



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2023/24

Date created: 28/02/2023

Last amended: 25/09/2023

Version no. 3 Date approved by EQED:

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### 1. Programme title(s) and code(s):

MA Applied Linguistics and TESOL (distance learning)

Postgraduate Diploma in Applied Linguistics and TESOL (distance learning)

Postgraduate Certificate in Applied Linguistics and TESOL (distance learning)

Notes

\* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

#### a) [HECOS Code](#)

HECOS Code	%
Applied Linguistics 100970	[50%]
Teaching English as a Foreign Language: 100513	[50%]

### 2. Awarding body or institution: University of Leicester

### 3. a) Mode of study Choose an item.

#### b) Type of study Distance learning

### 4. Registration periods:

Master of Arts (180 credits)

The normal period of registration for the MA is 24 months

The maximum period of registration for the MA is 48 months

Postgraduate Diploma (120 credits)

The normal period of registration for the Postgraduate Diploma is 18 months

The maximum period of registration for the Postgraduate Diploma is 36 months.

Postgraduate Certificate (60 credits)

The normal period of registration for the Postgraduate Certificate is 8.5 months

The maximum period of registration for the Postgraduate Certificate is 14.5 months

Standalone module (15 credits)

The normal period of registration for the Single module (15 credits) is 2 months

The maximum period of registration for the Single module (15 credits) is 3 months

Students can apply for entry to the MA, PGDip or PGCert; it is possible for students to switch between programmes during the course of their studies. It is also possible to register for a single module, for which students will receive the award of credit.

Standalone module (30 credits)

The normal period of registration for the Single module (30 credits) is 4 months

The maximum period of registration for the Single module (30 credits) is 6 months

Students can apply for entry to the MA, PGDip or PGCert; it is possible for students to switch between programmes during the course of their studies. It is also possible to register for a single module, for which students will receive the award of credit.

## **5. Typical entry requirements**

Candidates should normally be teachers or others working in the TESOL field who have at least a second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above) plus one year teaching experience. Degrees in English language, linguistics or education preferred. Serving teachers who have equivalent qualifications or qualified teacher status and significant experience can be considered. Candidates who are not native speakers of English need to have a proficiency level equivalent to Candidates who are not native speakers of English need to have a proficiency level equivalent to GCSE Grade 5; IELTS 6.5 with a minimum of 6.0 in each sub-skill; TOEFL 575 (paper) plus TWE 4.0, 90 (IBT); Cambridge Proficiency Grade C or above.

## **6. Accreditation of Prior Learning**

Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages), or equivalent qualification, are considered for exemption from 30 credits corresponding to our core 30 credit module: EDxxxx Teaching and Learning a Second Language.

Holders of the University of Leicester PG Certificate in Teaching English for Academic Purposes are exempted from 30 credits corresponding to two of our optional 15-credit courses: EN7512 English for Specific/Academic Purposes, and EN7509 Course & Syllabus Design.

Requests for exemptions, on the basis of prior learning, may be made for a maximum of 60 credits. Detailed evidence of the prior learning with copies of programme outlines and transcripts should be submitted with the request.

## **7. Programme aims**

The programme aims to:

- Provide a programme of study for those who want to further their career in Applied Linguistics and TESOL and related fields.
- enhance participants' knowledge of the sub-disciplines of Applied Linguistics and apply this to TESOL practice;
- develop participants' ability to critically assess a range of perspectives on the theory, policy, and practice of TESOL in different contexts
- enable participants to extend their range of transferable skills including study, research skills and pedagogic skills.
- Prepare students for further academic research in applied linguistics, TESOL and related fields

- Enable participants to pursue a personalised study programme through a wide choice of options

On successful completion of the *MA Applied Linguistics and TESOL*, participants should be able to:

- Relate knowledge of theory and research in Applied Linguistics to the principles and practices of TESOL
- Describe and analyse the formal systems and features of English grammar and phonology;
- Analyse and critically evaluate language use in different social contexts
- Apply a range of research methods to investigate aspects of English language and pedagogic practices in different contexts;
- Plan and conduct a research study in the field of TESOL or Applied Linguistics.
- Demonstrate a range of personal transferable skills relevant for career enhancement within the professional sector.

#### **8. Reference points used to inform the programme specification**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [Education Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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### 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

#### a) Discipline specific knowledge and competencies

##### i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Demonstrate knowledge and understanding of the principles and practices of TESOL, drawing on theory and research in Applied Linguistics	<ul style="list-style-type: none"> <li>Asynchronous audiovisual lectures with embedded interactive activities.</li> <li>Synchronous module webinars (online seminars) for collaborative learning and feedback.</li> <li>Asynchronous moderated discussion board activities</li> <li>Synchronous and asynchronous personal tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Etivities and webinar activities involving interaction with peers and tutors</li> <li>Unit pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Apply their knowledge and understanding to teaching and learning in their own educational setting	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Etivities and webinar activities involving interaction with peers and tutors</li> <li>Unit pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Demonstrate knowledge of the description of the structures of	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Etivities and webinar activities involving interaction with peers and tutors</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects,</li> </ul>

English, especially grammar and phonology	<ul style="list-style-type: none"> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Unit pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	individual and group presentations, dissertation)
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ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to understand and apply key concepts theories and debates in applied linguistics and TESOL	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Etivities and webinar activities</li> <li>Unit pre and post reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Ability to understand and apply key concepts in the structures of English	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Etivities and webinar activities involving interaction with peers and tutors</li> <li>Unit pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to understand and apply a range of qualitative and quantitative research approaches in applied linguistics/TESOL	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Discussions with dissertation supervisor</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>All assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>

Ability to understand and demonstrate ability to apply the techniques and skills used by linguists to describe language form, language use and discourse.	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving the use of phonemic analysis and models of grammatical analysis, as well as various sociolinguistic frameworks (e.g., of pragmatics).</li> </ul>	<ul style="list-style-type: none"> <li>Assessed analyses of samples of spoken or written language. (Tests; assignments).</li> <li>Assessments in the following modules especially: Exploring grammar and pronunciation: from theory to practice' and 'Analysing Language in Social contexts'.</li> <li></li> </ul>
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iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Critically analyse data relating to language and applied linguistics/TESOL, using a range of qualitative and quantitative approaches	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Discussions with dissertation supervisor</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks</li> <li>Criterion in all summative assessments, whether oral or written</li> </ul>
Ability to critically analyse theories and issues in applied linguistics/TESOL, including the role and use of English in different contexts	<ul style="list-style-type: none"> <li>Asynchronous lectures</li> <li>Synchronous online seminar discussions in small groups</li> <li>Asynchronous discussion board activities</li> </ul> <p>Tutorials and supervisions</p>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Discussions with dissertation supervisor</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks</li> <li>Criterion in all summative assessments, whether oral or written</li> </ul>

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Ability to present ideas relating to applied linguistics and TESOL in a clear, concise, and professional manner	<ul style="list-style-type: none"> <li>• Study guides and online induction to support development of academic literacy.</li> <li>• Formative feedback on a referencing task in first module.</li> <li>• Formative feedback on all assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment preparation webinars with peers and tutors.</li> <li>• Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assessments but especially oral presentations</li> </ul>
Ability to produce articulate, coherent, and well-structured assignments	<ul style="list-style-type: none"> <li>• Study guides and online induction programme;</li> <li>• formative assignment tutorial;</li> <li>• feedback on all course assignments;</li> <li>• assignment webinars in all modules</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback in formative assignment tutorial,</li> <li>• assignment webinars held for all course modules</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on performance in etivity tasks</li> <li>• Criterion in all summative assessments, whether oral or written.</li> </ul>
Ability to demonstrate accurate and appropriate handling of references and sources.	<ul style="list-style-type: none"> <li>• Study guides and online induction to support development of academic literacy.</li> <li>• Formative feedback on a referencing task in first module.</li> <li>• Formative feedback on all assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback in formative assignment tutorial,</li> <li>• assignment webinars held for all course modules</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on performance in etivity tasks</li> <li>• Criterion in all summative assessments, whether oral or written.</li> </ul>

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to assess and evaluate the quality of data and research claims in domain-specific literature.	<ul style="list-style-type: none"> <li>• Research methods training introduced both extensively throughout modules and in dedicated RM and Dissertation module.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of research papers in all modules but especially Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework assignments and dissertation</li> </ul>

	<ul style="list-style-type: none"> <li>• Dissertation supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of critical literature reviews in coursework assignments and dissertation</li> <li>• Discussions with dissertation supervisor</li> </ul>	
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## b) Transferable Skills

### i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Demonstrate ability to conduct systematic, trustworthy research e.g.: <ul style="list-style-type: none"> <li>• Develop researchable questions</li> <li>• Construct a realistic and robust research design</li> <li>• Plan a timetable for fieldwork and working out the feasibility of an intended study in particular contexts</li> <li>• Gain access to participants</li> <li>• Carry out research ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods training.</li> <li>• Supervisor guidance for Dissertation.</li> </ul>	<ul style="list-style-type: none"> <li>• Online activities and discussions, including critical review of research design in selected research papers.</li> <li>• Production and feedback on draft dissertation proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assignments requiring data collection, including dissertation.</li> </ul>
Ability to design and collect data suitable for different types of research enquiry	<ul style="list-style-type: none"> <li>• Addressed in all modules, with a particular focus in the Research Methods &amp; Dissertation module</li> <li>• Dissertation supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with peers and module tutor in assignment webinars and tutorials</li> <li>• Feedback from all assignments requiring data collection</li> <li>• Discussions with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• All assignments requiring data collection</li> <li>• Research proposal for Research Methods &amp; Dissertation</li> <li>• Dissertation</li> </ul>
Ability to identify and analyse limitations in existing research	<ul style="list-style-type: none"> <li>• Formative assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from all assignments requiring data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assignment</li> <li>• Research proposal for Research Methods &amp; Dissertation</li> </ul>



	<ul style="list-style-type: none"> <li>• Addressed in all modules, especially Research Methods &amp; Dissertation module.</li> <li>• Dissertation supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions with dissertation supervisor</li> <li>• Discussions with dissertation supervisor</li> <li>• Reviewing literature in writing assignments and dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation</li> </ul>
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ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to communicate effectively and fluently in spoken and written academic English	<ul style="list-style-type: none"> <li>• Synchronous online seminar discussions in small groups</li> <li>• Asynchronous discussion board activities</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Webinar activities inviting Interaction with peers and tutors</li> <li>• Discussion board posts on VLE</li> </ul>	<p>All assessments, but especially:</p> <ul style="list-style-type: none"> <li>• Coursework essays and projects</li> <li>• Oral presentations</li> <li>• Dissertation</li> </ul>

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to use appropriate methods of quantitative and qualitative analysis to present data effectively	<ul style="list-style-type: none"> <li>• Research Methods module</li> <li>• Seminars in other modules that emphasize data collection and analysis</li> <li>• Supplementary resources on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Research Methods sessions and Reading Groups.</li> <li>• Participation in relevant modules, including assignment work which requires data presentation and commentary</li> <li>• Writing of dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Formative feedback in seminars</li> <li>• Formative tutor assessment by dissertation supervisors.</li> <li>• Summative assessment in the dissertation, and relevant module assignments</li> </ul>

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Ability to make effective use of software relevant to their data preparation, analysis, and research needs	<ul style="list-style-type: none"> <li>• Introduction to SPSS/Excel for basic quantitative analysis in the Research Methods module.</li> <li>• Introduction to RefWorks in Induction week</li> <li>• Use of phonetic font software in the Phonology part of Exploring Grammar and Pronunciation: From Theory to Practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Short exercises using SPSS/Excel in the Research Methods module</li> <li>• Hands-on activities in the Corpus Linguistics module workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment in dissertation supervisions where students choose to use analytical software.</li> <li>• Formative feedback and summative assessment of use of relevant tools in Corpus Linguistics option module</li> </ul>
Use digital resources effectively for information searching, collecting, and recording.	<ul style="list-style-type: none"> <li>• Workshops to introduce particular software tools (e.g., in the Corpus Linguistics option module)</li> </ul>	<ul style="list-style-type: none"> <li>• Study and Research Guidance resource on BlackBoard.</li> <li>• Assessment feedback</li> <li>• Research project feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Module assignments</li> <li>• Dissertation</li> </ul>

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to identify and reflect on common teaching and learning challenges in TESOL, including issues relating to culture and diversity.	<ul style="list-style-type: none"> <li>• Asynchronous lectures</li> <li>• Synchronous online seminar discussions in small groups</li> <li>• Asynchronous discussion board activities</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous assignments require students to address implications of their work, i.e., to reflect on teaching and learning issues and solutions, in a context of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks</li> <li>• Summative assessments that focus on teaching and learning challenges and issues</li> </ul>

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Be able to collaborate effectively with course peers and professionals from diverse backgrounds	<ul style="list-style-type: none"> <li>• Groupwork tasks in webinars.</li> <li>• Blackboard group discussion tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of and participation in seminar and workshop tasks with classmates from diverse backgrounds</li> <li>• Student-initiated informal study groups</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on classroom performance</li> <li>• Formative tutor feedback on Blackboard discussion tasks</li> </ul>
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vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Be able to work independently, or in groups, demonstrating initiative, self-organisation, and effective time management	<ul style="list-style-type: none"> <li>• Induction Week (programme leader introduction)</li> <li>• Course Study Guide</li> <li>• Discussions with personal tutor</li> <li>• Discussions with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and discussion with personal tutor</li> <li>• Reflection and discussion with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Module assignments</li> <li>• Dissertation</li> </ul>

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Display understanding of the range of teaching and other professional options available on graduation from the programme	<ul style="list-style-type: none"> <li>• Delivery of the Professional Lives in ELT session, introducing students to professional opportunities and activities following graduation</li> <li>• Links on Blackboard VLE to TESOL-related professional organisations, e.g., IATEFL and the British Council</li> <li>• CPD for English Language Teachers option module;</li> <li>• Careers counselling from personal tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities on key transferrable skills (e.g., in CPD module and Professional Lives in ELT session)</li> <li>• Encouragement of attendance of high-profile conferences, e.g., the annual International Association of Teachers of English as a Foreign Language (IATEFL)</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities on key transferrable skills at the Professional Lives in ELT session.</li> </ul>

[For the Year in Industry variant, the additional programme outcomes apply](#)



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### 10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

#### a) Course transfers

[Insert details or state n/a]

#### b) Year in Industry

[For the Year in Industry variant the additional progression points apply](#)

### 11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

[delete as required] The following additional award requirements for this programme have been approved by the Quality and Standards Sub Committee on [Click or tap to enter a date.](#):

### 12. Special features

- Preparatory MOOC - 'An Introduction to Applied Linguistics and TESOL to introduce students to the field and to staff.
- Flexible entry points – option to register for either the PG Certificate or PG Diploma and progress to the full MA if a student wishes.
- Flexible delivery – based on extensive experience of online and distance learning. Synchronous and asynchronous provision, including video lectures, live webinars, group discussions and tasks, and one-to-one online meetings with personal tutor.
- Customisable - students can choose from a wide range of option modules to specialise in areas that suit their own interests
- Research led teaching - designed and taught by leading academics who are active researchers and known internationally for their work in the field of Applied Linguistics and TESOL.

### 13. Indications of programme quality

- External Examiner reports: External Examiners continue to praise the quality of feedback provided to students and the quality of dissertation projects undertaken by students.
- Student feedback mechanisms: Surveys and Student Staff Committees.
- Many of our students go on to successful careers in a wide range of fields related to linguistics and language teaching, as well as registering for higher degrees in our field.

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required].

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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MA Applied Linguistics and TESOL (distance learning)

Level 7/Year Choose an item.

Delivery Year 2023/24 Intake Month September & April Mode of Study Part Time Structure

#### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	90 credits	n/a	n/a
Optional	30 credits	n/a	n/a
Dissertation	60 credits		

180 credits in total over 24 months

#### Core modules

Delivery period	Code	Title	Credits
October	ED7801	Teaching and Learning a Second Language (year 1)	30 credits
April	ED7802	Exploring Grammar and Pronunciation: From Theory to Practice (year 1)	30 credits
October	ED7803	Analysing Language in Social Contexts (year 2)	30 credits
February	ED7805	Research Methods and Dissertation (year 2)	60 credits

### Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7505	Teacher Education	15 credits
Semester 1	ED7516	Technology Enhanced Language Learning	15 credits
Semester 1	ED7574	Corpus Linguistics and Language Learning/Teaching	15 credits
Semester 1	ED7510	Materials Design and Development	15 credits
Semester 2	ED7509	Course and Syllabus Design	15 credits
Semester 2	ED7512	English for Specific Purposes	15 credits
Semester 1	ED7520	Intercultural Communication	15 credits

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### Postgraduate Diploma in Applied Linguistics & TESOL (distance learning)

**Level 7/Year** Choose an item.

**Delivery Year 2023/24 Intake Month September & April Mode of Study Part Time Structure**

### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	60 credits	30 credits
Optional	Choose an item.	Choose an item.	30 credits

120 credits in total



### Core modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
October	ED7801	Teaching and Learning a Second Language (year 1)	30 credits
April	ED7802	Exploring Grammar and Pronunciation: From Theory to Practice (year 1)	30 credits
October	ED7803	Analysing Language in Social Contexts (year 2)	30 credits
February	ED7805	Research Methods and Dissertation (year 2)	60 credits

### Option modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Semester 2	ED7505	Teacher Education	15 credits
Semester 1	ED7516	Technology Enhanced Language Learning	15 credits
Semester 1	ED7574	Corpus Linguistics and Language Learning/Teaching	15 credits
Semester 1	ED7510	Materials Design and Development	15 credits
Semester 2	ED7509	Course and Syllabus Design	15 credits
Semester 2	ED7512	English for Specific Purposes	15 credits
Semester 1	ED7520	Intercultural Communication	15 credits

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Postgraduate Certificate in Applied Linguistics & TESOL (distance learning)

Level 7/Year Choose an item.

Delivery Year 2023/24 Intake Month September & April Mode of Study Part Time Structure

**Credit breakdown**

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	30 credits	30 credits
Optional	Choose an item.	Choose an item.	Choose an item.

60 credits in total

Core modules: STUDENTS CHOOSE TWO MODULES FROM THREE:

Delivery period	Code	Title	Credits
Semester 1	ED7801	Teaching and Learning a Second Language	30 credits
Semester 1	ED7802	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Semester 2	ED7803	Analysing Language in Social Contexts	30 credits

**Summary of Changes to the Programme Structure**

**Updates to the programme**

Academic year affected	Module Code(s)	Update
2023/24	ED7521 Second Language Teaching	This module and ED7522 will no longer run separately. They will be combined into a new module Teaching and Learning a Second Language (new module code TBC).
2023/24	ED7522 Second Language Learning	This module and ED7521 will no longer run separately. They will be combined into a new module Teaching and Learning a Second Language (new module code TBC).

2023/24	ED7523 Grammar Awareness	This module and ED7524 will no longer run separately. They will be combined into a new module Exploring Grammar and Pronunciation: From Theory to Practice (new module code TBC).
2023/24	ED7524 Phonology and Pronunciation Teaching	This module and ED7523 will no longer run separately. They will be combined into a new module Exploring Grammar and Pronunciation: From Theory to Practice (new module code TBC).
2023/24	ED7525 Language in Society	This module and ED7526 will no longer run separately. They will be combined into a new module Analysing Language in Social Contexts (new module code TBC).
2023/24	ED7526 Discourse Analysis	This module and ED7525 will no longer run separately. They will be combined into a new module Analysing Language in Social Contexts (new module code TBC).
2023/24	ED7501 Dissertation	This module will be combined with a current non-credit bearing module called Research Methods into a new module Research Methods & Dissertation (new module code TBC).
2023/24	ED7702 Language Testing and Assessment 1	This module is being withdrawn.

## Appendix 2: Module specifications

See postgraduate [module specification database](#) (Note - modules are organized by year of delivery) [login-required]