Assessment methods include submitted coursework in the form of essays, reports, teaching materials and a dissertation.

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

#### Credit Level 7 MA in TESOL

**September starters** study the 40-credit core module *Language & Learning: Description and Analysis* in the autumn term. They study the 40-credit core module *Language Teaching Methods* in the spring term. They submit a 60-credit Dissertation. They choose a further 2 modules from the 20-credit modules listed below, to a total of 180 credits.

**January starters** study the 40-credit core module *Language Teaching Methods* in the spring term. They study the 40-credit core module *Language & Learning: Description and Analysis* in the autumn term. They submit a 60-credit Dissertation. They choose a further 2 modules from the 20-credit modules listed below, to a total of 180 credits.

#### Postgraduate Diploma in TESOL

Students complete the 40-credit Core Module *7TESL003W Language & Learning: Description and Analysis* and the 40-credit module *Language Teaching Methods*, and two option modules. (They do not complete the Dissertation.)

#### Postgraduate Certificate in TESOL

Students study the 40-credit Core Module *7TESL003W Language & Learning: Description and Analysis* or the 40-credit module *Language Teaching Methods*, and one option module. (They do not complete the Dissertation.)

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7TESL003W	Language and Learning: Description and Analysis	Core		40	20
7HUMS001W	MA Dissertation	Core		60	30
7TESL011W	Language Teaching Methods	Core	1	40	20
7ENGL001W	Analysing Spoken and Written Discourse	Option		20	10
7TESL010W	Intercultural Communicative Competence	Option		20	10
7TESL005W	Languages for Specific Purposes	Option		20	10
7TESL007W	Materials Development	Option		20	10
7ENGL005W	Sociolinguistics	Option		20	10
7TESL009W	Testing and Assessment	Option		20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

N/A

## Course management

The Course Leader, is responsible for day-to-day running and overall management of the course and development of the curriculum.

The Head of School, holds academic responsibility for the course and other courses within the school.

The Head of College, holds overall responsibility for the course and for the other courses run by the college.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

## Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2021©