

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England and GLOSCOL (UWE Federation)
<b>Faculty responsible for programme</b>	SSH
<b>Programme accredited by</b>	
<b>Highest award title</b>	MA Language Teaching (MALT) – Full time, part time, distance learning
<b>Default award title</b>	
<b>Interim award title</b>	Post-graduate Certificate in Language Teaching Post-graduate Diploma in Language Teaching
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	
<b>ISIS Codes:</b>	
<b>Primary award – X350</b>	
<b>Primary target ft/pt mode – X350</b>	
<b>Primary target distance learning mode – X35062</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2010
<b>Authorised by...Validation Event</b>	<b>Date:...</b> 6 July 2009
<b>Version Code</b>	1

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

The programme as a whole aims to enable participants to:

- acquire, at a level commensurate with post-graduate study, a range of knowledge and skills related to language teaching;
- understand the way in which a range of theoretical concepts can be applied to the practical work of the classroom in any cultural context;
- acquire a range of research skills appropriate to study at Master's level;
- acquire the skills and knowledge (including critical, analytical and evaluative skills) necessary to write a dissertation on aspects of language teaching specifically related to the participant's teaching context in the widest possible sense;
- access information from both in and outside the UK, through a range of electronic means;
- acquire the theoretical underpinning required to improve their classroom practice and enhance their career prospects;
- develop the independent learning ability required for continuing professional development;
- increase their levels of professional reflectivity and employability.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding:

On successful completion of this award, the students will be able to demonstrate:

1. a systematic understanding of knowledge of the broad linguistic fields of phonology, morphology, syntax, semantics and pragmatics and the ability to deploy appropriate terminology in these fields;
2. a sophisticated understanding of core issues to do with the way in which second languages are acquired;
3. the ability to evaluate critically current research and advanced scholarship in the language teaching field;
4. a conceptual understanding which enables students to evaluate research methodologies, develop critiques, and formulate new hypothesis;
5. a critical awareness of core issues and new insights (theoretical and practical) related to language teaching;
6. originality in the application of

#### Teaching/learning methods and strategies:

The acquisition of 1-9 will be through the reading of key texts and other documents with relevant theoretical and/or practical exercises set and commented upon by the tutor at regular intervals. Students will be encouraged to engage in on-line discussion – tutor- and student-led - on the issues relating to all these modules.

Specifically the acquisition of 10 will be through the reading of key texts and the development of a research/dissertation proposal. Model proposals/designs will be available to students, and tutors will provide feedback on the proposals developed by the students.

The delivery of course materials will be presented in the Blackboard virtual learning environment, in the form of reading matter and video-streamed (or archived) lectures. A detailed programme of study will provide tasks to be accomplished week-by-week, with regular opportunities for group discussion and the submission of practice exercises and essays. The tutor will provide feedback on these on a regular basis .

Throughout the module students will have a minimum of four e-tutorials for 30 credit modules and two tutorials for 15 credit modules with the

<p>knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge of language teaching;</p> <p>7. the ability to deal with complex language teaching issues systematically and creatively, make valid judgements in the absence of complete data and present their findings coherently to academic and non-academic audiences;</p> <p>8. autonomy and originality in problem-solving as well as independence in planning and undertaking activities at a professional level.</p>	<p>academic tutor.</p> <p>In order to ensure the unique character of the students' work – a unique essay content will be negotiated between student and module tutor in the context of the assessed online discussion. The student will also have at least one telephone call with their module tutor to verify their identity in spoken form. Further to this, each student will sign a contract verifying that all work submitted is their own.</p> <p>Throughout, the students will be encouraged to undertake independent reading as a way of supplementing and consolidating the ideas that they will be exposed to during the course. In this way they will be encouraged to broaden/deepen their individual knowledge and understanding of the subject.</p> <p><b>Assessment:</b></p> <p>The assessment of the knowledge base of the course includes a combination of formative and summative assignments. Typically for a 15 credit module the summative task will be a 2,500 word essay or log and for a 30 credit module there will be a number of short essays or logs totalling 4,000 words and a final piece of 3,000 words.</p>
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## B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <p>On successful completion of this award, students will be able to demonstrate the following intellectual skills:</p> <ol style="list-style-type: none"> <li>1. the ability to critique a range of theories which will include a selection (depending on staff availability and student demand) from language teaching, learning and acquisition, materials design, language assessment, learner autonomy, teacher development, and technology and intercultural communication in language teaching;</li> <li>2. the ability to evaluate, analyse and synthesise;</li> <li>3. the ability to exploit, as appropriate, both qualitative and quantitative research methods;</li> <li>4. the ability to place ideas and principles within both a theoretical and practical framework</li> <li>5. the ability to present detailed and sustained argument in a principled and context-based way</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Intellectual skills will be developed throughout the programme through exposure to a range of ideas, principles and philosophies delivered electronically through the UWEOnline/Blackboard learning environment. Throughout the course, students will be required to move beyond mere description of phenomena into the areas of analysis, synthesis and evaluation.</p> <p><b>Assessment</b></p> <p>All the intellectual skills referred to will be assessed as part of the course work mentioned previously. The marking criteria will reflect the need to develop a range of appropriate intellectual, analytical and critical skills, including the ability to work autonomously and through the self-monitoring of individual learning. The ability to carry out research and its associated intellectual, organisational, analytical and critical skills will be assessed through a dissertation of 15,000 words.</p>
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## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <p>Successful students will be able to:</p> <ol style="list-style-type: none"><li>1. appreciate how theoretical issues relate to the practical work of the language classroom;</li><li>2. evaluate the appropriateness to their own teaching context of a range of teaching approaches, materials and forms of assessment;</li><li>3. understand how their skills and knowledge can be used to increase the effectiveness of their classroom teaching and thereby lead to greater professional impact and satisfaction;</li><li>4. design and conduct a small-scale – possibly classroom based - research project which relates the content of the course to their own teaching context(s);</li><li>5. exploit a range of conventions related to academic writing and journal publishing;</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>These subject/professional/practical skills are developed throughout the programme through exposure to a range of practical ideas and techniques delivered via electronic information access, a series of activities and through electronic discussion which is both tutor- and student-led.</p> <p><b>Assessment</b></p> <p>Skills 1, 2 and 3 are primarily assessed through the coursework. Skills 4 and 5 are assessed through the module on research methods and the dissertation. The criteria for assessment for the coursework on all the modules and for the dissertation will reflect the need to demonstrate these skills.</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <p>Successful students will be able to:</p> <ol style="list-style-type: none"><li>1. work autonomously to meet deadlines;</li><li>2. work and learn effectively in an on-line environment;</li><li>3. conduct small-scale and focused research;</li><li>4. evaluate the practical and theoretical aspects of their particular language teaching/learning context;</li><li>5. exploit a range of information sources including electronic sources;</li><li>6. demonstrate an ability to move beyond mere description of phenomena into the areas of analysis, evaluation and synthesis.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Skills 1, 2, 3, 4, 5 and 6 are embedded in all aspects of the delivery (and assessment) of the course. Skill 3 will be developed particularly – though by no means exclusively - through the core Research Methods module and through the dissertation.</p> <p><b>Assessment</b></p> <p>Skills 1-5 are implicitly assessed – and developed - in all aspects of the assessment for all modules including the dissertation. The criteria for assessment for the coursework, including the pieces of extended writing, will reflect the need to demonstrate these skills.</p>
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### Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
  - Module diet, including compulsory/core/optional modules

Year 1 (or 1 and 2... if part-time)	<p><b>Core modules</b></p> <ul style="list-style-type: none"> <li>• UPLQDT-30-M Language Description</li> <li>• UPNQDA-30-M Second Language Acquisition : Theories and Methods**</li> <li>• UPNQCM-30-M Research Methods in Linguistics</li> </ul>	<p><b>Optional modules (choose 2)</b></p> <ul style="list-style-type: none"> <li>• UPLQDW-15-M Technology-enhanced Language Teaching</li> <li>• UPLQDS-15-M Intercultural Communication and Language Teaching</li> <li>• UPUQTJ-15-M Language and Communication Project</li> <li>• UPLQDQ-15-M Materials Evaluation and Design</li> <li>• UPLQDN-15-M Teacher Development</li> <li>• UPLQDP-15-M Language Testing and Assessment</li> <li>• UPLQDR--15-M Language Teaching Methodologies</li> <li>• UPLQDU-15-M Learner Strategies and Learner Autonomy</li> </ul>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>60 credits/30 ECTS - P/G Certificate in Language Teaching (either two 30 credit core modules or one 30 credit core + two 15 credit optional module)</p> <p>120 credits/60 ECTS – P/G Diploma in Language Teaching (3 core modules + 2 optional modules)</p>
Year 2 (or 3, 4... if part-time)	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• <b>UPLQDM-60M Dissertation</b> (60 credits: 30 ECTS)</li> </ul>	<p><b>Optional modules</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest : MA in Language Teaching: 180 credits:90 ECTS <ul style="list-style-type: none"> <li>• Interim Award title: P/G Certificate in Language Teaching; P/G Diploma in Language Teaching</li> </ul> </li> </ul>
			<p><b>Credit requirements</b></p> <p>180 credits/90 ECTS - MA in Language Teaching. including dissertation  120 credits/60 ECTS - P/G Diploma in ELT  60credits/30 ECTS P/G Certificate in Language Teaching.</p>

→ **GRADUATION**

\*\* This module is taken from the existing MA in English Language which, like MALT, is primarily a distance learning programme.

## Section 5: Entry requirements

Participants will be required to have a good first degree, i.e. 2.2 (or equivalent) in a related subject discipline such as modern languages. Those for whom English is **not** a first language will have to show the normal UWE English language requirement for Master's level study, namely IELTS 6.5 or equivalent.

## Section 6: Assessment Regulations

a) Approved to University Academic Regulations and Procedures

## Section 7: Student learning: distinctive features and support

This is a Distance Learning degree, which is conducted via the UWEOnline/Blackboard conferencing/virtual learning system. Materials will be available to all students and presented in the form of reading matter and video-streamed (or archived) lectures. Group and class discussions will take place in seminar sessions on the Discussion Boards and in synchronous or asynchronous chat rooms. This will allow students to engage in proper professional/academic discussion and debate and allow course tutors to make announcements relevant to the whole student body. A detailed programme of study will provide tasks to be accomplished week-by-week, with regular opportunities for group discussion and the submission of practice exercises and essays. The tutor will provide feedback on these on a regular basis.

There is substantial UWE library support for part-time and distance-learning students of this sort. Support for students with disabilities will be provided through Library Services in the form of Alternative Format. Students who have a visual impairment or other condition that makes it difficult to access texts will have access to distance material through a variety of different format including Audio, Braille, large font print, etc

A distinctive feature of our Distance Learning programme is the use of virtual worlds, particularly Second Life. The already existing 'Elearning at UWE' island is equipped with educational features such as virtual whiteboards, discussion groups, URL and slide show displays. Due to its immersive nature, SL will provide students with more opportunities for social interaction, communication and collaborative and experiential learning. Students will in this way be integrated with UWE's local culture and its students, and this will facilitate cultural understanding and development.

## Section 8 Reference points/benchmarks

### *Subject benchmarks (QAA Unit ...)*

- University teaching and learning policies: as far as possible the programme will exploit best practice in terms of learning and teaching at UWE, including the need to obtain and respond to, student evaluation and the need to provide prompt and regular feedback
- staff research projects: of relevance to research projects to do with language teaching/learning and assessment and border studies
- *employer interaction/feedback*: clearly this course meets employer needs in relation to the development of a more professionally engaged and intellectually stimulated language teaching profession.
- as the profile of the UWE learner diversifies, the design of our programme has evolved to meet their needs. In order to reach overseas midcareer professionals as well as UK based participants we have opted for a flexible and distributed learning (FDL) approach. Delivery is a combination of methods such as face-to-face, independent study and distance-learning. (University Guidance notes on Flexible and Distributed Learning pg 22). Blackboard, Second Life and Skype will be used to deliver the programme, enable participant interaction and provide learner support
- students will have access via Blackboard to documents such as module descriptions, information about deadlines and learning outcomes, as specified in the QAA Code of Practice Section 2: Collaborative provision and flexible and distributed learning (including e-learning) pg 24. Where appropriate these documents will be available before the course starts.
- Students will have clear and up-to-date information about the learning support available to them. Documents that set out their own responsibilities in terms of responding to requests for information, and for participation in individual or group activities that facilitate learning. They will be informed of the ground rules for communication with other students and tutors.

Students will have an identified contact who will give them feedback.

- Distance learning relies on a sound and effective logistical and administrative infrastructure to ensure that all participants' activities are co-ordinated. UWE's E-learning Development Unit, the HLSS Graduate School and academic staff involved in design and delivery of the programme will ensure the quality of this infrastructure as required by the QAA Code of Practice Section 2 Collaborative provision and flexible and distributed learning (including e-learning) pg 25.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.