



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' Faculty</b> ( <i>ICE / BCDI / SHS</i> )	BCDI
<b>'Parent' School</b>	Digital and Screen Media
<b>Professional accreditation body</b> ( <i>if applicable</i> )	N/A
<b>Final award</b> ( <i>eg. BA Hons</i> )	MA
<b>Title of programme(s)</b>	Teaching English to Speakers of Other Languages (TESOL)
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Postgraduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL)
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	N/A
<b>Duration and mode(s) of study</b>	Minimum 12 months full-time / 24 months part-time
<b>Month/year of approval of programme</b>	December 2024
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	September 2025
<b>Periodic review next due</b> ( <i>academic year</i> )	tbc
<b>HECoS subject code(s)</b>	100513 Teaching English as a Foreign Language (100%)
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	N/A
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	Course code: MALTUTESOL Route and pathway code: TENSOL
<b>Delivery venue(s)</b>	Horsforth Campus.....Yes City Campus.....No Partner Institutions.....No

### 2. Aims of the programme

#### Rationale and general aims, including what is special about this programme

The MA Teaching English to Speakers of Other Languages (TESOL) prepares graduates for a career in English language teaching and provides the opportunity for those within the teaching sector to specialise and enhance their professional profile. It also builds sought-after skills for employment in language-related fields such as social work and third sector roles. You will

develop your understanding of the English language and how it is acquired, taught, used and researched. Small-group learning and a focus on social justice and employability through an embedded professional placement or CELTA (Certificate in Teaching English to Speakers of Other Languages) are unique features distinguishing the programme from regional competitors.

The programme aims are to:

- provide you with an inclusive curriculum for the specialist study of the English language in use, second language acquisition and teaching;
- enable you to extend your skills in analysis, communication, research and professional practice in TESOL and Applied Linguistics;
- prepare you for employment, enhanced professional practice or further study through the completion of a dissertation and a work placement or, if eligible, a CELTA.

### 3. Student learning outcomes of the programme

**Learning outcomes in terms of:**

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, you will have demonstrated:

- K1 a systematic understanding of the **English language and of appropriate terminology** in researching it, describing its structure and use, as well as teaching it;
- K2 a critical awareness of established and recent **theories and methods** of second language acquisition and teaching, as well as of current **issues, debates and insights** at the forefront of TESOL and Applied Linguistics;
- K3 a comprehensive understanding of **techniques and scholarly conventions** applicable to your own research or advanced scholarship in TESOL and Applied Linguistics;
- K4 **originality** in the application of knowledge, together with a **practical understanding** of how established techniques of research and enquiry are used to create, utilise and interpret knowledge in TESOL and Applied Linguistics;
- I1 conceptual understanding that enables you to critically **evaluate current research** and advanced scholarship in TESOL and Applied Linguistics;
- I2 conceptual understanding that enables you to **use and evaluate methodologies and analytical techniques** of TESOL and Applied Linguistics, develop critiques of them and, where appropriate, propose new ways forward;
- I3 secure ability to exercise your initiative and demonstrate self-direction and independence in the **design and implementation of a research task** in TESOL and Applied Linguistics, including recognition and evaluation of relevant **ethical and legal considerations**;
- I4 effective and clear **communication** of issues, analyses and arguments, including a **critical awareness of the limits of your knowledge** and the consequent influence on your position.

#### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve your own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The programme is congruent with the QAA (Quality Assurance Agency) subject benchmark statement for Linguistics (2023): [Subject Benchmark Statement: Linguistics \(qaa.ac.uk\)](https://www.qaa.ac.uk/subject-benchmark-statements/linguistics), as well as with the QAA characteristics statement for Master's Degrees (2020): [Characteristics Statement: Master's Degree \(qaa.ac.uk\)](https://www.qaa.ac.uk/characteristics-statements/master-degrees).

## 4. Learning outcomes for subsidiary awards

Guidance	
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<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module.</p>	<p><b>Learning outcomes for the award of <u>Postgraduate Certificate</u>:</b> On successful completion of 60 credits at Level 7, you will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) develop new skills to a high level and advance knowledge and understanding in TESOL and Applied Linguistics;</li> <li>ii) approach complex issues relating to language in a systematic and creative manner and make sound judgements in the absence of comprehensive information or data;</li> <li>iii) communicate judgements and conclusions to different audiences in a range of formats;</li> <li>iv) develop the qualities and transferable skills necessary for employment particularly where the use of language is highly relevant, including the ability to exercise initiative and personal responsibility.</li> </ul>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module.</p>	<p><b>Learning outcomes for the award of <u>Postgraduate Diploma</u>:</b> On successful completion of 120 credits at Level 7, you will have demonstrated, <b>in addition to the outcomes for a Postgraduate Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) the ability to utilise knowledge that is at, or informed by, the forefront of research and practice in TESOL and Applied Linguistics to critically evaluate new insights and current issues;</li> <li>ii) comprehensive knowledge of research techniques in TESOL and Applied Linguistics and of how these can be critically applied to existing knowledge;</li> <li>iii) further development of the qualities and transferable skills necessary for employment particularly where the use of language is highly relevant, including autonomous decision-making in complex situations.</li> </ul>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The programme encompasses three strands that mutually support and enrich each other. These are (1) the study of second language acquisition and English language teaching; (2) the study of the English language and applied linguistics including an employability element; and (3) the development of an awareness of research methods and of key research skills, culminating in a dissertation. All strands incorporate discussions in small groups and formative feedback opportunities on work in progress.

1. In the module *Second Language Acquisition and Use* you will develop your understanding of key factors shaping second language acquisition and of theories explaining this process. *English Language Teaching: Theory, Method and Application* will give you theoretical and practical insight into how the English language is taught in different contexts.

2. *English Language and Research* will advance your academic and research skills along with your understanding of the structure and description of the English language. *Applied Linguistics: Language, Employment and Social Justice* will further foster linguistic awareness in professional contexts and enhance your employability through a professional work placement (in sectors such as teaching; equality, diversity and inclusion; marketing; or business consulting on language use), or CELTA (successful completion of the CELTA will enable you to teach English abroad).
3. Finally, the *Dissertation* module involves an independent piece of research built upon research skills and understanding acquired in the other modules with support from an allocated supervisor.

## 6. Structure

### MA Teaching English to Speakers of Other Languages (TESOL)

**Duration:** 12 months full-time / 24 months part-time

**Total credit rating:** 180 (90 ECTS)

**Level 7** – with effect from September 2025

#### Full-time delivery:

**Core:** You are required to take:

ENG7003	English Language and Research +	Term 1	30 credits
ENG7013	Second Language Acquisition and Use +	Term 1	30 credits
ENG7023	English Language Teaching: Theory, Method and Application +	Term 2	30 credits
ENG7033	Applied Linguistics: Language, Employment and Social Justice +	Term 2&3	30 credits
ENG7006	Dissertation +	Term 2&3	60 credits

#### Part-time delivery:

**Core:** You are required to take:

ENG7003	English Language and Research +	Y1 Term 1	30 credits
ENG7023	English Language Teaching: Theory, Method and Application +	Y1 Term 2	30 credits
ENG7013	Second Language Acquisition and Use +	Y2 Term 1	30 credits
ENG7033	Applied Linguistics: Language, Employment and Social Justice +	Y2 Term 2&3	30 credits
ENG7006	Dissertation +	Y2 Term 2&3	60 credits

Indicate as applicable:

+ The indicated module(s) are not available to visiting students.

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and academic experience for the programme

The programme aligns with the University's Learning, Teaching and Academic Experience Strategy 2022-26 to encompass formative and summative assessment that is engaging and relevant and equips you with skills valued in the workplace. Modules are connected and build on each other, such that learning and assessment are scaffolded throughout the programme. Learning, teaching and assessment are guided by the following principles.

**Inquiry-led active participation.** All modules adopt a three-phase pre/live/post structure of learning, where preparatory tasks are explored and discussed in class with subsequent consolidation and expansion activities. Classroom interaction consists of dynamic small-group workshops enabling you to actively participate in a range of learning modes, such as individual

tasks, mini lectures, pair and group work, discussions and formative feedback, as well as individual and group tutorials, fostering intellectual curiosity, engagement and agency in learning.

**Diversity of assessment.** Assessment on the programme is inclusive and involves a diversity of tasks and formats, including opportunities for formative assessment, such that a diverse range of backgrounds, skillsets and learning styles are accommodated. You will encounter more ‘traditional’ written and oral assessment formats such as essays, data analysis, presentations and micro-teaching, as well as innovative and digitally mediated formats such as the creation of a podcast and a negotiated assessment that may take the shape of a mindmap, poster or video, for example. Assessments have been carefully mapped across the different modules to ensure they help you build your skills and progressively expand on your learning, from more guided assessment in earlier modules to more self-guided tasks, and culminating in an independent research project, your dissertation.

**Student choice and co-creation.** You have choice in assessment to ensure that you can take control of your learning and of how you demonstrate it. The module *Second Language Acquisition and Use* includes a negotiated assessment, where you select a format in discussion with your tutor, thus co-creating the way in which your work is assessed. You can further personalise your learning journey through choosing your employability pathway as part of *Applied Linguistics: Language, Employment and Social Justice* by either completing a professional work placement or, if eligible, a CELTA.

**Career-led.** The programme takes a career-led approach through assessment design that is authentic, innovative and builds skills that will benefit you in the workplace, such as the ability to analyse linguistic data and deliver presentations and teaching sessions. The programme has a strong focus on professional applications of language in use and gives you meaningful learning opportunities beyond the classroom by embedding work-based learning through completion of a professional placement or CELTA. Throughout the programme you will develop employability skills such as self-management, problem-solving, communication, sector awareness and social, cultural and civic awareness.

**Research-informed.** You are given opportunities for research-informed learning and critical thinking throughout the programme. Teaching and assessment are informed by prior research and English language teaching experience of staff. You are encouraged to think critically and independently, such as by researching and presenting your own case study and creating and delivering teaching resources and activities. Assessment on the programme does not just test your knowledge and skills, but it also facilitates your further learning.

**Social justice and student support.** The programme’s subject focus addresses inequalities, challenges stereotypes and decolonises notions around the English language. Assessments are designed to be inclusive and appropriate for a diverse cohort. The module *English Language and Research* includes the development of subject-specific and general academic skills, ensuring that you can build your studies on a solid foundation. Every module includes recorded ‘assignment unpacking sessions’, formative assessments and opportunities for feedback from your peers and tutor tailored to meet your needs.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	English language and terminology	Awareness of theories, methods, issues and debates	Techniques and scholarly conventions	Originality and practical understanding	Evaluating current research	Evaluating methodologies and analytical techniques	Implementation of a research task and ethical considerations	Communication and critical awareness of limits		Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>ENG7003 English Language and Research</b>																		
<b>ENG7013 Second Language Acquisition and Use</b>																		
<b>ENG7023 English Language Teaching: Theory, Method and Application</b>																		
<b>ENG7033 Applied Linguistics: Language, Employment and Social Justice</b>																		
<b>ENG7006 Dissertation</b>																		

## 8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>An undergraduate degree (2:2 or above) in a related subject, such as in Humanities or Social Sciences including Linguistics or Languages, or relevant professional experience, such as in Education or Translation.</p> <p>Applicants who do not hold a 2:2 undergraduate degree may be considered and would be asked to complete an assessed piece of written work and an informal interview.</p> <p>For international applicants: IELTS 6.5 overall with a minimum of 6.0 in reading, listening and speaking and 6.5 in writing, or equivalent qualification.</p>

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Taught Academic Regulations:  Master's Degree Programme Regulations

## 10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

## 11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.