Course Specification

AHT020/024

MA in English Language Teaching and Applied Linguistics
Postgraduate Diploma in English Language Teaching and Applied Linguistics
Postgraduate Certificate in English Language Teaching and Applied Linguistics

Faculty of Arts and Humanities
School of Humanities

Academic Year: 2021-2022

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

PART A Course Specification (Published Document)

MA/PgD/PgC English Language Teaching and Applied Linguistics (ELTAL)

1. **Introduction**

This MA course aims at providing specialist professional development for English Language Teaching (ELT). It draws on innovative research carried out on English by members of the School of Humanities (English language specialists) and focuses on the theory and practice of teaching the English language in a variety of contexts. The course is open to both experienced teachers and to students who have recently graduated. It is suitable both for overseas applicants and UK nationals. Graduates from any subject who have an interest in teaching English as a Foreign Language can apply for this programme. Job destinations include International Recruitment Officers, Language Centre Directors, English Examiners, University Lecturers, School Teachers, Academic Consultants, Pre-sessional Tutors and Course Leaders.

The course offers two pathways: one focusing on Linguistics and one on TESOL (Teaching English to Speakers of Other Languages). In the first phase of the course, which is common to both pathways, students focus on areas such as theories of language learning, teaching grammar, developing teaching materials and computer assisted language learning. Thereafter students in the Linguistics pathway move on to topics relevant to English for academic purposes, including discourse and genre analysis and corpus linguistics. Those who chose the TESOL pathway, which prepares students for a variety of other ELT destinations, learn about topics such as business English and teaching English through literature. The course includes the globally recognised Teaching Knowledge Test professional qualification by Cambridge University (Managing the Teaching and Learning Process). The course includes a wide variety of assessment tasks and the opportunity for students to select their own dissertation topic on a subject that is relevant to their teaching context.

This course gives students the opportunity to reflect on their own professional development as a teacher of English as a Foreign Language. It discusses how different settings and teaching scenarios can affect their teaching approach. The course also includes an optional international study trip to observe English classes taught in another country. A diagnostic task is administered when students start the course to support their academic development and each student is allocated both a personal tutor and the Talent Team to provide support and guidance.

The course also includes the engagement with Online International Learning (OIL) exchanges with the partners the students may visit during their international study trip. Research carried out by staff on the course shows that this enhances participating students' digital fluency and intercultural awareness.

The distinctive features of the programme are:
1. A focus on teaching English in Higher Education;
2. The stress on the links between theory and practice;
3. The emphasis on the integration of new technologies in language learning and teaching;
4. Its task-based/problem-based approach to language learning and teaching;
5. Its varied and innovative assessment tasks;
6. The quality of both the pastoral and academic support offered to students;
7. Its innovative approach to the internationalisation of the curriculum through Online International Learning, Massive Open Online Courses and ELT study trips, both national (normally to a museum in London to design tasks based on the artefacts viewed) and international.
8. The TKT vocational qualification.

Professional Experience

During semester one, students can apply for the extended route, which offers an opportunity to reflect upon and gain professional experience through three semesters of internship or placement* with a host of different organisations. Students can also undertake or participate in supervised, campus-based University projects. The professional experience supports the development of students' personal and professional skills, such as communication, team-working, self-management, project working and critical reflection to enhance their future employability. This experience will build up on students' previous learning and experiences and encourage them to reflect on their work and skill sets prior to undertaking the final sixty credits of M level study.

Professional experience placements may be paid or unpaid, and this will depend on what is being offered and agreed with the host organisation. Internships can be international, within the UK or may be internal, within the University. Students who secure appropriate campus-based professional experience, may undertake supervised projects, related research and activities designed to offer students the opportunity to develop and integrate curriculum related skills with an understanding of professional practice.

2 Available Award(s) and Modes of Study

Title of Award	Mode of attendance	UCAS Code	FHEQ Level
MA English Language Teaching and Applied Linguistics	F/T – 1 year/2 years with professional experience placement P/T – 2 years	N/A	7
PgD English Language Teaching and Applied Linguistics	F/T – 6 months P/T – 18 months		
PgC English Language Teaching and Applied Linguistics	F/T – 3 months		

3 Awarding Institution/Body	Coventry University.
4 Collaboration	Not applicable.
5 Teaching Institution and Location of delivery	Coventry University.
6 Internal Approval/Review Dates	Date of latest review: 26/11/2018 Date for next review: Academic year 2023/2024
7 Course Accredited by	N/A
8 Accreditation Date and Duration	N/A
9 QAA Subject Benchmark Statement(s) and/or other external factors	As there are no specific Subject Benchmarks for this PG programme, the review draws on several sources (e.g. the QAA UG Subject Benchmark for English 2015 – Language section – and the Subject Benchmark Statement for Linguistics 2015). It also refers to the University's Reviewed Corporate Strategy , the CU Assessment Strategy 2015-2021, the CU Education Strategy 2015-2021 and the 2015 QAA *Characteristics Statement Masters Degrees*
10 Date of Course Specification	26/11/2018
11 Course Director	Prof Marina Orsini-Jones

12 Outline and Educational Aims of the Course

The course aims to encourage students to become critical, analytical, reflective, creative and ethical professionals with specialist English teacher educational knowledge, familiar with the contemporary learning and teaching contexts and proficient in digital and intercultural competences.

Its educational aims are:

- To support its students in becoming passionate and digitally literate teachers of English.

- To facilitate the students' engagement with the necessary knowledge, concepts and critical understanding for postgraduate study in ELT and Applied Linguistics.

- To enable students to acquire analytical, critical communication and presentational skills appropriate to postgraduate level study in the context of the modules studied, and to become familiar with the central problems of research in these areas.

- To enable students to develop appropriate skills in research and research design both in the context of the taught elements of the programme and through the completion of a dissertation

- To enhance students' transferable skills and thereby their future employment prospects.

- To provide students with the knowledge and skills relating to teaching English in a variety of contexts.

- To understand the theory and practice of English language learning and teaching, and the relevance of major language learning and language acquisition theories.

- To develop a critical framework for the analysis of English as it is spoken and written in the UK and in the rest of the world.

- To reflect on teaching practice, by having the opportunity to practise teaching and observe experienced teachers in a variety of face-to-face and blended-learning settings.

- To evaluate methodologies and develop critiques of them and, where appropriate, to propose research-informed hypotheses applicable to their current or future professional context.

- To encourage students to take individual and cultural differences in critical thinking into account in teaching.

- To encourage students to promote equality of opportunity and attainment through teaching.

- To provide an inclusive, supportive and accessible environment that fosters respect for difference.

13 Course Learning Outcomes

The course outcomes map to the university's education strategy which is divided into six 'pillars'. For each Course Learning Outcome (**CLO**) the relevant pillar(s) are shown in bracket matched to the relevant number below:

Creativity & enterprise (1)
Intercultural & international engagement (2)
Community contribution and responsibility (3)
Innovation & digital fluency (4)
Employability (5)
Research-inspired teaching (6)

Pathway: Linguistics

On successful completion of the Postgraduate Certificate in ELTAL, students should be able to:

CLO1: Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6).

CLO2: Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6).

CLO3: Discuss and propose pedagogical interventions for the purpose of teaching grammar and/or phonology in specific contexts (1, 2, 3 and 5).

CLO4: Critically evaluate how teacher education can benefit from an engagement with global online communities of practice and embed innovative e-learning solutions in ELT (2, 3, 4 and 5)

On successful completion of the Postgraduate Diploma in ELTAL (Linguistics Pathway) students should also be able to:

CLO5: Critically appraise and utilise frameworks for the discourse, genre and register analysis of English as it is spoken and written in diverse communities around the world (2, 3 and 6).

CLO6: Investigate specific methodologies, including those of systemic functional linguistics and corpus linguistics, for the critical analysis of specific varieties of English (2, 4 and 6).

CLO7: Discuss and apply the findings from linguistic analyses to the teaching of English (1 and 5).

CLO8: Critically evaluate the principles underlying the teaching and learning process with a focus on professional enhancement for effective classroom management (5).

CLO9: Critically evaluate research methods in applied linguistics and articulate project plans, in the context of ethical and professional frameworks (3, 5).

On successful completion of the MA ELTAL (Linguistics Pathway), students should also be able to:

CLO10: Demonstrate their ability to evaluate methods and to devise, manage and complete a sustained body of independent work informed by appropriate research/scholarship, to appropriate academic and ethical standards (1, 5 and 6).

Pathway: TESOL (Teaching English to Speakers of Other Languages)

On successful completion of the Postgraduate Certificate in ELTAL, students should be able to:

CLO1: Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6).

CLO2: Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6).

CLO3: Discuss and propose pedagogical interventions for the purpose of teaching grammar and/or phonology in specific contexts (1, 2, 3 and 5).

CLO4: Critically evaluate how teacher education can benefit from an engagement with global online communities of practice and embed innovative e-learning solutions in ELT (2, 3, 4 and 5)

On Successful completion of the Postgraduate Diploma in ELTAL (TESOL – Teaching English to Speakers of Other Languages Pathway) student should also be able to:

CLO5 (TESOL): Develop research-informed teaching sessions (1, 2, 3 and 5)

CLO6 (TESOL): Critically reflect on observed teaching practice (5 and 6).

CLO7 (TESOL): Engage in research-informed reflections on the teaching of English through literature and/or business across contexts (2, 3, 5 and 6).

CLO8: Critically evaluate the principles underlying the teaching and learning process with a focus on professional enhancement for effective classroom management (5).

CLO9: Critically evaluate research methods in applied linguistics and articulate project plans, in the context of ethical and professional frameworks (3, 5).

On successful completion of the Masters students will have further developed knowledge and skills in the above areas and in addition should be able to:

CLO10: Demonstrate their ability to evaluate methods and to devise, manage and complete a sustained body of independent work informed by appropriate research/scholarship, to appropriate academic and ethical standards (1, 5 and 6).

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14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The course complies with the university's regulations for taught postgraduate courses.

Students can enrol with the intention of studying full-time for three months for the award of Postgraduate Certificate; six months for the award of Postgraduate Diploma or 12 months for the award of Masters (or part-time for six months, 18 months or 24 months respectively).

There are two entry points for this course: September and January (subject to viability).

Pathway Linguistics September Start

Term	Module code	Module title	Credits
Sept-Jan	7012HUM	Theories and Methods of Language Learning and Teaching	15
Sept-Jan	7026HUM	Developing Language Teaching Materials	15
Sept-Jan	7029HUM	Grammar and Phonology for the English Language Teacher	15
Sept-Jan	7032HUM	Computer Assisted Language Learning: Theory and Practice	15
Jan-May	7027HUM	Analysing Written and Spoken Discourse	15
Jan-May	7030HUM	Corpus Analysis and Pedagogy	15

Jan-May	7033HUM	Understanding Academic English	15
Jan-May	7034HUM	Research Methods	15
May-Sept	7091HUM	Dissertation	50
May-Sept	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10

Pathway TESOL September start

Term	Module code	Module title	Credits
Sept-Jan	7012HUM	Theories and Methods of Language Learning and Teaching	15
Sept-Jan	7026HUM	Developing Language Teaching Materials	15
Sept-Jan	7029HUM	Grammar and Phonology for the English Language Teacher	15
Sept-Jan	7032HUM	Computer Assisted Language Learning: Theory and Practice	15
Jan-May	7031HUM	English Language Teaching in Practice	15
Jan-May	7092HUM	Business English	15
Jan-May	7028HUM	Teaching English Through Literature	15
Jan-May	7034HUM	Research Methods	15
May-Sept	7091HUM	Dissertation	50
May-Sept	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10

Pathway Linguistics January start

Term	Module code	Module title	Credits
Jan-May	7012HUM	Theories and Methods of Language Learning and Teaching	15
Jan-May	7026HUM	Developing Language Teaching Materials	15
Jan-May	7029HUM	Grammar and Phonology for the English Language Teacher	15
Jan-May	7032HUM	Computer Assisted Language Learning: Theory and Practice	15
May-Sept	7027HUM	Analysing Written and Spoken Discourse	15
May-Sept	7030HUM	Corpus Analysis and Pedagogy	15
May-Sept	7033HUM	Understanding Academic English	15
May-Sept	7034HUM	Research Methods	15
Sept-Jan	7091HUM	Dissertation	50
Sept-Jan	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10

Pathway TESOL January start

Term	Module code	Module title	Credits
Jan-May	7012HUM	Theories and Methods of Language Learning and Teaching	15
Jan-May	7026HUM	Developing Language Teaching Materials	15
Jan-May	7029HUM	Grammar and Phonology for the English Language Teacher	15
Jan-May	7032HUM	Computer Assisted Language Learning: Theory and Practice	15
May-Sept	7031HUM	English Language Teaching in Practice	15
May-Sept	7092HUM	Business English	15
May-Sept	7028HUM	Teaching English Through Literature	15
May-Sept	7034HUM	Research Methods	15
Sept-Jan	7091HUM	Dissertation	50
Sept-Jan	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10

Entry Points and Sequencing: For *Sept starters*, term 1 is Sept -Jan, term 2 Jan-May, term 3 May-Sept; for *January starters*, term 1 is Jan-May, term 2 May-Sept, term 3 Sept-Jan.

Part time study mode – this will be negotiated with the Course Director on an individual basis. Part-time students can 'merge' with every cohort, but must re-enrol every year.

Professional Experience

Credit level	Module Code	Title	Credit Value	Mandatory/ Optional	Course Learning Outcomes
Subject to securing an appropriate placement opportunity and fulfilling the selection requirements, students will be transferred to the two-year course and the zero credit modules listed below are to be taken.					
7	7088HUM	Extended Masters HUM Professional Experience Module A	0	Optional	
7	7089HUM	Extended Masters HUM Professional Experience Module B	0	Optional	
7	7090HUM	Extended Masters HUM Professional Experience Module C	0	Optional	

The work placement is to be taken over three semesters and prior to the final dissertation/project that must be taken in the final semester of the course.

Professional Experience

During semester 1, students who have expressed an interest in undertaking a work placement or internship should begin the application process for these opportunities. Students have the responsibility for securing a placement/internship. They will be supported throughout the application process by a specialist employer engagement team. The university will work with employers to identify opportunities. Subject to securing a placement/internship, the International Student Support team will

work with international students to obtain UK study visa extensions. Visas required to work in other countries will be the responsibility of the student.

The course is structured so that students complete two semesters of taught modules and then could spend three semesters on professional experience placement. During this time students would be enrolled onto modules 7088HUM, 7089HUM, and 7090HUM. The modules are zero credit and do not contribute to the classification of the award but must be passed to complete the placement. Upon completion of the work placement, students would return to Coventry to complete the final semester during which time they undertake their project module which may be informed by the learning acquired during the professional experience.

Cascade of Awards:

MA in English Language Teaching and Applied Linguistics

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Postgraduate Diploma in English Language Teaching and Applied Linguistics

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Postgraduate Certificate in English Language Teaching and Applied Linguistics

Module credit level	Module Code	Title	Credit Value	Mandatory (just 'M' indicates 'M' for both pathways)	Course Learning Outcomes	Pre-requisite
						n/a
7	7012HUM	Theories and Methods of Language Learning and Teaching	15	M	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO2:** Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). **CLO4:** Critically evaluate how teacher education can benefit from an engagement with global online communities of practice and embed innovative e-learning solutions in ELT (2, 3, 4 and 5)	
7	7026HUM	Developing Language Teaching Materials	15	M	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO2:** Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6).	
7	7029HUM	Grammar and Phonology for the English Language Teacher	15	M	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO3:** Discuss and propose pedagogical interventions for the purpose of teaching grammar and/or phonology in specific contexts (1, 2, 3 and 5).	
7	7032HUM	Computer Assisted Language Learning: Theory and Practice	15	M	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6).	

					CLO2: Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). CLO4: Critically evaluate how teacher education can benefit from an engagement with global online communities of practice and embed innovative e-learning solutions in ELT (2, 3, 4 and 5)	
7	7027HUM	Analysing Written and Spoken Discourse	15	M for Linguistics Pathway	CLO5 (Linguistics): Critically appraise and utilise frameworks for the discourse, genre and register analysis of English as it is spoken and written in diverse communities around the world (2, 3 and 6). CLO6 (Linguistics): Investigate specific methodologies, including those of systemic functional linguistics and corpus linguistics, for the critical analysis of specific varieties of English (2, 4 and 6). CLO7 (Linguistics): Discuss and apply the findings from linguistic analyses to the teaching of English (1, 5 and 6).	
7	7030HUM	Corpus analysis and pedagogy	15	M for Linguistics Pathway	CLO2: Develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). CLO5 (Linguistics): Critically appraise and utilise frameworks for the discourse, genre and register analysis of English as it is spoken and written in diverse communities around the world (2, 3 and 6). CLO6 (Linguistics): Investigate specific methodologies, including those of systemic functional linguistics and corpus linguistics, for the critical analysis of specific varieties of English (2, 4 and 6). CLO7 (Linguistics): Discuss and apply the findings from linguistic analyses to the teaching of English (1, 5 and 6).	
7	7033HUM	Understanding Academic English	10	M for Linguistics Pathway	CLO5 (Linguistics): Critically appraise and utilise frameworks for the discourse, genre and register analysis of English as it is spoken and written in diverse communities around the world (2, 3 and 6).	

					CLO6 (Linguistics): Investigate specific methodologies, including those of systemic functional linguistics and corpus linguistics, for the critical analysis of specific varieties of English (2, 4 and 6). **CLO7 (Linguistics):** Discuss and apply the findings from linguistic analyses to the teaching of English (1, 5 and 6).	
7	7031HUM	English Language Teaching in Practice	15	M for TESOL Pathway	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO2:** Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). **CLO5 (TESOL):** Develop research-informed teaching sessions (1, 2, 3 and 5) **CLO6 (TESOL):** Critically reflect on observed teaching practice (5 and 6).	
7	7092HUM	Business English	15	M for TESOL Pathway	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO2:** Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). **CLO5 (TESOL):** Develop research-informed teaching sessions (1, 2, 3 and 5) **CLO6 (TESOL):** Critically reflect on observed teaching practice (5 and 6). **CLO7 (TESOL):** Engage in research-informed reflections on the teaching of English through literature and/or business across contexts (2, 3, 5 and 6).	

7	7028HUM	Teaching English through Literature	10	M for TESOL Pathway	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO2:** Discuss and develop research-informed innovative materials for English Language Teaching that are appropriate for their learning and teaching contexts (1, 4, 5 and 6). **CLO7 (TESOL):** Engage in research-informed reflections on the teaching of English through literature and/or business across contexts (2, 3, 5 and 6).	
7	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10	M	**CLO8 (both TESOL and Linguistics):** Critically evaluate the principles underlying the teaching and learning process with a focus on professional enhancement for effective classroom management (5).	
7	7034HUM	Research Methods	10	M	**CLO1:** Critically appraise theoretical approaches to language learning and teaching and reflect on how to apply them in their teaching practice in the light of their existing beliefs (4, 5 and 6). **CLO9 (TESOL and Linguistics):** Critically evaluate research methods in applied linguistics and articulate project plans, in the context of ethical and professional frameworks (3, 5).	
7	7091HUM	Dissertation	60	M	**CLO9 (TESOL and Linguistics):** Critically evaluate research methods in applied linguistics and articulate project plans, in the context of ethical and professional frameworks (3, 5). **CLO10: (TESOL and Linguistics)** Demonstrate their ability to evaluate methods and to devise, manage and complete a sustained body of independent work informed by appropriate research/scholarship, to appropriate academic and ethical standards (1, 5 and 6).	

15 Criteria for Admission and Selection Procedure

To be admitted onto the course, applicants must meet the general requirements of the Coventry University Admissions Policy.

Successful applicants must normally hold a first or a second class Honours Degree or equivalent. Candidates with degrees in subjects other than English/Linguistics may apply.

Applicants who can demonstrate considerable experience at an appropriate professional level but who do not have the formal academic entry qualifications may also be admitted, subject to an assessment of their application.

Applications are encouraged from all suitably qualified persons irrespective of age, race, gender or disability. The applications and admissions procedure conforms to the University's policy on equal opportunities.

Applicants who are not native speakers of English need to have a proficiency level equivalent to GCSE Grade C or IELTS 6.5 (N.B.: with a minimum score of 6 in writing); Cambridge Proficiency Grade C or above; Certificate of Advanced English Grade A or B. TOEFL is not accepted any longer at CU.

The course team encourage students to seek recognition of their prior experience and learning. There are opportunities for a student to demonstrate this knowledge in some of the assessment components and where a student can demonstrate that their knowledge and skills meet all intended learning outcomes of a module that student may receive the credits for that module. In calculations for an award these modules will be handled in accordance with University Academic Regulations for Taught Postgraduate Courses.
Applicants with recognised ELT (English Language Teaching) PG equivalent level qualifications (e.g. DELTA. Diploma in English Language Teaching to Adults) qualify for accreditation of prior learning, APEL, (normally 40 credits, modules 7012HUM Theories and Methods of Language Learning and Teaching - 15, module English Language Teaching in Practice – 15 and module 7038HUM Professional Enhancement: Managing the Teaching and Learning Process - 10 credits).

Applicants who have passed the academic development module M01ODL at Coventry University will be accredited with module English Language Teaching in Practice on the TESOL pathway (7031HUM, 15 credits).

For more details, see Regulations for the Admission of Students on the university website:
http://www.coventry.ac.uk/Documents/Registry/Regulations%20Academic/2017-18/Academic-Regulations/FINAL-04-Academic-Regulations-for-the-Admission-of-Students-2017.pdf

16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard <u>University Regulations</u> (Mode R).

University policy requires the internal moderation of all assessments. Module boxes (hard copy or virtual on Moodle) are kept for all modules for QAA purposes and all summative assessed tasks are internally moderated according to the guidelines set by the Associate Dean for Quality Assurance and Enhancement and the Associate Dean for Student Experience in the FAH. Most coursework is marked online via Turnitin Grademark and students are provided both electronic written feedback and oral feedback in line with the stated marking schemes and criteria contained in the module guides and in the course handbook.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the relevant assessment boards.

17 Indicators of Quality Enhancement

There are no applicable specific QAA benchmark statements for this subject area, however reference was made to the generic QAA guidelines contained in the 'Master's Characteristics' QAA document previously mentioned (available at: http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf). Also, the QAA Qualifications Framework has been considered in developing this Programme Specification.

Undergraduate Bachelors courses in TEFL (Teaching English as a Foreign Language) have been offered at Coventry University since 2006. The taught MA in English Language Teaching has been offered since October 2009. On this basis, Coventry University has an established reputation for quality education in the field of English Language Teaching.

In addition to the past track record of the Department in TEFL provision, the department also has strong tradition in educational and linguistics-related applied research. Staff and students are given the opportunity to engage in ELT (English Language Teaching) and EAP (English for Academic Purposes) as a community of scholarly practice.

The course team includes experts on Corpus Linguistics, Computer Assisted Language Learning, Teaching English as a Foreign Language, Discourse Analysis, Varieties of English (including Business English), English for Academic Purposes and Second Language Acquisition of both national and international fame. Staff teaching on the programme contribute regularly to national and international conferences, and are often invited to give key-note talks. Staff teaching on the MA have also received national awards for their publications and for their excellence in teaching and education leadership and numerous research grants.

Staff members also undertake consultancy and specialist guest speakers contribute to teaching as appropriate; criteria for these speakers are that they are research active or are expert practitioners currently engaged in innovative areas of English teaching. Staff have links with the Research Centre for Global Education and Attainment (GLEA).

The External Examiners have consistently made positive comments on the Quality and Standards of the programme to date. External examiners have praised the continued effort that the team puts into the delivery of the course. Areas of good practice highlighted include the high standard of feedback and pastoral support, the wide range of assessment modes and the balance between theory and practice on the course.

Students contribute to improvement of teaching and enhancement of their learning through module and course evaluation questionnaires, course forum and course quality enhancement meetings that feed into the annual course report.

The overall Course Satisfaction was 97% in the most recent Postgraduate Taught Experience Survey (PTES) – 2017-2018.

At institutional level, the report of the QAA Institutional Audits have been very positive to date.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

- Faculty/School Handbook
- Student Handbook
- Module guides
- Virtual learning environment
- Study support information