



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2024/25

Date created: Click or tap here to enter text.

Last amended: 12/09/2023

Version no. 1 Date

approved by EQED: Click or tap here to enter text.

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

MA TESOL

Postgraduate Diploma in TESOL

Postgraduate Certificate in TESOL

a) [HECOS Code](#)

HECOS Code	%
Applied Linguistics: 100970	25
Teaching English as a Foreign Language: 100513	75

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time AND Part-time

b) Type of study Campus-based

4. Registration periods:

A) Full-time

MA TESOL (180 credits)

The normal period of registration for the MA is 12 months

The maximum period of registration for the MA is 24 months

Postgraduate Diploma in TESOL (120 credits)

The normal period of registration for the Postgraduate Diploma is 9 months

The maximum period of registration for the Postgraduate Diploma is 18 months.

Postgraduate Certificate in TESOL (60 credits)

The normal period of registration for the Postgraduate Certificate is 4 months

The maximum period of registration for the Postgraduate Certificate is 8 months

Single 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 4 months

Students can apply for entry to the MA, PGDip or PGCert programmes; 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.

B) Part-time

MA TESOL (180 credits)

The normal period of registration is 2 years

The maximum period of registration 3 years

Postgraduate Diploma in TESOL (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 in TESOL (60 credits)

The normal period of registration for the Postgraduate Certificate is 15 months

The maximum period of registration for the Postgraduate Certificate is 18 months

5. Typical entry requirements

A relevant second-class honours degree or its equivalent from a non-UK university (GPA 3.0 or above) for the three programmes. Degrees in English language, other languages, linguistics or education are preferred. Some prior engagement with language teaching is expected, e.g. through employment, internship, volunteer teaching or relevant previous training (applicants are normally at or near the beginning of a career as an English language teacher). Candidates who are not native speakers of English need to have a proficiency level equivalent to GCSE O level Grade C; 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

Requests for exemptions, on the basis of prior learning, may be made for a maximum of 30 credits.

Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages) or equivalent are exempted from 30 credits, which corresponds to one of our core 30-credit modules: ED7731 Teaching and Learning a Second Language.

Detailed evidence of the prior learning with copies of programme outlines and transcripts should be submitted with the request.

Students who graduate with a PGCert (60 credits) or PGDip (120 credits) or who have a number of credits on this programme, may return within five years to this programme under resumption of studies regulations to register for a higher award (i.e. PGDip or MA/MSc). Such students would rescind their existing award, and their maximum period of registration will be the time remaining for their intended award (i.e. maximum period minus time already taken).

7. Programme aims

Participants will develop their professional skills and competencies by observing and reflecting on language learning and gain practical teaching experience with beginner learners of English.

Participants will also explore and understand how English works and is used and expand their knowledge of contemporary ELT pedagogy. The programme includes the opportunity to gain an additional, internationally recognised teaching qualification, with the Cambridge Teaching Knowledge Test (TKT) and Cambridge Certificate in English Language Teaching to Adults (CELTA).

The general teaching aims of the *MA TESOL* programme are to:

1. Provide participants with the opportunity to study key sub-disciplines that apply to TESOL: grammar awareness, phonology, and second language learning and teaching.
2. Provide an opportunity for participants to personalize and enrich their study programme through a choice of relevant options.
3. Provide opportunities for intending teachers to study the practice of contemporary English teaching.
4. Provide opportunities for intending teachers to gain practical teaching experience.

5. Provide participants with the theoretical foundations upon which sound pedagogic practice is based.

On successful completion students in *MA in TESOL* should be able to:

1. Display knowledge and critical understanding of principles, and practices and debates in TESOL, drawing on contemporary theory and research.
2. Demonstrate knowledge of key concepts in linguistics and the ability to apply this to the description and analysis of language form, function and use.
3. Apply knowledge, skills and critical understanding to the evaluation and implementation of pedagogic practice in different educational settings.
4. Plan and conduct practitioner research in TESOL or a related field, applying relevant research methods.
5. Construct arguments and communicate effectively within relevant international academic and professional communities of practice.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- 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
Students should be able to: analyse and evaluate key aspects of theory, research and practice in TESOL.	<ul style="list-style-type: none"> Lectures and seminars in the three core modules A tutorial with a focus on the formative assignment Research methods sessions Professional Enquiry/Dissertation supervision. 	<ul style="list-style-type: none"> Prescribed reading tasks for all modules Participation in seminar activities Participation in Blackboard discussion tasks Keeping a reflective language learning journal in the PRCLT core module Formative feedback on various assignment outlines Participation in Summer Term Reading Group sessions Participation in Professional Enquiry Dissertation mini-conference Production of a poster by presenters at the Professional Enquiry Dissertation mini-conference 	<ul style="list-style-type: none"> Formative assessment opportunities via: tutor feedback on performance in seminar activities, tutor feedback on Blackboard discussion tasks, module tutor focus on key features of the language learning journal in PRCLT teaching sessions; formative tutor feedback on various assignment outlines; tutor and peer feedback in Reading Group sessions; tutor and peer feedback at the Professional Enquiry mini-conference. Summative feedback: via tutor assessment of core modules and Professional Enquiry Dissertation.

Apply their knowledge and understanding to teaching and learning in their own educational setting.	<ul style="list-style-type: none"> • Seminar discussions in small groups • Blackboard discussion board activities • Tutorials and supervisions 	<ul style="list-style-type: none"> • Seminar activities involving interaction with peers and tutors • Class pre-reading and follow-up reading • Assignment writing 	<ul style="list-style-type: none"> • Formative assessment opportunities via tutor and peer feedback on seminar tasks and Blackboard discussion board activities. • Summative assessments (Coursework essays, projects, individual and group presentations, dissertation)
Demonstrate knowledge of the description of the structures of English, especially grammar and phonology.	<ul style="list-style-type: none"> • Interactive lectures • Seminar discussions in small groups • Discussion board activities • Tutorials and supervisions 	<ul style="list-style-type: none"> • Seminar activities involving interaction with peers and tutors • Class pre-reading and follow-up reading • Assignment writing 	<ul style="list-style-type: none"> • Formative assessment opportunities via tutor and peer feedback on seminar tasks and Blackboard discussion board activities • Summative assessments (Coursework essays, projects, individual and group presentations, dissertation)

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	<ul style="list-style-type: none"> • Lecture and seminars in core and select option modules (PILL, MD&D, CPD, TELL, CL) 	<ul style="list-style-type: none"> • Prescribed reading tasks; participation in seminar activities 	<ul style="list-style-type: none"> • Formative assessment opportunities via: tutor feedback on performance in seminar tasks; tutor feedback

engage critically with key principles and debates informing current TESOL practice.	<ul style="list-style-type: none"> • Observation of and practice teaching – both peer micro and teaching of existing learner groups – in the PRCLT core module 	<ul style="list-style-type: none"> • Participation in Blackboard discussion tasks • Formative feedback on assignment outlines 	<p>on Blackboard discussion tasks; formative tutor feedback on various assignment outlines</p> <ul style="list-style-type: none"> • Summative feedback via: tutor feedback on relevant module assessments
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iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: make effective use of appropriate classroom techniques to deliver English lessons.	<ul style="list-style-type: none"> • Observation of experienced teachers and actual teaching practice – both peer micro and teaching existing learner groups – in the PRCLT core module 	<ul style="list-style-type: none"> • Preparation and delivery of teaching in the PRCLT core module • Peer and tutor feedback on teaching • The keeping of a reflective learner diary based on compulsory attendance of a foreign language class held at Languages@Leicester in Semester 1 in the PRCLT module. 	<ul style="list-style-type: none"> • Formative assessment via tutor and peer feedback on teaching efforts • Formative feedback via module tutor feedback on both the lesson plan element and reflective writing task for the PRCLT module • Summative feedback on achievement in PRCLT's 3 module assessments: 1. Lesson plan with rationale; 2. Account of foreign language learning experience at Languages@Leicester; and 3. Evaluative account of 2 lesson observations at ELTU.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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<p>Students should be able to: critically evaluate the relationship between theory and TESOL practice.</p>	<ul style="list-style-type: none"> • All modules involve students in the consideration of this central issue. Lectures and seminars address it throughout the course 	<ul style="list-style-type: none"> • Attendance of lectures and seminars • Attendance of meetings with personal tutors • Participation in the assignment seminars held for all core and option modules • Critical engagement with core reading for each of the course modules • Participation in Blackboard discussion tasks in certain modules. 	<ul style="list-style-type: none"> • Formative feedback opportunities via: attendance of language support classes; module tutor feedback on seminar discussions and assignment outlines; module tutor feedback on Blackboard discussion tasks. • Summative feedback on the development of a critical argument in all course assessments and the Professional Enquiry Dissertation.
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v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to: produce articulate, fluent and well-structured oral and written assignments.</p>	<ul style="list-style-type: none"> • Course Study guide and induction programme • Formative assignment tutorial • Feedback on all course assignments • Assignment seminars in all modules • Tailored language support/study skills sessions throughout the academic year delivered by ELTU • Small group oral presentations in the Practising and Reflecting on 	<ul style="list-style-type: none"> • Participation in formative assignment tutorial • Various assignment seminars held for all course modules • Attendance of ELTU language support/study skills sessions • Participation in and module tutor feedback on small group presentations in the Practising and Reflecting on Communicative Language Teaching core module 	<ul style="list-style-type: none"> • Formative assessment opportunities via: personal tutor feedback on formative assignment; attendance of ELTU language support/study skills classes (weekly sessions timetabled in semesters 1 and 2); module tutor feedback at assignment seminars held for all modules; module tutor feedback on small group presentations in PRCLT module

	Communicative Language Teaching core module		<ul style="list-style-type: none"> Summative assessment on all written and oral course assignments
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vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: assess and evaluate the quality of data and research claims in TESOL research papers.	<ul style="list-style-type: none"> Interactive lectures Seminar discussions in small groups Reading Groups in Term 3 Professional Enquiry/Dissertation supervisions 	<ul style="list-style-type: none"> Discussion of research papers in all modules but especially Research Methods Writing of critical literature reviews in coursework assignments and dissertation Discussions with Professional Enquiry/Dissertation supervisor 	<ul style="list-style-type: none"> Formative assessment opportunities via work in particular modules, module tutor feedback on assignment outlines and assignment seminars. Summative assessment in course assignments and the Professional Enquiry/Dissertation

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: make effective use of research skills suitable for successful assignments and dissertation/PE dissertation projects.	<ul style="list-style-type: none"> Research methods programme and reading group sessions Focus on conducting effective literature searches in certain modules and research methods sessions 	<ul style="list-style-type: none"> Attendance of research methods programme and reading group sessions Developing literature review and data analysis skills in course modules Attendance of departmental research seminars and guest speaker events 	<ul style="list-style-type: none"> Formative assessment opportunities via attendance of the research methods and reading group sessions; module tutor feedback on assignment outlines; attendance of PE-mini conference and departmental seminars

	<ul style="list-style-type: none"> • Focus on data collection, analysis and display in certain course modules 	<ul style="list-style-type: none"> • Participation and attendance of Professional Enquiry mini-conference • Development of a Professional Enquiry/Dissertation research proposal and poster for presentation at mini-conference. • Meetings with Professional Enquiry/Dissertation supervisor and work with Professional Enquiry critical friends 	<ul style="list-style-type: none"> • Summative assessment in course assignments and Professional Enquiry dissertation
Ability to identify and analyse limitations in existing research.	<ul style="list-style-type: none"> • Formative assignment • Addressed in seminars in all modules, especially Research Methods and Professional Enquiry/Dissertation module, and Term 3 Reading Groups • Professional Enquiry/Dissertation supervision 	<ul style="list-style-type: none"> • Engagement with data collection methods in Research Methods & Professional Enquiry/Dissertation module • Discussions with Professional Enquiry/Dissertation supervisor • Reviewing literature in writing assignments and dissertation 	<ul style="list-style-type: none"> • Formative assignment • Summative assessment of research proposal for Research Methods and Dissertation or poster presentation for Professional Enquiry mini-conference • Professional Enquiry/Dissertation
Articulate a written plan of action to address future professional needs arising from Professional Enquiry/Dissertation findings.	<ul style="list-style-type: none"> • Addressed in a relevant research methods session • Professional Enquiry/Dissertation supervision 	<ul style="list-style-type: none"> • Discussions with Professional Enquiry/Dissertation supervisor • Feedback on Professional Enquiry/Dissertation draft writing. 	<ul style="list-style-type: none"> • Formative assessment opportunities via work with Professional Enquiry/Dissertation supervisor and critical friends

		<ul style="list-style-type: none"> • Work with Professional Enquiry/Dissertation critical friends. 	<ul style="list-style-type: none"> • Summative assessment of Professional Enquiry/Dissertation
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ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Communicate effectively and appropriately in oral and written academic English.</p>	<ul style="list-style-type: none"> • Seminar discussions in small groups • Tutorials and supervisions • Formative assignment • Sharing exemplar assignments • Support for and feedback on oral and written assessments • ELTU language support/study skills programme 	<ul style="list-style-type: none"> • Active participation in various seminar tasks • Preparation of various oral and written course assessments • Participation in the Professional Enquiry/Dissertation mini-conference 	<ul style="list-style-type: none"> • Formative assessment opportunities via: tutor feedback in language support/study skills programme; module tutor feedback on performance in seminar tasks; peer feedback at the Professional Enquiry/Dissertation mini-conference • Summative assessment of various oral and written assignment tasks

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Make use of relevant quantitative and qualitative analysis techniques to present data effectively in particular module assignments and dissertations/PE dissertation projects.</p>	<ul style="list-style-type: none"> • Research methods module and Reading Groups • Module content which offers a focus on data analysis and presentation issues. • Supplementary resources on Blackboard 	<ul style="list-style-type: none"> • Participation in Research Methods sessions and Reading Groups • Participation in relevant modules, including assignment work which requires data presentation and commentary. 	<ul style="list-style-type: none"> • Formative tutor assessment in the relevant teaching events • Summative assessment in the dissertation/Professional Enquiry dissertation, and relevant module assignments

		<ul style="list-style-type: none"> Engagement with supplementary resources made available on Blackboard 	
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iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Make effective use of various software packages of relevance to research and certain modules.</p>	<ul style="list-style-type: none"> Introduction to SPSS/Excel for basic quantitative analysis in the Research Methods module Introduction to RefWorks in Induction week Use of phonetic font software in the Phonology part of Exploring Grammar and Pronunciation: From Theory to Practice Workshops to introduce particular software tools (e.g. in the Corpus Linguistics option module) 	<ul style="list-style-type: none"> Short exercises using SPSS/Excel in the Research Methods module Hands-on activities in the Corpus Linguistics module workshops Where appropriate, students are encouraged to make use of the various software packages in their module assignments 	<ul style="list-style-type: none"> Formative and summative assessment in dissertation/PE dissertation supervisions where students choose to use SPSS/Excel Formative feedback and summative assessment of use of relevant tools in Corpus Linguistics option module

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Ability to identify and reflect on common teaching and learning challenges in TESOL, including issues relating to culture and diversity.</p>	<ul style="list-style-type: none"> Interactive lectures Seminar discussions in small groups Tutorials and supervisions 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks Summative assessments that focus on teaching and learning challenges and issues

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vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: collaborate effectively with course peers and professionals from diverse backgrounds.	<ul style="list-style-type: none"> Groupwork tasks in seminars and workshops Blackboard group discussion tasks in the TLSL module 	<ul style="list-style-type: none"> Preparation of and participation in seminar and workshop tasks with classmates from diverse backgrounds Student-initiated informal study groups 	<ul style="list-style-type: none"> Formative tutor feedback on classroom performance Formative tutor feedback on Blackboard discussion tasks

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: work independently, or in groups, demonstrating initiative, self-organisation and effective time management.	<ul style="list-style-type: none"> Induction Week (programme leader introduction) Course Study Guide Discussions with personal tutor Discussions with dissertation/ PE dissertation supervisor 	<ul style="list-style-type: none"> Reflection and discussion with personal tutor Reflection and discussion with dissertation/ PE dissertation supervisor 	<ul style="list-style-type: none"> Personal tutor reports on progress Course evaluation surveys Student-Staff committee meetings to monitor students' sense of progress in this area

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	<ul style="list-style-type: none"> Delivery of the Professional Lives in ELT session, introducing 	<ul style="list-style-type: none"> Reflection activities on key transferrable skills (e.g. in CPD) 	<ul style="list-style-type: none"> Formative assessment opportunities on key

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

a) Course transfers

n/a

11. External Examiner(s) reports

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 [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 TESOL

Level 7/Year 1 Delivery Year 2024/25 Intake Month September Mode of Study Full Time Structure

Credit breakdown

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

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring grammar and pronunciation: from theory to practice	30 credits
Semester 2	ED7734	Practising and Reflecting on Communicative Language Teaching	30 credits
Year long	ED7736	Research Methods and Professional Enquiry Dissertation	60 credits

Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7716	Psychological Issues in Language Learning ^a	15 credits
Semester 2	ED7703	Materials Design and Development ^a	15 credits
Semester 2	ED7705	Continuing Professional Development for English Language Teachers ^a	15 credits
Semester 2	ED7704	Technology Enhanced Language Learning ^b	15 credits
Semester 2	ED7706	Corpus Linguistics ^b	15 credits
Semester 2	ED7717	Migration, Superdiversity and Language ^b	15 credits

Notes

1. One module to be taken from those labelled as **a**, and one module to be taken from those labelled as **b**
2. 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.

MA TESOL (Campus-based)

Level 7 Intake Month September Mode of Study Part Time Structure

Credit breakdown - INDICATIVE

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

180 credits in total

Postgraduate Diploma in TESOL

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.

Level 7/Year 1 Delivery Year 2024/25 Intake Month September Mode of Study Full Time Structure

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	60 credits
Semester 1	ED7732	Exploring grammar and pronunciation: from theory to practice	60 credits
Semester 2	ED7733	Practising and Reflecting on Communicative Language Teaching	60 credits

Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7716	Psychological Issues in Language Learning ^a	15 credits
Semester 2	ED7703	Materials Design and Development ^a	15 credits
Semester 2	ED7705	Continuing Professional Development for English Language Teachers ^a	15 credits

Delivery period	Code	Title	Credits
Semester 2	ED7704	Technology Enhanced Language Learning ^b	15 credits
Semester 2	ED7706	Corpus Linguistics ^b	15 credits
Semester 2	ED7717	Migration, Superdiversity and Language ^b	15 credits

Notes

1. One module to be taken from those labelled as **a**, and one module to be taken from those labelled as **b**.

2. 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 TESOL (Campus-based)

Level 7 Intake Month September Mode of Study Part Time Structure

Credit breakdown - INDICATIVE

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

120 credits in total

Postgraduate Certificate in TESOL

Level 7/Year 1 Delivery Year 2023/24 Intake Month September Mode of Study Full Time Structure

Credit breakdown

EITHER:

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

60 credits in total

OR:

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

60 credits in total

Core modules: STUDENTS CHOOSE TWO MODULES FROM THREE:

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring grammar and pronunciation: from theory to practice	30 credits
Semester 2	ED7734	Practising and Reflecting on Communicative Language Teaching	30 credits

Postgraduate Certificate in TESOL (Campus-based)

Level 7 Intake Month September Mode of Study Part Time Structure

Credit breakdown

INDICATIVE:

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

60 credits in total

Core modules: **(PART-TIME ROUTE)** *STUDENTS CHOOSE TWO MODULES FROM THREE:*

Delivery period	Code	Title	Credits
Choose an item.	ED7731	Teaching and Learning a Second Language	30 credits
Choose an item.	ED7732	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Choose an item.	ED7734	Practising and Reflecting on Communicative Language Teaching	30 credits

Appendix 2: Module specifications

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